

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Active Living: A healthy way of life includes regular practice of meaningful active living.								
<b>Guiding Question</b>	How can physical activity be included in daily life?			How can physical activity contribute to health?			What makes physical activity meaningful?		
<b>Learning Outcome</b>	Children explore and recognize physical activity in a variety of contexts.			Students investigate the benefits of physical activity.			Students investigate physical activity and relate it to personal experience.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Individual or group physical activity can involve <ul style="list-style-type: none"> <li>• play</li> <li>• sports</li> <li>• transportation</li> <li>• recreation</li> </ul>	Physical activity involves participation in movement experiences in safe and enjoyable environments.	Perform physical activity experiences that provide personal enjoyment.	Immediate changes from participating in physical activity can include <ul style="list-style-type: none"> <li>• breathing faster</li> <li>• faster heart rate</li> <li>• sweating</li> <li>• feeling good</li> <li>• increased thirst</li> </ul>	Physical activity causes immediate changes in the body.	Experience changes in the body as a result of participating in physical activity.	Factors influencing physical activity can include <ul style="list-style-type: none"> <li>• peers</li> <li>• family</li> <li>• culture</li> <li>• natural environments</li> <li>• built environments</li> <li>• access</li> <li>• cost of activities and programs</li> </ul> Adventurous play can provide individuals with opportunities to <ul style="list-style-type: none"> <li>• find and establish personal physical activity limits</li> <li>• develop confidence in independent and safe problem solving</li> <li>• enjoy challenges responding to healthy stress with resilience</li> </ul> <ul style="list-style-type: none"> <li>• develop and refine specific movement skills</li> <li>• develop decision-making skills related to risk taking</li> </ul>	Physical activity can be influenced by a variety of factors.	Present how factors influence physical activity.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	Physical activity needs to be balanced with times of rest.  Rest contributes to optimal health.	Physical activity requires an individual to expend energy when moving.	Discuss how rest is required to allow the body to recover from physical activity.	Physical activity is associated with mental health benefits, including <ul style="list-style-type: none"> <li>• happiness</li> <li>• calmness</li> <li>• focus</li> <li>• improved sleep</li> <li>• building relationships</li> <li>• improved memory</li> </ul>	Physical activity supports mental health.	Participate in physical activity in a variety of contexts to improve well-being.  Reflect on personal feelings or emotional well-being when participating in physical activity.	Physical activity experiences on the land can include <ul style="list-style-type: none"> <li>• hunting</li> <li>• trapping</li> <li>• fishing</li> <li>• gathering</li> <li>• nature walks</li> <li>• hiking</li> </ul> Adventurous play can provide individuals with opportunities to <ul style="list-style-type: none"> <li>• find and establish personal physical activity limits</li> <li>• develop confidence in independent and safe problem solving</li> <li>• enjoy challenges responding to healthy stress with resilience</li> <li>• develop and refine specific movement skills</li> <li>• develop decision-making skills related to risk taking</li> </ul>	Physical activity can be connected to experiences on the land.	Participate in physical activities on the land.
	Games and activities can be <ul style="list-style-type: none"> <li>• rhythmic</li> <li>• gymnastic</li> <li>• expressive</li> <li>• individual</li> <li>• challenging</li> <li>• adventurous</li> <li>• cultural</li> </ul>	Physical activity can be experienced in a variety of ways.	Participate in a variety of physical activities and games.	Long-term health benefits of regular physical activity can include <ul style="list-style-type: none"> <li>• stronger bones</li> <li>• stronger muscles</li> <li>• increased brain function</li> <li>• improved endurance</li> </ul>	Regular physical activity has health benefits and can help prevent illness.	Describe health benefits of regular physical activity.	Factors affecting physical activity can include <ul style="list-style-type: none"> <li>• technology</li> <li>• time</li> <li>• cost of activities or programs</li> <li>• accessibility</li> <li>• availability of resources</li> <li>• injury</li> </ul>	Physical activity can decrease due to a variety of factors.  Physical activity can be modified in response to a variety of factors.	Record the amount of personal time spent engaged in physical activity.  Develop a plan to support personal engagement in physical activity.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
				<p>Each day provides different opportunities for physical activity.</p> <p>Play can be structured, unstructured, or adventurous.</p> <p>Unstructured play includes the opportunity for children to interact freely and be active with each other without the intervention of adults.</p> <p>Adventurous play includes experiencing challenging activities in outdoor learning environments.</p> <p>Games and activities can be</p> <ul style="list-style-type: none"> <li>• rhythmic</li> <li>• gymnastic</li> <li>• expressive</li> <li>• individual</li> <li>• challenging</li> <li>• adventurous</li> <li>• cultural</li> </ul>	<p>Daily physical activity is foundational for a healthy lifestyle.</p>	<p>Select a variety of physical activity opportunities to experience regularly.</p>	<p>Preparation and recovery actions can support endurance, improve flexibility, and reduce the risk of injury.</p> <p>Preparation for and recovery from physical activity can include</p> <ul style="list-style-type: none"> <li>• proper nutrition and hydration</li> <li>• equipment check</li> <li>• warm-up</li> <li>• cool-down</li> <li>• appropriate clothing and footwear</li> </ul>	<p>Physical activities can be enhanced through preparation and recovery.</p>	<p>Demonstrate appropriate preparation for and recovery from physical activity.</p>
							<p>Physical activity can promote positive interactions with others through shared interests, goal setting, and experiences.</p> <p>Games and activities can be</p> <ul style="list-style-type: none"> <li>• rhythmic</li> <li>• gymnastic</li> <li>• expressive</li> <li>• individual</li> <li>• challenging</li> <li>• adventurous</li> <li>• cultural</li> </ul>	<p>Participation in physical activity provides an opportunity for individuals to interact positively with others.</p>	<p>Demonstrate positive interactions with others during physical activity.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							Physical activity can be categorized as light, moderate, and vigorous.	Physical activity can require varying degrees of exertion and energy.	Participate in physical activities that require various levels of exertion and energy.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Movement Skill Development: A healthy way of life includes regular movement.								
<b>Guiding Question</b>	How can an awareness of the body facilitate movement?			How might awareness of the surroundings impact movement?			How are awareness and movement connected?		
<b>Learning Outcome</b>	Children explore spatial awareness in a variety of physical activity contexts.			Students investigate and demonstrate how spatial awareness influences movement and physical activity.			Students examine and apply an understanding of how spatial awareness supports physical activity across a variety of contexts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Spatial awareness is knowing one's location relative to people, objects, and the surrounding environment.	<p>Spatial awareness requires knowledge of personal space and general space.</p> <p>Personal space is the physical space immediately surrounding an individual.</p> <p>General space is the space within a defined area through which an individual can move.</p> <p>Spatial awareness helps people stay safe in various environments.</p>	Practise moving in relation to the location and proximity of people or objects in a variety of physical activity contexts.	Spatial awareness is the ability to judge one's distance in relation to people, objects, and the surrounding environment.	<p>Spatial awareness helps individuals think about their whole body as it moves through space.</p> <p>Spatial awareness involves moving creatively to safely navigate through space.</p>	Demonstrate various ways of moving safely through space during physical activity.	Spatial awareness is knowing how the body moves through space.	Spatial awareness can be improved through ongoing scanning and assessment of surroundings.	Scan and assess surroundings to support spatial awareness.
				Responses that support movement through general space can include <ul style="list-style-type: none"> <li>• adjusting location</li> <li>• adjusting proximity</li> <li>• demonstrating control</li> <li>• stopping on signal</li> <li>• moving safely and sensitively</li> </ul>	Environmental cues can help individuals with their spatial awareness in order to navigate through general space.	Demonstrate appropriate responses to environmental cues.	Spatial awareness is the ongoing process to make decisions in relation to people or objects.	Effective decision making related to spatial awareness can support favourable movement outcomes.	Refine movement skills in relation to people or objects in a variety of physical activities.
							Awareness of spatial changes may require modifications to game play.	Spatial awareness can influence movement within and across physical activities.	Modify and adapt game play based on awareness of spatial changes.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Movement Skill Development: A healthy way of life includes regular movement.								
<b>Guiding Question</b>	How can an awareness of the body facilitate movement?			How might awareness of the surroundings impact movement?			How are awareness and movement connected?		
<b>Learning Outcome</b>	Children explore and explain movement of the body.			Students demonstrate an understanding of how movement can support different types of physical activity.			Students demonstrate how movement can be modified to improve control and efficiency.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Movement of the body can include <ul style="list-style-type: none"> <li>• walking</li> <li>• crawling</li> <li>• running</li> <li>• jumping</li> <li>• balancing</li> <li>• throwing</li> <li>• kicking</li> <li>• catching</li> <li>• trapping</li> </ul>	Movement is any physical activity that includes changes of position or physical location.	Practise movement in any direction from one point to another.	Locomotor movements can include <ul style="list-style-type: none"> <li>• walking</li> <li>• crawling</li> <li>• running</li> <li>• jumping</li> <li>• skipping</li> <li>• hopping</li> <li>• rolling</li> <li>• leaping</li> <li>• marching</li> </ul> First Nations, Métis, and Inuit physical activities and games are played for specific purposes that support physical movements used in daily life.	Locomotor movement occurs when the body travels from one point to another.	Demonstrate a variety of locomotor movements.  Perform locomotor movements in a variety of physical activity contexts.  Participate in a variety of First Nations, Métis, and Inuit physical activities and games.	The preparation phase or ready position includes all of the movements that prepare the body for a particular skill, including <ul style="list-style-type: none"> <li>• facing the target</li> <li>• shifting the body</li> <li>• positioning arms and feet</li> <li>• establishing a stable position</li> <li>• finding a lower centre of gravity</li> </ul> The carrying-out phase includes the body gathering momentum and working to produce movement.  The completion phase includes movement continuing in the direction of action, slowing down of movement, and regaining stability.	Three phases of movement include preparation, carrying out, and completion.	Experiment with the three phases of movement in a variety of physical activities.  Modify one or more phases of movement to improve control and efficiency.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	<p>Indoor contexts can include</p> <ul style="list-style-type: none"> <li>• gymnasiums</li> <li>• classrooms</li> <li>• arenas</li> <li>• studios</li> </ul> <p>Outdoor contexts can include</p> <ul style="list-style-type: none"> <li>• ice</li> <li>• snow</li> <li>• air</li> <li>• water</li> <li>• land</li> </ul>	<p>Movement can occur in a variety of indoor and outdoor physical activity contexts.</p>	<p>Explore movement in a variety of indoor and outdoor physical activity contexts.</p>	<p>Non-locomotor movements can include</p> <ul style="list-style-type: none"> <li>• balancing</li> <li>• twisting</li> <li>• turning</li> <li>• stretching</li> <li>• bending</li> </ul>	<p>Non-locomotor movement is performed within personal space.</p>	<p>Perform non-locomotor movements in a variety of physical activity contexts.</p>	<p>Movement skills can be refined and corrected with feedback and practice.</p>	<p>Movement skill development requires repeated practice and effort.</p> <p>Performance in physical activities can be enhanced by effort and repeated practice.</p> <p>Enhanced performance can support motivation, confidence, and enjoyment.</p>	<p>Participate in repeated practice for skill development.</p> <p>Reflect on the performance of movement skills and apply ways to be more efficient.</p>
	<p>Creative movement can be inspired by</p> <ul style="list-style-type: none"> <li>• tempo</li> <li>• imagination</li> <li>• beats</li> <li>• rhythms</li> <li>• music</li> <li>• literature</li> <li>• nature</li> </ul>	<p>Movement can help express ideas, feelings, and emotions.</p>	<p>Demonstrate movement of the body in creative ways.</p>	<p>Object manipulation can involve</p> <ul style="list-style-type: none"> <li>• sending objects, including pushing, throwing, and kicking</li> <li>• receiving objects, including catching</li> <li>• retaining objects, including trapping and carrying</li> </ul>	<p>Object manipulation is the ability to control and handle objects with the body.</p>	<p>Demonstrate a variety of object manipulation skills.</p> <p>Select appropriate object manipulation skills required for various physical activity contexts.</p>	<p>Locomotor movements can include</p> <ul style="list-style-type: none"> <li>• galloping</li> <li>• wheeling</li> <li>• jogging</li> </ul> <p>Non-locomotor movements can include</p> <ul style="list-style-type: none"> <li>• climbing</li> <li>• swinging</li> <li>• hanging</li> <li>• landing</li> </ul> <p>Object manipulation can involve</p> <ul style="list-style-type: none"> <li>• sending objects, including passing and pulling</li> <li>• retaining objects, including bouncing</li> <li>• receiving objects, including collecting</li> </ul> <p>Movement skills acquired through participation in First Nations, Métis, or Inuit games and activities include</p> <ul style="list-style-type: none"> <li>• agility</li> <li>• flexibility</li> <li>• coordination</li> </ul>	<p>Learned movements can be modified to support success across physical activity contexts.</p> <p>Understanding historical context can provide opportunities to experiment with a variety of movement activities, including the Olympic events of</p> <ul style="list-style-type: none"> <li>• running</li> <li>• hurdles</li> <li>• high jump</li> <li>• discus</li> <li>• javelin</li> <li>• shot put</li> <li>• gymnastics</li> </ul>	<p>Relate movement skills from one physical activity to those of another physical activity.</p> <p>Explore the transferability of movement skills acquired through participation in Olympic and First Nations, Métis, or Inuit games and activities in a variety of contexts.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							<ul style="list-style-type: none"><li>• endurance</li><li>• strength</li></ul>		

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Movement Skill Development: A healthy way of life includes regular movement.								
<b>Guiding Question</b>	What is fair play?			How can fair play contribute to engagement in physical activity?			How can teamwork support participation, safety, and enjoyment?		
<b>Learning Outcome</b>	Children explore fair play through a variety of physical activities.			Students demonstrate an understanding of fair play and its associated benefits through a variety of physical activities.			Students investigate how teamwork supports participation in a variety of physical activities.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Fair play is a set of expectations that help individuals connect during physical activity.	Fair play informs decisions that support positive relationships.	Explore what fair play looks like during a variety of physical activities.	Fair play supports motivation, participation, and a feeling of being valued.  Fair play involves building relationships with people, regardless of skill or ability, in physical activity.	Fair play involves acknowledging the importance of all.	Demonstrate how fair play encourages participation.	Behaviours that support participation can include <ul style="list-style-type: none"> <li>• using fair play practices</li> <li>• respecting fellow players, coaches, teachers, and parents</li> <li>• cheering on teammates</li> <li>• using kind and appropriate language</li> </ul>	Physical activities have expectations that support participation, safety, and enjoyment for all.	Display behaviours that support participation, safety, and participant enjoyment.
	Fair play can include honesty, respect, and goodwill to others.	Fair play ensures fairness and integrity of the physical activity.	Demonstrate respect for others during physical activity.	Practices can include <ul style="list-style-type: none"> <li>• respecting rules of play</li> <li>• taking turns</li> <li>• assuming roles</li> <li>• acknowledging success of others</li> <li>• encouraging others</li> </ul> Rules of play are expectations associated with various physical activities.	Fair play is supported by practices that contribute to a sense of responsibility in a variety of physical activities.	Demonstrate practices that support fair play.	Teamwork can build relationships and support others in unique ways.  Teamwork can include <ul style="list-style-type: none"> <li>• communicating</li> <li>• interacting</li> <li>• making decisions</li> <li>• problem solving</li> <li>• sharing ideas</li> <li>• supporting others</li> <li>• contributing</li> </ul>	Some physical activities require teamwork.  Teamwork is working with others to achieve a common goal.	Exhibit teamwork in a variety of physical activity contexts.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Character Development: Exploration of life opportunities and virtues develops resiliency and personal talents and promotes lifelong learning.								
<b>Guiding Question</b>	How can personal characteristics influence feelings and emotions?			How can personal characteristics contribute to self-understanding?			How are roles connected to character development?		
<b>Learning Outcome</b>	Children explore connections between personal characteristics and feeling and emotions.			Students examine and describe how personal characteristics contribute to self-understanding.			Students examine how the development of self-regulation is supported through participation in a variety of roles.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Personal characteristics are features or qualities belonging to a person and can contribute to how an individual views themselves “body image.”  Personal characteristics can include <ul style="list-style-type: none"> <li>• strengths</li> <li>• talents</li> <li>• assets</li> <li>• personalities</li> <li>• virtues</li> </ul>	Personal characteristics can be unique or shared among individuals and groups.  Personal characteristics can represent individuals in place and time.	Identify how characteristics can be unique or shared.  Identify personal characteristics.	Personal characteristics can be unique or shared among individuals and groups.	Personal characteristics can contribute to self-worth, humility, self-confidence, and self-understanding.	Recognize how individual and group characteristics are unique and valued.	A role is a specific position that someone holds in work, social, or relational contexts.	People in the home, school, and community have roles, responsibilities, and occupations.  Roles have different responsibilities.	Describe and compare responsibilities connected with various roles.  Participate in a variety of roles in learning contexts.
	Expression of feelings and emotions can be <ul style="list-style-type: none"> <li>• physical</li> <li>• artistic</li> <li>• verbal</li> <li>• written</li> </ul>	Feelings can be personal or shared with others that are trustworthy.  Feelings and emotions can be identified, expressed, and described.	Express feelings in a variety of ways.	Personal characteristics can describe an individual’s strengths and abilities.  Areas for nurture and growth can include <ul style="list-style-type: none"> <li>• patience</li> <li>• compassion</li> <li>• honesty</li> <li>• kindness</li> <li>• empathy</li> </ul>	Personal characteristics can help individuals understand themselves as learners.  Areas for growth can be highlighted when reflecting on personal characteristics.  First Nations, Métis, and Inuit recognize individual characteristics as gifts.	Describe personal learning strengths and abilities.  Discuss how some First Nations, Métis, and Inuit view characteristics as gifts that can contribute to individuals and community.	There are a variety of roles available for individuals within a community.	Individuals contribute to community through participation in a variety of roles.  Sense of community is developed through the awareness of the roles and responsibilities of people within the community.	Examine ways that individuals can positively contribute to communities through various roles.  Investigate opportunities to participate in community roles.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	<p>Individuals experience feelings differently.</p> <p>People can experience a range of feelings and emotions, including</p> <ul style="list-style-type: none"> <li>• happiness</li> <li>• sadness</li> <li>• surprise</li> <li>• fear</li> <li>• love</li> <li>• anger</li> </ul>	All people experience feelings and emotions.	Recognize that feelings and emotions are part of the human experience.				People, land, and animals have specific roles and responsibilities that contribute to community well-being.	Communities include people, land, and animals.  People, land, and animals are interconnected.	Explore how the roles and responsibilities of people, land, and animals contribute positively to community well-being.
	<p>Feelings and emotions can be managed by</p> <ul style="list-style-type: none"> <li>• taking time</li> <li>• taking a break</li> <li>• changing location</li> <li>• finding a quiet space</li> <li>• asking for help</li> </ul>	Feelings and emotions are connected and can change over time.	Identify strategies to manage feelings and emotions in a variety of situations.	<p>Emotions show how an individual feels.</p> <p>People can experience a range of feelings and emotions, including</p> <ul style="list-style-type: none"> <li>• love</li> <li>• sadness</li> <li>• surprise</li> <li>• fear</li> <li>• anger</li> <li>• happiness</li> </ul>	<p>Reactions to feelings and emotions can be experienced and observed.</p> <p>Feelings can be identified and communicated to help people understand one another.</p>	Recognize how emotions can be expressed.	<p>Self-regulation is effectively maintaining control over attention, thoughts, emotions, and behaviour in a variety of situations.</p> <p>Self-regulation is the ability to attain or maintain a level of focus and function.</p>	Self-regulation can help decrease stress and manage anxiety.	Explain the benefits of self-regulation.
				<p>Thoughts, feelings, and emotions are connected to behaviour.</p> <p>Awareness of the body's reaction to emotion helps people to choose appropriate responses.</p> <p>The body experiences responses to emotions, including fight, flight, or freeze.</p>	Feelings, the body, and the brain are interconnected.	Identify responses to emotions.	<p>Self-regulation strategies can include</p> <ul style="list-style-type: none"> <li>• breathing techniques</li> <li>• physical activity breaks</li> <li>• quiet space</li> <li>• nutrition and hydration breaks</li> <li>• thinking before responding</li> <li>• adequate rest</li> <li>• recognizing challenges and obstacles</li> </ul>	<p>Self-regulation involves identifying emotions using various tools, strategies, and actions.</p> <p>Self-regulation strategies that maintain or enhance positive emotions are important for establishing effective outcomes.</p>	<p>Describe tools or strategies that support regulation.</p> <p>Demonstrate a variety of self-regulation strategies.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
				Reflection and feedback on feelings and emotions can contribute to personal growth and learning.	<p>An individual's experiences can affect feelings and emotions.</p> <p>Feelings and experiences can influence learning and motivation.</p>	Reflect on feelings and emotions that result from various personal experiences.	Self-regulation supports can include Knowledge Keepers, Elders, and the community.	<p>Self-regulation can be supported through community.</p> <p>Self-regulation is connected to signals from the body, mind, and spirit.</p>	<p>Identify ways in which the community can support self-regulation.</p> <p>Explore ways First Nations, Métis, or Inuit communities work together to support self-regulation.</p> <p>Discuss situations where the body, mind, and spirit have an effect on self-regulation.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.								
<b>Guiding Question</b>	What might boundaries look like in different situations?			How can boundaries contribute to safety?			How can safety be promoted in various contexts?		
<b>Learning Outcome</b>	Children recognize and describe boundaries in various situations.			Students investigate and explain how boundaries connect to safety.			Students examine and apply an understanding of personal safety in a variety of situations.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Boundaries in designated play or work spaces can include <ul style="list-style-type: none"> <li>• rules</li> <li>• symbols</li> <li>• signs</li> <li>• digital citizenship (responsible conduct and safety)</li> </ul>	Boundaries are guidelines that help to keep people safe.	Describe personal, physical, and visual boundaries found in familiar contexts.	Consent is giving permission or agreeing for something to happen.	Personal boundaries are connected to an individual's body and personal space.  Consent is established by clearly communicating refusal and permission.	Discuss ways to express consent relating to personal boundaries.	Safety strategies are developed for <ul style="list-style-type: none"> <li>• home safety</li> <li>• school safety</li> <li>• digital safety</li> <li>• accessing emergency services</li> <li>• giving or refusing consent</li> </ul>	Safety strategies and procedures can be practised in a variety of ways.	Practise safety strategies and procedures in a variety of situations.
	Permission statements can include communicating "yes."  Refusal statements can include communicating "no."	Personal boundaries can be established through permission and refusal statements.	Express phrases to indicate permission or refusal in a variety of contexts.	It is important to ask for help in unsafe situations.	When boundaries are crossed or disrespected, children can tell a trusted adult.	Identify trusted adults in the school and community who can support personal safety.	Safety is when individuals are free from injury, illness, and physical and emotional harm.	Safety is needed for survival.  Individual consent is important in making safe decisions.	Discuss ways to respond in unsafe situations.
	Personal boundaries can be communicated through words and actions.	Boundaries can be communicated to set expectations for how a person would like to be treated.	Identify how to communicate personal needs and expectations to others in various situations.	Boundaries can change in various situations, including <ul style="list-style-type: none"> <li>• type of activity</li> <li>• people involved</li> <li>• purpose</li> <li>• use of technology</li> </ul>	Boundaries can change over time or in different situations.	Discuss situations or reasons that might lead to a boundary change.	Substances can be classified in different ways, including legal and illegal.  Legal substances can be harmful if used incorrectly.  Situations and contexts may present different safety concerns.	Safety involves assessing for potential risk or injury by identifying safe and unsafe situations and substances.	Classify situations and substances that are safe and unsafe.  Examine how safety can be improved in a variety of situations.
				Personal and group boundaries can be expressed through <ul style="list-style-type: none"> <li>• rules</li> <li>• symbols</li> <li>• signs</li> <li>• body language</li> </ul>	Boundaries are expressed to indicate a need or a want related to feelings of safety and security.	Discuss needs and wants that connect to a feeling of safety and security.  Identify how boundaries might protect a person or a group of individuals.			

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Healthy Eating: A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.								
<b>Guiding Question</b>	Why is food necessary for life?			How can food affect health?			How can food impact well-being?		
<b>Learning Outcome</b>	Children explore how food connects to daily life.			Students evaluate how food can affect health.			Students analyze how food can impact well-being.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Food is what individuals eat or drink.	Food provides energy and nutrients that help the body function and grow.	Explore a variety of foods and drinks that provide nutrients and energy to the body.	<p>Whole foods are found in nature.</p> <p>Whole foods can include</p> <ul style="list-style-type: none"> <li>• fruit</li> <li>• vegetables</li> <li>• legumes</li> <li>• nuts</li> <li>• seeds</li> <li>• grain products</li> </ul> <p>Processed foods include whole foods that have been changed or have added ingredients.</p> <p>Processed foods can be</p> <ul style="list-style-type: none"> <li>• cooked</li> <li>• canned</li> <li>• frozen</li> <li>• packaged</li> <li>• preserved</li> </ul>	Food can be natural or processed.	Differentiate between whole foods and processed foods.	<p>Cues associated with hunger include stomach growling, low energy, and irritability.</p> <p>Cues associated with thirst include</p> <ul style="list-style-type: none"> <li>• dry mouth</li> <li>• low energy</li> <li>• dry skin or eyes</li> <li>• headache</li> </ul>	The human body provides cues that tell people when they are hungry or thirsty.	Discuss cues associated with hunger and thirst.
	Food can be obtained from markets, grocery stores, or directly from the land, including	Food can be obtained from a variety of sources.	Identify the source and origin of a variety of foods.	<p>A variety of foods provide more or less of what is needed by the body.</p> <p>Individuals make decisions about what to eat as part of their well-being.</p>	A variety of food is needed by the body in order to grow and develop.	<p>Examine decision making in food selection.</p> <p>Identify foods that contribute to the growth and development of the body.</p>	Food guidelines provide information about the variety of foods the body needs.	Food guidelines help to inform decision making.	Explore recommendations from a variety of food guidelines.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							<p>Food allergies are when one's body reacts unusually to food.</p> <p>Allergic reactions to food can range from mild to severe, including anaphylactic shock.</p> <p>Food preferences are ways an individual chooses what to eat or drink.</p>	<p>Foods can contain risks and benefits to an individual's health.</p>	<p>Examine personal food preferences.</p> <p>Identify personal food allergens.</p>
							<p>Food can provide an opportunity for individuals to experience various cultures and traditions.</p>	<p>Food can foster</p> <ul style="list-style-type: none"> <li>• community</li> <li>• connection</li> <li>• fellowship</li> <li>• family</li> <li>• knowledge</li> <li>• tradition</li> </ul>	<p>Discuss ways that food provides insights into various cultures, practices, and traditions.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.								
<b>Guiding Question</b>	What are healthy relationships?			How can connections support healthy relationships?			How can healthy relationships be portrayed in various contexts?		
<b>Learning Outcome</b>	Children examine healthy relationships in learning and playing environments.			Students investigate how healthy relationships in learning and playing environments are built through connection.			Students connect healthy relationships to a variety of learning and playing contexts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Healthy relationships can be based on</p> <ul style="list-style-type: none"> <li>• shared experiences</li> <li>• commonalities</li> <li>• a sense of interest</li> <li>• a sense of appreciation</li> <li>• friendship</li> </ul> <p>Friendship is a type of relationship.</p> <p>A person can feel connected to</p> <ul style="list-style-type: none"> <li>• another person</li> <li>• the land</li> <li>• animals</li> <li>• an object</li> <li>• a place</li> </ul>	<p>Relationship is a feeling of being connected.</p> <p>Relationships can be made in learning and playing environments.</p> <p>Friendships are unique connections between people.</p>	<p>Describe ways people develop healthy relationships with other people, the land, animals, places, or objects.</p> <p>Define and practise friendship.</p>	<p>Playgrounds and community centres can be places found within communities.</p>	<p>Places that bring people together support relationships within the community.</p>	<p>Describe the ways community supports relationships with others.</p>	<p>Healthy relationships can be strengthened through frequent or ongoing interactions.</p>	<p>Healthy relationships can include bonds formed with one another or with nature.</p>	<p>Reflect on how personal relationships are maintained or strengthened.</p>
	<p>Healthy relationships can lead to a broad range of feelings.</p> <p>Healthy relationships can result in experiences of feeling loved, respected, cared for, and valued.</p>	<p>Healthy relationships support social-emotional well-being.</p>	<p>Discuss the impact healthy relationships have on personal feelings.</p>	<p>Healthy relationships can develop between people and groups when trust is built and they share something in common.</p> <p>Friendship is based on building trust and sharing something in common.</p>	<p>Healthy relationships are an essential human need and support social-emotional well-being.</p> <p>Friendships add to feelings of well-being.</p>	<p>Explain how shared interests and goals can support healthy relationships.</p> <p>Explore how healthy relationships help fulfill human needs.</p> <p>Practise words and actions that support friendship.</p>	<p>Community supports can include</p> <ul style="list-style-type: none"> <li>• resources</li> <li>• programs</li> <li>• information</li> <li>• services</li> </ul> <p>Friendships can be developed based on sharing, listening to ideas, and experiences with others.</p>	<p>Relationships within the community can be strengthened when adequate supports are in place and can be weakened when supports are limited.</p> <p>Connections within a community help to develop social-emotional well-being.</p> <p>Friendships can develop within a community setting.</p>	<p>Identify sources of support within the community to enhance well-being and relationships.</p> <p>Practise sharing and listening to ideas of others.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.								
<b>Guiding Question</b>	How is growth unique and individual?			How is growth multi-faceted?			How can growth change over time?		
<b>Learning Outcome</b>	Children identify and describe physical growth.			Students investigate and describe growth and its connection to habits.			Students investigate how growth is affected by variables.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Physical growth is a process that can be observed.	Physical growth is different for everyone.	Recognize that physical growth is different for everyone.	Physical growth begins before birth and can continue throughout a lifespan.  Physical growth and physical changes in the body occur over time.	Physical growth is the change of features.  Changes that occur during growth are unique to each person and are something to appreciate and be proud of.	Describe how the body grows and changes over time.	Body image is the way an individual views or feels about their body. Factors influencing growth can include <ul style="list-style-type: none"> <li>• food</li> <li>• mental health</li> <li>• physical activity</li> <li>• rest</li> <li>• environment</li> <li>• family traits</li> </ul>	Accepting and appreciating the changes of the body during growth can support positive body image.  Growth can be affected by various factors.	Recognize how a variety of factors can affect healthy growth.
	Growth involves changes in a person's body.	Bodies are special and unique.	Describe physical changes in the body since birth.	Hygiene habits include <ul style="list-style-type: none"> <li>• dental care</li> <li>• hand sanitization and washing</li> <li>• protocols for sneezing and coughing</li> <li>• not sharing personal items</li> </ul>	Hygiene habits can support health and growth.	Describe ways of maintaining good health, growth, and development.  Describe healthy hygiene habits.	Parts of the body that exhibit different rates of growth can include <ul style="list-style-type: none"> <li>• hair</li> <li>• hand size</li> <li>• foot size</li> <li>• height</li> </ul>	Growth of the body varies and happens at different rates.	Distinguish between parts of the body where growth is more visible than in others.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities.								
<b>Guiding Question</b>	What is money?			In what ways can money be used?			How does decision making influence money management?		
<b>Learning Outcome</b>	Children explore money.			Students explore money and how it is used for everyday living.			Students investigate decision making related to money.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Canadian money comes in many forms, including</p> <ul style="list-style-type: none"> <li>• coins</li> <li>• bills</li> <li>• debit cards</li> <li>• credit cards</li> </ul> <p>Canadian coins come in different denominations, including</p> <ul style="list-style-type: none"> <li>• nickels</li> <li>• dimes</li> <li>• quarters</li> <li>• loonies</li> <li>• toonies</li> </ul> <p>Canadian bills comes in different denominations, including</p> <ul style="list-style-type: none"> <li>• \$5</li> <li>• \$10</li> <li>• \$20</li> </ul> <p>Images on Canadian coins</p>	<p>Money has unique features to represent its value.</p>	<p>Explore the value of Canadian coins and bills.</p> <p>Identify features of Canadian coins and bills.</p>	<p>Canadian money comes in many forms, including</p> <ul style="list-style-type: none"> <li>• coins</li> <li>• bills</li> <li>• debit cards</li> <li>• credit cards</li> </ul> <p>Canadian coins and bills come in different denominations, including</p> <ul style="list-style-type: none"> <li>• nickels</li> <li>• dimes</li> <li>• quarters</li> <li>• loonies</li> <li>• toonies</li> <li>• \$5</li> <li>• \$10</li> <li>• \$20</li> <li>• \$50</li> <li>• \$100</li> </ul> <p>Images on Canadian coins and bills include</p> <ul style="list-style-type: none"> <li>• wildlife</li> <li>• sports</li> <li>• boats</li> </ul>	<p>Money can be used to exchange for goods and services.</p> <p>Money has value and purpose in everyday living.</p> <p>Money has unique features to represent its value.</p>	<p>Explore the value of Canadian coins and bills.</p> <p>Sort Canadian coins and bills.</p> <p>Identify goods and services that can be exchanged for money.</p>	<p>Decisions about money include how much to</p> <ul style="list-style-type: none"> <li>• spend</li> <li>• save</li> <li>• share</li> </ul> <p>Individuals can have a limited amount of money to spend.</p> <p>Money spent on one item means less money for other items or activities.</p> <p>Individuals can save money for an item, for an event, or for the future.</p> <p>Individuals can donate money through charities, organizations, and agencies to help others or support a cause.</p> <p>Money can be earned in exchange for work that is done or goods and services that are provided.</p> <p>Responsible decision making</p>	<p>Managing money involves making decisions.</p> <p>Decisions related to money are based on needs and wants.</p>	<p>Distinguish between a paying job and volunteer work.</p> <p>Describe how money can be divided for different purposes.</p> <p>Practise making money-related decisions in a variety of contexts.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	and bills include <ul style="list-style-type: none"> <li>• wildlife</li> <li>• sports</li> <li>• boats</li> <li>• emblems</li> <li>• historic figures</li> </ul>			<ul style="list-style-type: none"> <li>• emblems</li> <li>• historic figures</li> </ul> Money can be <ul style="list-style-type: none"> <li>• shared</li> <li>• earned</li> <li>• saved</li> <li>• spent</li> <li>• borrowed</li> </ul> Goods are things that are made and produced and can be touched, such as <ul style="list-style-type: none"> <li>• toys</li> <li>• cars</li> <li>• clothing</li> <li>• electronics</li> <li>• books</li> </ul> Services are things individuals do for others, such as <ul style="list-style-type: none"> <li>• health services</li> <li>• personal services</li> <li>• entertainment</li> <li>• restaurants</li> <li>• recreational activities</li> </ul>			involves spending money on needs before wants.		

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Active Living: A healthy way of life includes regular practice of meaningful active living.					
<b>Guiding Question</b>	How can a variety of physical activities be incorporated into an active lifestyle?			In what ways can a variety of physical activities contribute to active living?		
<b>Learning Outcome</b>	Students examine how choices support participation in physical activities.			Students examine how a variety of physical activities affects active living.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Components of physical fitness include</p> <ul style="list-style-type: none"> <li>• strength</li> <li>• flexibility</li> <li>• cardiorespiratory endurance</li> <li>• other types of endurance</li> </ul> <p>Increased levels of physical fitness allow people to</p> <ul style="list-style-type: none"> <li>• be active for longer periods of time</li> <li>• have more strength</li> <li>• be more flexible</li> <li>• have healthier hearts and lungs</li> </ul>	<p>A variety of physical activities can improve all components of physical fitness.</p> <p>Participation in a variety of physical activities supports physical well-being.</p>	<p>Describe how a variety of physical activities can make the body stronger and better coordinated.</p> <p>Participate in physical activities that support different components of physical fitness.</p>	<p>Active living options can vary for individuals over time due to various factors, including</p> <ul style="list-style-type: none"> <li>• time</li> <li>• preference</li> <li>• injury</li> <li>• cost of activities and programs</li> <li>• access</li> <li>• availability</li> <li>• natural and built environments</li> <li>• sense of purpose</li> </ul>	<p>Choice in physical activity can enhance exposure to a variety of active living options.</p> <p>New activities of increasing challenge and complexity can build confidence.</p>	<p>Investigate how the choice of physical activity may change over time in relation to various factors.</p> <p>Experience and reflect upon the benefits of building knowledge and skills by playing regular team sports and individual sports every year.</p>
	<p>A plan involves identifying a goal and then listing the steps needed to reach that goal.</p> <p>Planning for active living is an important step in leading a healthy life.</p>	<p>Participation in a variety of physical activities enables individuals to pursue goals and plan activities that satisfy personal interests and preferences.</p> <p>Exploration of a variety of physical activities can build transferable skills, self-knowledge, and resilience in the face of challenges.</p>	<p>Participate in physical activities that lead to growth in abilities and resilience in overcoming challenges.</p>	<p>Flexibility is the ability of joints and muscles to move through a full range of motion.</p> <p>Muscular strength is the maximal force produced by the muscles.</p> <p>Muscular endurance is the ability of muscles to sustain a force for a period of time.</p> <p>Cardiorespiratory endurance is the ability of the heart and lungs to provide muscles with oxygen and blood to produce work over a given period of time.</p>	<p>A variety of physical activities can help individuals to plan and achieve physical fitness goals.</p> <p>Courage plays a role in one's participation in physical activity.</p> <p>Courage increases one's likeliness to achieve activity goals.</p>	<p>Select a variety of physical activities to align with physical fitness goals.</p>
	<p>Each season offers different opportunities for active living.</p> <p>Diverse environments can present opportunities and barriers for active living.</p>	<p>Making healthy decisions in diverse environments builds courage and resilience in the face of challenges.</p>	<p>Overcome potential barriers by modifying plans to make the best of changing circumstances.</p>	<p>Enjoyment can influence choice related to physical activity.</p> <p>Physical activity can be enjoyed by an individual or as a group.</p> <p>Rewarding and engaging physical activity can foster motivation.</p>	<p>Healthy choices related to physical activity can lead to higher levels of interest and engagement.</p>	<p>Engage in physical activities that are enjoyable or rewarding.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	Participation in risk-taking and adventurous play with reasonable risk can broaden skills for active living.	Participation in active living provides individuals with options to develop a sense of ownership and independence.	Participate in activities that develop a sense of ownership and independence.	Awareness of community programs, activity spaces, and people who can support physical activity is helpful when planning for active living.	Involvement in a variety of physical activities can be supported by local communities.	Participate in physical activities that are available and accessible within local communities.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Movement Skill Development: A healthy way of life includes regular movement.					
<b>Guiding Question</b>	How can elements of movement support movement competence?			How can elements of movement support active living?		
<b>Learning Outcome</b>	Students investigate and describe how elements of movement support physical activity.			Students analyze and explain how elements of movement are integrated to support physical activity.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Locomotor movements can include sliding and chasing.</p> <p>Non-locomotor movements can include twisting, rising up, and lowering.</p> <p>Object manipulation movements can involve</p> <ul style="list-style-type: none"> <li>• sending objects, including punting and striking</li> <li>• retaining objects, including cradling</li> <li>• receiving objects, including catching and collecting</li> </ul> <p>Elements of movement include space, direction, and effort.</p>	<p>Elements of movement can be modified to make creative movements.</p>	<p>Apply specific movement elements, including space, direction, and effort, when engaging in physical activity.</p>	<p>Elements of movement include space, direction, and effort.</p> <p>Locomotor movements can include dodging and crossover.</p> <p>Non-locomotor movements can include lifting, extending, and flexing.</p>	<p>Elements of movement are integrated through various combinations to create movement.</p> <p>Combinations of elements can affect various movement skills.</p>	<p>Integrate elements of movement in various physical activities.</p> <p>Explore sports and physical activities, such as hockey, lacrosse, and basketball, that are significant to Alberta's history.</p>
	<p>Space is the area around or taken up by the body.</p> <p>Space can be</p> <ul style="list-style-type: none"> <li>• general</li> <li>• personal</li> <li>• in relation to people, objects, and the surrounding environment</li> </ul>	<p>The element of space can be explored through body movement.</p>	<p>Adjust movement in response to the element of space.</p>	<p>Object manipulation movements can involve</p> <ul style="list-style-type: none"> <li>• sending objects, including volleying</li> <li>• retaining objects, including dribbling</li> <li>• receiving objects, including catching and collecting</li> </ul>	<p>Elements of movement can be manipulated to improve accuracy and control.</p>	<p>Perform elements of movement when receiving, sending, and retaining an object using various parts of the body and equipment.</p> <p>Manipulate movement elements to improve efficiency, accuracy, and control.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Direction is body movement in various directions, levels, and pathways.</p> <p>Directions include</p> <ul style="list-style-type: none"> <li>• forward</li> <li>• backward</li> <li>• up</li> <li>• down</li> <li>• left</li> <li>• right</li> <li>• lateral</li> <li>• diagonal</li> </ul> <p>Levels include elevations that are</p> <ul style="list-style-type: none"> <li>• low</li> <li>• medium</li> <li>• high</li> </ul> <p>Pathways include</p> <ul style="list-style-type: none"> <li>• zigzag</li> <li>• over</li> <li>• under</li> <li>• curved</li> <li>• linear</li> <li>• wavy</li> </ul>	<p>The element of direction can be manipulated by the body.</p>	<p>Demonstrate directional movement in physical activity.</p>			
	<p>Force involves a push or a pull.</p> <p>Forces can be strong or light.</p> <p>Speed can be</p> <ul style="list-style-type: none"> <li>• slow</li> <li>• fast</li> <li>• sustained</li> <li>• sudden</li> </ul> <p>Time can involve tempo, beat, and rhythm.</p>	<p>The element of effort determines speed, time, and force.</p>	<p>Experiment with effort in a variety of movement contexts.</p>			

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Movement Skill Development: A healthy way of life includes regular movement.					
<b>Guiding Question</b>	How can elements of movement and tactics support movement competence?			How can elements of movement and tactics support active living?		
<b>Learning Outcome</b>	Students examine and integrate tactics in a variety of physical activity contexts.			Students analyze strategies and tactics that support improvement of performance.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Tactics are purposeful movements applied by individuals and groups and can include</p> <ul style="list-style-type: none"> <li>• changing direction</li> <li>• changing speed</li> <li>• passing an object</li> <li>• changing levels</li> </ul>	<p>Tactics function to support a desired outcome or goal.</p>	<p>Apply tactics in a variety of physical activity contexts.</p> <p>Assess the effectiveness of tactics applied in a variety of physical activities.</p>	<p>Strategies are actions and choices used to set and achieve goals and enhance outcomes.</p> <p>Strategies and tactics can be</p> <ul style="list-style-type: none"> <li>• individual</li> <li>• group</li> <li>• offensive</li> <li>• defensive</li> </ul>	<p>Strategies and tactics can vary based on number of participants and approach.</p>	<p>Practise offensive and defensive strategies and tactics in a variety of physical activities.</p>
	<p>Tactics are responses to other participants and changing situations.</p>	<p>Tactics can be spontaneous, creative, and practised.</p>	<p>Implement a variety of tactics in response to other participants and changing situations.</p>	<p>Similar strategies and tactics exist across physical activities.</p>	<p>Strategies and tactics can be transferred across physical activities to improve individual or group success.</p>	<p>Transfer strategies and tactics across various physical activities</p>
	<p>Tactics in First Nations, Métis, and Inuit physical activities and games help develop skills for everyday life.</p>	<p>Tactics in First Nations, Métis, and Inuit communities honour place and are learned through traditional games and physical activities.</p> <p>Tactics include skills that can be understood through the sharing of generational knowledge.</p>	<p>Investigate the origin and purpose of tactics applied in First Nations, Métis, or Inuit physical activities and games.</p>	<p>Roles can include</p> <ul style="list-style-type: none"> <li>• leader</li> <li>• follower</li> <li>• offender</li> <li>• defender</li> <li>• chaser</li> <li>• teammate</li> <li>• opponent</li> </ul>	<p>Strategies and tactics can require team members to have specific roles and responsibilities.</p>	<p>Apply strategies and tactics that capitalize on the strengths of individuals and groups.</p> <p>Practise strategies and tactics in a variety of roles.</p>
				<p>Strategies and tactical actions and formations can include</p> <ul style="list-style-type: none"> <li>• changing direction</li> <li>• positioning of players</li> <li>• adjusting elements of movement</li> <li>• use of equipment</li> <li>• time of possession</li> </ul>	<p>Strategy and tactics can involve actions or formations that enhance performance.</p>	<p>Implement strategies and tactics to improve performance.</p> <p>Reflect on strategies and tactics used in various physical activities to enhance performance.</p>
				<p>Modification for game situations can include</p> <ul style="list-style-type: none"> <li>• changes in the environment</li> <li>• number of participants</li> <li>• equipment used</li> <li>• rule changes</li> </ul>	<p>Strategies and tactics can be adapted or changed when the game situation is modified.</p>	<p>Modify strategies and tactics based on changing game situations.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
				Tactics and skills have enabled First Nations, Métis, and Inuit to effectively adapt to diverse geographical challenges.	Tactics and skills historically used by First Nations, Métis, and Inuit for survival on the land have been adapted and applied in contemporary settings.	Explore how traditional First Nations, Métis, or Inuit tactics have been integrated into contemporary settings for effective use.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Movement Skill Development: A healthy way of life includes regular movement.					
<b>Guiding Question</b>	How can teamwork support positive interactions?			How can teamwork enhance participation in physical activity?		
<b>Learning Outcome</b>	Students investigate and describe how teamwork supports positive interactions during physical activity.			Students analyze and explain how teamwork enhances participation in physical activity.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Teamwork allows opportunities for individuals to explore <ul style="list-style-type: none"> <li>• interests</li> <li>• gifts</li> <li>• skills</li> <li>• talents</li> <li>• virtues</li> </ul>	Teamwork provides opportunities for individuals to contribute to team efforts and goals.	Explore opportunities to contribute to teamwork.	Team success is optimized through the contribution of all members.  Team members show accountability by being responsible for their actions or decisions.	Teamwork provides individuals with opportunities to be accountable for their contributions.	Reflect on contributions made during team activities.
	Teamwork creates opportunities to build relationships and create a sense of purpose and belonging.	Encouragement of others can support positive interactions during physical activities.	Engage in positive interactions that support teamwork.	Teamwork strategies can include <ul style="list-style-type: none"> <li>• constructive feedback</li> <li>• clarifying rules</li> <li>• clarifying role expectations</li> <li>• creating a safe environment</li> <li>• praise and encouragement of others</li> <li>• consideration of individual and group strengths</li> </ul>	Teamwork can involve individuals creating and enhancing strategies in physical activity.	Demonstrate effective teamwork strategies during physical activity.
				Participants can promote teamwork, safety, and positive outcomes through contributions made in different roles.  Communication skills can help establish roles and responsibilities.	Team performance can be enhanced through effective communication.	Experience a variety of roles and responsibilities that support team performance.  Communicate the impact of role clarity and responsibilities during physical activity.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Character Development: Exploration of life opportunities and virtues develops resiliency and personal talents and promotes lifelong learning.					
<b>Guiding Question</b>	How are roles connected to character development?			How can a variety of life experiences influence resiliency and perseverance?		
<b>Learning Outcome</b>	Students analyze the contribution of different roles to the development of personal talents, virtues, and resilience.			Students interpret and reflect how resiliency and perseverance can be influenced by a variety of life experiences.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Community, social, and work roles can require certain actions, behaviours, and responsibilities.</p> <p>Individuals can hold multiple roles at one time.</p> <p>Roles can vary between</p> <ul style="list-style-type: none"> <li>• cultures</li> <li>• organizations</li> <li>• communities</li> <li>• families</li> </ul>	<p>Roles and occupations have requirements, purposes, and expectations.</p>	<p>Examine the requirements, purposes, and expectations of a variety of roles and occupations.</p>	<p>Individuals can seek out experiences based on their</p> <ul style="list-style-type: none"> <li>• interests</li> <li>• talents</li> <li>• desired outcomes</li> <li>• curiosity</li> <li>• personal enjoyment</li> <li>• ambitions</li> </ul> <p>Experiences can occur in variety of contexts, including</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• social</li> <li>• emotional</li> <li>• financial</li> <li>• career</li> </ul>	<p>Experiences can be individual or shared and can occur in a variety of contexts.</p> <p>Experiences can provide a sense of purpose and belonging.</p>	<p>Determine a variety of contexts in which experience can be individual or shared.</p> <p>Investigate experiences in a variety of contexts.</p>
	<p>Family structures can vary, may include extended family, and may consist of a single parent, a mother and a father, two fathers, or two mothers.</p> <p>Children may go back and forth between more than one family.</p> <p>Positive role models can inspire individuals to develop personal talents and potential.</p>	<p>Families can have a variety of structures in Canada.</p> <p>Roles are influenced by family, role models, learning environments, and community.</p> <p>Roles are established and maintained through culture and relationships with people and the land.</p>	<p>Investigate how personal talents and potential are influenced by role models.</p>	<p>Experiences can be represented through places, languages, and cultural artifacts.</p> <p>Experiences can represent personal development.</p>	<p>Experiences on the land are significant to learning and personal development in First Nations, Métis, and Inuit communities.</p>	<p>Discuss how experiences in places or with artifacts hold significant meaning.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Roles can connect to specific life stages to provide individuals with opportunities to develop</p> <ul style="list-style-type: none"> <li>talents</li> <li>assets</li> <li>personalities</li> <li>attributes</li> <li>virtues</li> <li>strengths</li> <li>resiliency</li> </ul>	<p>Individuals can assume various roles in their lifetime, depending on life circumstances or events.</p> <p>Involvement in a variety of roles can facilitate resiliency and the exploration of life and career opportunities.</p>	<p>Examine how life and career stages or circumstances can influence roles.</p> <p>Explore the interconnection between roles and resiliency.</p>	<p>Strategies that support resilience can include</p> <ul style="list-style-type: none"> <li>identifying a purpose</li> <li>seeking positive role models</li> <li>focusing on the solution not the challenge</li> <li>breaking down tasks into smaller, achievable goals</li> </ul>	<p>Resilience may result in the increased ability to respond to future adversity.</p> <p>Resilience is supported by developingment of perseverance over time.</p>	<p>Describe strategies that support resilience.</p>
	<p>The ability to adjust to various situations can enable individuals to meet commitments, expectations, and tasks.</p>	<p>Self-regulation helps individuals to engage with commitments, expectations, and tasks.</p> <p>Individuals can use self-regulation to adjust to various situations.</p>	<p>Practise self-regulation to maintain engagement in a variety of situations.</p>	<p>Perseverance involves effort, courage, commitment, and belief in one's abilities to be successful.</p> <p>Personal success is unique to each person.</p>	<p>Perseverance is continuing with a difficult task for a short or long period of time.</p> <p>Perseverance can enable individuals to succeed despite obstacles.</p>	<p>Examine how challenging situations can involve perseverance.</p>
	<p>Resilience is the capacity to manage adversity or stress in effective ways.</p>	<p>Managing emotions supports the development of resilience.</p>	<p>Practise managing emotions in a variety of situations.</p>	<p>Perseverance is supported by</p> <ul style="list-style-type: none"> <li>goal setting</li> <li>practice</li> <li>determination</li> <li>stamina</li> <li>self-regulation</li> <li>reflection</li> </ul>	<p>Reflection and feedback on success and failure provides opportunities for personal growth and learning.</p> <p>Perseverance is finding ways to continue to improve skills and motivate oneself in difficult situations.</p>	<p>Examine the connection between perseverance and personal growth and learning.</p> <p>Explain how perseverance affects skill development and motivation.</p>
	<p>Resiliency and self-regulation resources can include</p> <ul style="list-style-type: none"> <li>trustworthy adults</li> <li>school counsellors</li> <li>healthcare professionals</li> <li>community agencies</li> <li>trustworthy peers</li> </ul>	<p>Resources are available when self-regulation strategies are not effective or when an individual is feeling overwhelmed.</p>	<p>Create a plan to identify self-regulation resources that can be accessed when needed.</p>	<p>Volunteerism is an experience of donating time, talent, and energy for the benefit of people and community.</p> <p>Volunteerism can provide opportunities to</p> <ul style="list-style-type: none"> <li>develop skills</li> <li>explore talents and interests</li> <li>contribute to the community</li> <li>create a sense of satisfaction</li> <li>build confidence and resiliency</li> <li>provide a sense of commitment</li> </ul>	<p>Volunteer experiences can enable individuals to function as balanced, contributing members of a community.</p>	<p>Identify ways volunteering can contribute to a sense of purpose and belonging.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.					
<b>Guiding Question</b>	How is safety connected to health?			How can taking responsibility impact safety?		
<b>Learning Outcome</b>	Students investigate and explain safety and its correlation to health.			Students analyze and explain responsibility and how it can impact personal and group safety.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Proactive planning can include <ul style="list-style-type: none"> <li>wearing appropriate and protective gear</li> <li>hand washing</li> <li>following guidelines for online communication</li> <li>digital citizenship (responsible conduct and safety)</li> </ul>	Safety involves prevention that requires proactive planning.	Examine situations that carry an element of risk and require proactive planning.	Responsibility is the opportunity, ability, or right to act independently or make decisions.  Responsibility is making decisions to ensure self or others are not in unsafe and uncomfortable situations.	Responsibility can impact personal and group safety.	Describe responsibility and its impact on personal and group safety in a variety of contexts.
	Consent is established by clearly communicating refusal and permission.	Refusal skills and consent are important for personal safety.	Practise refusal skills and consent in a variety of contexts.	Consent is critical to respecting others rights, feelings, and belongings.	Responsibility is respecting the rights and feelings of others.	Identify situations where responsibility supports the rights and feelings of others.
	Rules and guidelines vary based on the context.  Specific rules or guidelines can <ul style="list-style-type: none"> <li>determine a course of action</li> <li>establish guiding principles</li> <li>prevent accidents</li> <li>ensure compliance</li> <li>protect safety of self and others</li> </ul>	Rules and guidelines can promote safety in various contexts.	Explain the function or purpose of specific rules or guidelines within various contexts.	Responsibility occurs in a variety of contexts, including <ul style="list-style-type: none"> <li>home</li> <li>learning environment</li> <li>workplace</li> <li>community</li> <li>online</li> <li>social events and gatherings</li> </ul>	Responsibility includes an awareness of surroundings to determine the safety of a situation.	Examine how responsibility can impact safety in a variety of situations.
	Experiences that involve challenges and taking risks can develop knowledge around safety.	Safety is impacted by the environment and behaviours.	Generate examples of situations where behaviours would be appropriate and others where they would involve risk.			
	Supports can include <ul style="list-style-type: none"> <li>safety networks</li> <li>community programs</li> <li>trustworthy individuals</li> <li>emergency services</li> <li>safety manuals or guidelines</li> </ul>	Safety of self and others can be met through awareness of supports.	Identify resources available in the community that support safety.			

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Healthy Eating: A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.					
<b>Guiding Question</b>	How does nutrition function in the body?			How can nutrition influence health?		
<b>Learning Outcome</b>	Students examine nutrition and describe how it affects the body.			Students investigate nutrition and explain how it informs decision making about food.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Nutrition is the study of the effects of food on the body.</p> <p>Nutrients are delivered through the body by</p> <ul style="list-style-type: none"> <li>• ingestion</li> <li>• absorption</li> <li>• waste elimination</li> </ul>	<p>Nutrients contained in foods are delivered throughout the body.</p>	<p>Examine how the body obtains nutrients and eliminates waste.</p>	<p>Macronutrients include</p> <ul style="list-style-type: none"> <li>• fats</li> <li>• proteins</li> <li>• carbohydrates</li> <li>• water</li> </ul> <p>Micronutrients include vitamins and minerals.</p>	<p>Nutrients are grouped into the two categories of macronutrients and micronutrients.</p>	<p>Research the ways nutrients contribute to brain and body functions.</p> <p>Explain the effect of nutrition on well-being.</p>
	<p>Nutrition provides energy and nourishment to the body.</p> <p>High-quality foods nourish the brain.</p> <p>Hydration delivers nutrients to cells and keep organs functioning properly.</p>	<p>Optimal brain and body functions are influenced by nutritious foods and hydration.</p>	<p>Explore the effects of nutrition and hydration on body functions.</p>	<p>Sources of nutritional information can include</p> <ul style="list-style-type: none"> <li>• health professionals</li> <li>• Knowledge Keepers</li> <li>• Elders</li> <li>• the natural world</li> <li>• nutrition guidelines</li> <li>• food labels</li> </ul>	<p>Credible nutritional information for decision making can come from a variety of sources.</p>	<p>Identify credible sources of nutritional information to determine the requirements for healthy and balanced food choices.</p> <p>Consider nutritional information that supports decisions related to balanced food choices.</p>
	<p>The nutritional value of food can be affected by</p> <ul style="list-style-type: none"> <li>• cooking</li> <li>• preserving</li> <li>• storing</li> <li>• preparing</li> </ul>	<p>The nutritional value of food varies and can be affected by food-preparation techniques.</p>	<p>Examine how food-preparation techniques can affect the nutritional value of common foods.</p>	<p>Food labels provide nutritional information on nutrient contents and ingredients.</p> <p>Food portion sizes and number of servings can inform balanced nutrition choices.</p> <p>Food choices, including being vegetarian or vegan, can influence nutrition.</p>	<p>Food choices can affect the ability to acquire essential nutrients.</p>	<p>Explore benefits associated with various foods.</p> <p>Investigate food choices that require alternative sources of nutrition.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.					
<b>Guiding Question</b>	How can problem solving support healthy relationships?			How can resolving conflict and healthy relationships be mutually supportive?		
<b>Learning Outcome</b>	Students investigate and describe how problem solving can affect healthy relationships.			Students reflect on resolution and draw conclusions about its value in healthy relationships in a variety of contexts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Individuals in healthy relationships resolve conflict by sharing the responsibility in coming to fair solutions to problems.</p> <p>Characteristics of healthy relationships and friendships include</p> <ul style="list-style-type: none"> <li>• care, trust, and mutual respect</li> <li>• open, honest, and safe communication</li> <li>• equality</li> <li>• support for one another</li> </ul> <p>Problem solving is a process of finding a resolution to a problem.</p> <p>Problem solving can include</p> <ul style="list-style-type: none"> <li>• rephrasing to clarify understanding</li> <li>• determining relevant information</li> <li>• facing challenges</li> <li>• considering possible outcomes</li> <li>• resolving conflicts in friendships</li> </ul> <p>Friends can resolve conflicts by</p> <ul style="list-style-type: none"> <li>• listening to one another</li> <li>• trying to understand each other's point of view</li> <li>• apologizing</li> <li>• taking time to consider solutions</li> <li>• getting help from a peer or an adult</li> </ul> <p>Resolution</p>	<p>Healthy and unhealthy relationships have different characteristics.</p> <p>Problem solving through resolution supports social-emotional well-being by enabling individuals or groups to move forward in positive ways.</p> <p>Conflict is sometimes part of friendship.</p> <p>Resolution can facilitate understanding and connections among people.</p>	<p>Generate solutions to problems in a variety of relationship contexts.</p> <p>Identify respectful and positive interactions with others.</p> <p>Practise conflict-resolution strategies that support friendships.</p>	<p>Conflict resolution can occur using a variety of strategies, including</p> <ul style="list-style-type: none"> <li>• creating a safe environment</li> <li>• positive body language</li> <li>• respectful communication</li> <li>• negotiating skills</li> <li>• reflecting on actions taken</li> <li>• implementing solutions that seem most appropriate</li> <li>• diversifying approaches and making repeated efforts to solve a problem</li> </ul> <p>Resolution requires personal responsibility and acknowledgement of conflict.</p>	<p>Resolution supports healthy relationships.</p>	<p>Describe strategies that can be used to support resolution to a problem, conflict, or challenge.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	involves individuals taking responsibility for actions and words.					
	Individuals in the community share in the responsibility for offering fair solutions to problems.	Resolution within communities seeks to restore balance with self, others, and the land.	Investigate how communities use resolution to restore balance within relationships.	<p>Bullying is repeated, deliberate, and targeted behaviour with intent to harm.</p> <p>Bullying behaviour can be</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• social</li> <li>• relational</li> <li>• physical</li> <li>• digital</li> </ul> <p>Roles individuals play in bullying include the bully, the bullied, and the bystander.</p> <p>Actions to address bullying can include</p> <ul style="list-style-type: none"> <li>• speaking up</li> <li>• walking away</li> <li>• getting help</li> <li>• not responding</li> <li>• safely intervening</li> </ul> <p>Individuals should be able to live in a healthy and safe environment, free from bullying of any kind; there is no good reason to bully anyone.</p>	<p>Unhealthy relationships can be detrimental to social-emotional well-being.</p> <p>It is important to not tolerate bullies, to resist peer pressure, and to stand up or speak out on behalf of self and others.</p>	<p>Recognize relationships that may be unhealthy or harmful, including bullying.</p> <p>Identify actions that can be taken when bullying occurs.</p>
	<p>Relationship building includes</p> <ul style="list-style-type: none"> <li>• empathy</li> <li>• forgiveness</li> <li>• compromise</li> <li>• respect</li> </ul>	Resolution can contribute to people interacting with others in a respectful and positive manner.	Explain the connection between resolution and developing healthy relationships.	First Nations, Métis, and Inuit communities have traditional events, processes, and ceremonies to renew relationships, restore balance, and reconcile conflict.	In First Nations, Métis, and Inuit communities, resolution involves restoring harmony and balance to maintain individual and community well-being.	Discuss the importance of traditional First Nations, Métis, or Inuit events and ceremonies and how they are effective for reconciling relationships.
				Resolution involves recognizing that actions have consequences for oneself, others, and the community.	Resolution requires the sharing of multiple points of view.	<p>Explain the significance of acknowledging conflict and taking responsibility when working toward resolution.</p> <p>Discuss multiple points of view involved in a resolution.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.					
<b>Guiding Question</b>				How is change reflected through development?		
<b>Learning Outcome</b>				Students examine how development and puberty are connected.		
				Knowledge	Understanding	Skills & Procedures
				<p>Puberty is a period of rapid growth and progression from childhood through adolescence to adulthood.</p> <p>Puberty marks the beginning of the life stage of adolescence.</p> <p>A growth spurt can be an indicator of the beginning of puberty.</p> <p>Puberty prepares the human body to be able to produce children.</p>	<p>Puberty can allow individuals to take on new roles and responsibilities and experience new learning opportunities.</p>	<p>Recognize that puberty marks the beginning of a new life stage as individuals move toward becoming mature adults.</p>
				<p>Puberty is a process of maturation that includes major changes.</p> <p>The age at which puberty begins, its duration, and the rate of progression differs from adolescent to adolescent.</p> <p>Physical changes in puberty can include</p> <ul style="list-style-type: none"> <li>• changes in body size</li> <li>• growth of body hair</li> <li>• skin changes</li> <li>• voice changes</li> </ul> <p>Social-emotional changes in puberty can include</p> <ul style="list-style-type: none"> <li>• increased intensity of feelings</li> <li>• friendships becoming more important</li> <li>• mood swings</li> <li>• emphasis on body image</li> <li>• wanting to fit in and be liked</li> <li>• feeling lonely and confused</li> <li>• thinking about the future</li> </ul>	<p>Differences in the physical characteristics of males and females can occur after puberty.</p> <p>Puberty progresses differently for each individual.</p> <p>Awareness of changes that happen in puberty support mental health and emotional well-being.</p>	<p>Describe changes that happen during puberty.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
				<p>Some cultures have different celebrations that recognize the transition into puberty.</p> <p>First Nations, Métis, and Inuit rites of passage recognize significant transitions in an individual's life.</p>	<p>Cultural traditions can mark the transition from childhood to adulthood.</p>	<p>Explore how transitions into puberty are acknowledged in different cultures.</p> <p>Recognize that First Nations, Métis, or Inuit entry into puberty can be accompanied by opportunities that support the ongoing transition into adulthood.</p>
				<p>Adolescents may have questions about puberty and its associated changes.</p> <p>Credible sources of support during puberty can include</p> <ul style="list-style-type: none"> <li>• health professionals</li> <li>• counsellors</li> <li>• parents or caregivers</li> <li>• Knowledge Keepers</li> <li>• Elders</li> </ul>	<p>Sources of support are available for adolescents during the exciting and anxious time of puberty.</p>	<p>Identify credible sources in the community to support individuals through the changes that occur during puberty.</p>
				<p>Changes to hygiene habits can include</p> <ul style="list-style-type: none"> <li>• using deodorant or antiperspirant</li> <li>• showering or bathing more frequently</li> <li>• changing and washing clothes regularly</li> <li>• reduced sharing of personal belongings</li> </ul>	<p>Puberty can require changes in personal hygiene habits.</p>	<p>Identify how personal hygiene habits may need to be modified as the body changes.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.					
<b>Guiding Question</b>	How can development evolve throughout growth?			How is change reflected through development?		
<b>Learning Outcome</b>	Students examine and describe development related to personal growth.			Students examine development related to stages of life.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Development is the process of becoming a unique person.</p> <p>Areas of development can include</p> <ul style="list-style-type: none"> <li>• mind</li> <li>• body</li> <li>• spirit</li> <li>• emotion</li> <li>• self-image</li> </ul>	<p>Development is a natural, multi-faceted, and continuous progression.</p> <p>Development is a lifelong process that is never complete.</p>	<p>Describe the developmental changes that occur during childhood.</p>	<p>Social-emotional changes can include</p> <ul style="list-style-type: none"> <li>• self-image</li> <li>• self-confidence</li> <li>• body image</li> <li>• humility</li> <li>• emotions</li> <li>• behaviour</li> <li>• motivation</li> <li>• relationships</li> <li>• social skills</li> </ul>	<p>Social-emotional factors influence positive mental health and well-being.</p>	<p>Describe changes related to social-emotional development.</p> <p>Connect how an individual's development can have an effect on behaviours, motivations, emotions, and choice.</p>
	<p>Development can be</p> <ul style="list-style-type: none"> <li>• measured</li> <li>• observed</li> <li>• experienced</li> <li>• described</li> </ul>	<p>During development, progress may be made in some areas and limited in other areas.</p>	<p>Examine instances where different areas of development can simultaneously progress, be limited, or remain unchanged.</p>	<p>Social development is developing an awareness of a variety of social and cultural contexts.</p> <p>Social development can include</p> <ul style="list-style-type: none"> <li>• expanding social networks</li> <li>• taking on new responsibilities</li> <li>• embracing new challenges</li> <li>• solving conflicts and compromising</li> </ul>	<p>Social development helps build and maintain positive relationships.</p>	<p>Consider how to interact and respond to others in a variety of contexts and situations.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>One stage of development establishes the necessary body conditions for the next stage.</p> <p>Each developmental stage comes with new</p> <ul style="list-style-type: none"> <li>• expectations</li> <li>• abilities</li> <li>• responsibilities</li> </ul> <p>Life stages include</p> <ul style="list-style-type: none"> <li>• childhood</li> <li>• adolescence</li> <li>• adulthood</li> </ul> <p>Financial considerations associated with various life stages can include</p> <ul style="list-style-type: none"> <li>• earning money</li> <li>• spending money</li> <li>• saving money</li> <li>• investing money</li> </ul>	<p>Development can happen in predictable life patterns or stages.</p> <p>The stages of development that occur early in life are more evident than those that occur later in life.</p>	<p>Examine life stages and how they correlate to personal development.</p>	<p>Intellectual development is the critical and creative use of the mind to its fullest potential.</p> <p>Intellectual development can include</p> <ul style="list-style-type: none"> <li>• concentration</li> <li>• perception</li> <li>• problem solving</li> <li>• memory</li> <li>• increasingly complex ways of thinking</li> </ul>	<p>Intellectual development can enable individuals to think, reason, and organize ideas and thoughts to make informed decisions.</p>	<p>Describe changes related to intellectual development.</p>
	<p>Internal developmental factors can include</p> <ul style="list-style-type: none"> <li>• genetics</li> <li>• personality traits</li> <li>• life experiences</li> <li>• previous learning</li> </ul> <p>External developmental factors can include</p> <ul style="list-style-type: none"> <li>• family</li> <li>• culture</li> <li>• environmental factors</li> <li>• social factors</li> </ul>	<p>Internal and external factors influence development at different rates.</p>	<p>Communicate how internal and external factors can affect development.</p>	<p>Social-emotional, intellectual, and spiritual development can include</p> <ul style="list-style-type: none"> <li>• listening</li> <li>• observing</li> <li>• speaking</li> <li>• speaking first language</li> <li>• understanding</li> <li>• learning</li> </ul>	<p>Social-emotional, intellectual, and spiritual development are supported in many ways.</p>	<p>Recognize that observing, interacting, learning, and understanding are important ways of supporting development.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities.					
<b>Guiding Question</b>	In what ways can money management be supported?			What is personal finance?		
<b>Learning Outcome</b>	Students examine strategies that support responsible money management.			Students examine factors that influence spending.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Good money habits allow individuals to appreciate the value of money and the importance of managing it.</p> <p>Strategies for responsible spending include</p> <ul style="list-style-type: none"> <li>• buying needed items first</li> <li>• buying items that are affordable</li> <li>• taking time when making purchases</li> <li>• not purchasing more than is needed</li> </ul> <p>Saving is to keep money aside for unexpected expenses and to pay for purchases, activities, and future plans or goals.</p> <p>Strategies for responsible saving include</p> <ul style="list-style-type: none"> <li>• considering needs and wants</li> <li>• setting financial goals</li> <li>• establishing a savings account</li> <li>• putting earned money aside on a regular basis</li> </ul> <p>Responsible money management can allow individuals to help others in need through donation.</p>	<p>Individuals can develop good habits early in life to make responsible money decisions now and in the future.</p> <p>Saving is essential for personal short-term and long-term goals.</p> <p>Donating money can have a significant impact on the well-being of others.</p>	<p>Discuss the importance of good money habits.</p> <p>Identify possible short-term and long-term saving goals.</p>	<p>Money is commonly exchanged in the form of</p> <ul style="list-style-type: none"> <li>• currency</li> <li>• credit cards</li> <li>• debit cards</li> <li>• electronic transfer</li> <li>• prepaid cards</li> </ul> <p>Currency includes coins and paper money.</p> <p>Credit cards enable individuals to borrow money from banks or financial institutions.</p> <p>Credit cards</p> <ul style="list-style-type: none"> <li>• have a spending limit</li> <li>• must be repaid on time</li> <li>• have penalties if payment is not paid on time</li> <li>• are issued by a bank or financial institution</li> </ul> <p>Debit cards enable individuals to access money from a personal bank account.</p> <p>Prepaid cards have a fixed amount of money that can be spent.</p> <p>Factors to consider when spending include</p> <ul style="list-style-type: none"> <li>• budget</li> </ul>	<p>Goods and services can be purchased in a variety of ways.</p>	<p>Identify a variety of situations that would use different forms of money.</p> <p>Consider a variety of factors when making decisions about spending money.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
				<ul style="list-style-type: none"> <li>• price comparison</li> <li>• quality</li> <li>• quantity</li> <li>• needs</li> <li>• wants</li> </ul>		
				<p>Managing personal finances involves understanding banking practices, including</p> <ul style="list-style-type: none"> <li>• bank account</li> <li>• saving</li> <li>• chequing</li> <li>• balance</li> <li>• deposits</li> <li>• withdrawals</li> <li>• debt</li> <li>• service fees</li> <li>• debit card</li> <li>• credit card</li> <li>• interest</li> <li>• e-transfers</li> <li>• online banking</li> </ul> <p>Canada's first bank was the Bank of Montreal, founded in 1817.</p>	Banking practices play a significant role in managing personal finances.	Describe the purpose of various banking practices. Practise various banking methods.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
<b>Organizing Idea</b>	Active Living: A healthy way of life includes regular practice of meaningful active living.					
<b>Guiding Question</b>	What is the relationship between motivation and active living?			How can motivation support engagement in active living?		
<b>Learning Outcome</b>	Students examine the effect of motivation on physical activity.			Students establish and communicate how motivation supports personal growth through active living.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Motivation is the process that initiates, guides, and maintains goal-oriented behaviours.</p> <p>Factors influencing motivation can be</p> <ul style="list-style-type: none"> <li>• biological</li> <li>• social</li> <li>• emotional</li> <li>• cognitive</li> <li>• cultural</li> <li>• community</li> </ul> <p>External motivation can include the benefits or rewards that encourage individuals to engage in physical activity.</p> <p>Internal motivation can include the enjoyment, pleasure, or satisfaction that encourage individuals to engage in physical activity.</p>	<p>Motivation and active living are interconnected.</p> <p>Motivation can be internal and external and can change over time.</p> <p>Motivation in physical activity can be enhanced when individuals feel safe, are connected with others, and have a sense of accomplishment.</p>	<p>Describe internal and external factors that influence motivation to be physically active.</p>	<p>Motivation is supported by setting goals and monitoring progress toward those goals.</p> <p>Motivation supports planning, training, and achieving physical activity goals.</p> <p>Training principles include</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul>	<p>Motivation in physical activity can support different training principles.</p> <p>Motivation can support individual physical activity routines to improve personal fitness and health-related components.</p>	<p>Connect daily routines and planned physical activities with active living goals.</p> <p>Examine how training principles can contribute to active living.</p>
	<p>Motivation increases the potential for regular physical activity.</p>	<p>Choice in rewarding and engaging physical activity can foster motivation.</p>	<p>Consider why motivation is important to active living.</p>	<p>Motivation can lead to development of movement skills.</p> <p>Motivation can lead to exposure to a variety of physical activities.</p>	<p>Motivation can lead to accomplishment and performance across various physical activities.</p> <p>Feedback and self-reflection can support motivation.</p>	<p>Recognize the influence of motivation on personal skill development and proficiency in various physical activities.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	Refinement of skills in adventure and challenge physical activities can support motivation.	Safe engagement in adventure and challenge physical activities can broaden skills for active living.  Refinement of movement skills and motivation are interconnected.	Examine ways adventure and challenge physical activities introduce and support motivation for skill development.	Motivation can lead to commitment, personal growth, and higher levels of engagement.  Supports for motivation can include <ul style="list-style-type: none"> <li>• parents and caregivers</li> <li>• teachers</li> <li>• role models</li> <li>• community organizations</li> <li>• coaches</li> <li>• Elders</li> <li>• Knowledge Keepers</li> <li>• team members</li> <li>• natural and built environments</li> </ul>	Active living in the community occurs when individuals are encouraged and supported.	Describe personal and community supports associated with motivation for active living.
				Social environments, including historical and cultural contexts, affect personal choice in active living.	Perceptions of active living, recreation, and wellness evolve over time.	Compare active living across historical contexts.  Compare sports that were played in different historical time periods.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
<b>Organizing Idea</b>	Movement Skill Development: A healthy way of life includes regular movement.					
<b>Guiding Question</b>	How can diverse movement patterns contribute to success across physical activities?			In what ways can movement patterns function to improve performance?		
<b>Learning Outcome</b>	Students plan, adapt, and demonstrate various movement patterns to enhance skill development.			Students refine and apply movement patterns in controlled and dynamic physical activities.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Movement patterns can include locomotor, non-locomotor, and object manipulation.</p>	<p>Movement patterns are combinations of movement skills.</p> <p>Patterns can be a planned set of movements that support success across a variety of physical activities.</p>	<p>Combine movement skills to perform movement patterns in a variety of physical activities.</p>	<p>Similar patterns exist across a variety of physical activities.</p>	<p>Patterns can be transferred across a variety of physical activities for individual or group success.</p>	<p>Demonstrate how similar movement patterns are applied across various physical activities.</p>
	<p>Patterns are sequences of movements.</p> <p>Two-part sequences of movement can include</p> <ul style="list-style-type: none"> <li>• run and catch</li> <li>• run and throw</li> <li>• toss and hit</li> </ul> <p>Three-part sequences of movement can include</p> <ul style="list-style-type: none"> <li>• run, turn, and catch</li> <li>• walk, turn, and throw</li> <li>• run, jump, and send</li> <li>• hop, skip, and jump</li> <li>• run, jump, and land</li> </ul> <p>Between 1763 and 1900, prominent Indigenous and Canadian physical activities, which featured various movement patterns, were codified and regularized, including</p> <ul style="list-style-type: none"> <li>• curling</li> <li>• ice hockey</li> <li>• basketball</li> <li>• lacrosse</li> <li>• skiing</li> <li>• soccer</li> <li>• skating</li> </ul>	<p>Patterns can repeat in a predictable manner.</p> <p>Movement patterns can be expanded to include new and novel physical activity skills.</p>	<p>Consider sequencing and repetition of movement patterns when engaging in locomotor, non-locomotor, and object-manipulation activities.</p>	<p>Feedback can be used to refine movement combinations, patterns, and sequences when performing movement skills.</p> <p>Controlled physical activities can be activities that are structured, individual, or partnered.</p> <p>Controlled physical activities allow for repeated practice of movement skills.</p> <p>Dynamic physical activities are limited in structure yet fluid and changing.</p> <p>Dynamic physical activities require immediate decision making and refinement of movement skills.</p>	<p>Patterns can be customized to enhance proficiency of movement.</p> <p>Patterns are essential to the development of specialized movement skills in a variety of physical activities.</p>	<p>Adapt movement patterns to improve accuracy, speed, and proficiency in a variety of controlled and dynamic physical activities.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Elements of movement include space, direction, and effort.</p> <p>Patterns and elements of movement are featured prominently in rhythmic and expressive activities, including folk dance.</p>	<p>Patterns can be improved by adjusting elements of movement.</p>	<p>Adapt elements of movement to enhance movement patterns.</p> <p>Identify patterns and elements of movement that are visible in rhythmic and expressive activities.</p>	<p>Creativity in movement can be supported by including objects and changing tempo and rhythm.</p> <p>Patterns are movements that enable the body to move in response to a stimulus.</p>	<p>Movement combinations, patterns, and sequences can be adapted using creativity.</p>	<p>Implement movement patterns in response to a variety of physical, verbal, visual, and musical stimuli.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
<b>Organizing Idea</b>	Movement Skill Development: A healthy way of life includes regular movement.					
<b>Guiding Question</b>	How might tactics support decision making in dynamic physical activity contexts?			How does structure bring organization to physical activity?		
<b>Learning Outcome</b>	Students identify and implement strategies and tactics in a variety of physical activities.			Students examine and explain structure in physical activity.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Strategic and tactical strengths can include</p> <ul style="list-style-type: none"> <li>• specific movement skills</li> <li>• communication</li> <li>• leadership</li> <li>• collaboration</li> <li>• prior experience</li> <li>• knowledge of game play</li> </ul>	<p>Strategies and tactics take into consideration personal strengths and the strengths of others.</p>	<p>Adjust strategies and tactics based on the strengths of participants in various physical activities and games.</p>	<p>Structural components of physical activities can have various characteristics and features, including</p> <ul style="list-style-type: none"> <li>• rules and guidelines</li> <li>• purpose or intent</li> <li>• number and roles of participants</li> <li>• required equipment</li> <li>• physical setting or environment</li> <li>• required movement skills</li> <li>• desired result</li> </ul> <p>Structure has commonalities and varying levels of complexity across various physical activities.</p>	<p>Structure provides an objective or purpose to the physical activity.</p> <p>The components of physical activity structures involve various characteristics and features.</p>	<p>Describe the structure of physical activities performed in the learning environment.</p> <p>Apply understanding of structure in the creation and playing of games.</p>
	<p>Strategies and tactics can include</p> <ul style="list-style-type: none"> <li>• reducing open spaces by working with others</li> <li>• understanding the need to follow or cover players</li> <li>• drawing defenders toward self to create space for teammates</li> <li>• using the depth and width of a playing area to create space</li> </ul>	<p>Creative thinking is required to generate strategies and tactics.</p>	<p>Choreograph creative strategies and tactics.</p>	<p>Structure can be modified to meet the needs of various abilities by</p> <ul style="list-style-type: none"> <li>• changing equipment size and type</li> <li>• adjusting playing area</li> <li>• adjusting purpose or intent of the physical activity</li> <li>• providing more time</li> <li>• changing target size and distance</li> <li>• varying movement skills used</li> <li>• having players send objects while stationary or moving</li> </ul>	<p>Structure provides parameters to support safety, engagement, and inclusion of all participants.</p>	<p>Modify physical activities and games to improve safety, engagement, and inclusivity.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Strategies and tactics include skill execution and anticipation.</p> <p>Strategies and tactics can include</p> <ul style="list-style-type: none"> <li>• modifying movement skills based on the task</li> <li>• adapting and combining skills in response to purpose</li> <li>• selecting the best option based on opposition's position</li> <li>• selecting the best option based on personal strengths and opposition's capabilities</li> <li>• positioning to create advantage</li> </ul>	<p>Strategies and tactics involve making decisions with limited time and space.</p>	<p>Demonstrate decision-making through the application of strategies and tactics.</p> <p>Reflect on the outcomes of strategic and tactical decisions.</p>	<p>Structure contributes to making connections between physical activities.</p> <p>Structure provides opportunities for critical and creative thinking.</p>	<p>Strategy and tactics are supported through an understanding of the structure of physical activities and games.</p>	<p>Utilize an understanding of structure to inform strategy and tactics.</p>
	<p>Physical activity and game structures can include</p> <ul style="list-style-type: none"> <li>• rules</li> <li>• time</li> <li>• positions</li> <li>• boundaries</li> <li>• safety considerations</li> <li>• objective of game</li> </ul>	<p>Tactics require an understanding of how games and physical activities are structured.</p>	<p>Assess the effectiveness of tactics in a variety of physical activity and game structures.</p> <p>Recognize how changes in rules influence the tactics being used.</p>			

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
<b>Organizing Idea</b>	Movement Skill Development: A healthy way of life includes regular movement.					
<b>Guiding Question</b>	What is the relationship between collaboration and physical activity?			How can conflict resolution support engagement in physical activity?		
<b>Learning Outcome</b>	Students examine how collaboration influences physical activity.			Students analyze the influence of conflict resolution on physical activity.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Collaboration is working with others to achieve a common goal, including exchanging ideas and sharing responsibilities.</p> <p>Collaboration during physical activity can involve</p> <ul style="list-style-type: none"> <li>• identifying goals</li> <li>• planning strategy</li> <li>• exchanging ideas</li> <li>• making and implementing decisions</li> <li>• evaluating success</li> <li>• co-constructing experiences</li> </ul>	Teamwork requires collaboration to create and enhance strategies.	Practise collaboration during physical activity	<p>Team success can be influenced by conflict.</p> <p>Practices to manage conflict can include</p> <ul style="list-style-type: none"> <li>• acknowledging the conflict</li> <li>• discussing the impact</li> <li>• agreeing to a cooperative process</li> <li>• understanding emotions</li> <li>• clarifying facts and understanding</li> <li>• listening to understand</li> <li>• proposing solutions</li> </ul>	<p>Team effectiveness can be influenced by the ability to manage conflict.</p> <p>Teamwork requires collaboration when coming to a resolution.</p> <p>Successful teams develop practices to manage conflict.</p>	<p>Practise conflict resolution.</p> <p>Reflect on practices used to resolve conflict.</p>
	Consideration of team perspectives can support decision making and the achievement of goals.	Teamwork acknowledges the perspectives of all members.	Respect the contributions and perspectives of others when working together to make decisions or achieve team goals.	Cooperative and competitive situations can influence individual and group experiences.	Cooperative and competitive situations may require members to adjust thinking or actions.	Demonstrate how cooperative and competitive situations influence thinking and actions.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
<b>Organizing Idea</b>	Character Development: Exploration of life opportunities and virtues develops resiliency and personal talents and promotes lifelong learning.					
<b>Guiding Question</b>	How can a variety of life experiences influence resiliency and perseverance?			How can life opportunities shape personal talents, virtues, and hope?		
<b>Learning Outcome</b>	Students reflect and analyze how personal talents, virtues, and the development of perseverance are supported through life experiences.			Students examine how personal talents, virtues, and hope connect to life opportunities in a variety of contexts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Life experiences can inform <ul style="list-style-type: none"> <li>• strengths</li> <li>• preferences</li> <li>• areas of growth</li> <li>• beliefs</li> <li>• attitudes</li> <li>• decision making</li> <li>• virtues</li> </ul>	Life experiences can influence understanding of events or situations and responses to them.	Examine how life experiences can shape understanding over time.	Knowledge of personal talents, assets, strengths, virtues, and interests can provide hopeful insight into life roles.  Independence is having the confidence and ability to make decisions to try new or challenging activities.  Independence supports the development of initiative.	Changing life roles may require increased independence to develop personal talents.	Relate personal skills and interests to various life roles.
	Life experiences are the effects or influences of an event or subject on an individual.	Events or situations provide opportunities for gaining life experiences.	Identify life experiences that have influenced thinking or behaviour.	Learning can occur through challenging and adverse experiences.  Involvement in a variety of activities can provide opportunities for personal development.	Personal potential develops over time and can evolve from experiences.  Learning is a lifelong process.	Examine changes in personal interests, strengths, and skills.  Reflect on personal skills and interests for continued development and growth.
	Life experiences can result in <ul style="list-style-type: none"> <li>• personal growth</li> <li>• acquisition of knowledge or skills</li> <li>• development of personal talents and potential</li> <li>• application of learning to produce favourable outcomes</li> </ul>	Life experiences can expose individuals to challenges and learning opportunities.	Reflect on personal learning and development in a variety of experiences.	Strategies for learning and personal development can include <ul style="list-style-type: none"> <li>• managing time</li> <li>• acknowledging feedback</li> <li>• prioritizing tasks</li> <li>• organizational skills</li> <li>• clarifying expectations</li> <li>• asking questions</li> <li>• reflection</li> <li>• establishing routines</li> </ul>	Individuals can apply a variety of strategies to maximize learning potential and support personal development.	Develop and apply personal strategies to support learning and development.
	Volunteering is an experience that contributes to the common good and provides individuals with opportunities to make meaningful contributions to the community.	Each individual has the ability and potential to contribute to their community in different ways.	Connect personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community.	Exposure to a variety of volunteering experiences provides options when making decisions about life and career opportunities.	Volunteering provides possibilities for social connectedness.	Describe the effects of volunteering on self and the community.  Plan for potential volunteer opportunities in the school and community.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	Perseverance can be demonstrated by individuals, groups, or communities.	Perseverance can lead to positive feelings when achieving personal or community goals.	Connect perseverance to improvements in individual or community circumstances.	Discipline is taking proactive steps to protect and improve well-being.  Proactive steps to build discipline can include <ul style="list-style-type: none"> <li>• motivation strategies</li> <li>• goal attainment strategies</li> <li>• responding positively to successes and challenges</li> </ul>	Discipline encourages a positive future and inclination to expect favourable life outcomes.	Identify experiences in which discipline can have a positive effect on well-being.
	Protective factors can include <ul style="list-style-type: none"> <li>• parents</li> <li>• family members</li> <li>• caregivers</li> <li>• teachers</li> <li>• spiritual leaders</li> <li>• Knowledge Keepers and Elders</li> <li>• safe and caring schools</li> <li>• friends and social groups</li> </ul>	Perseverance can be supported by protective factors within the community.	Identify protective factors that can support perseverance.	Motivation strategies can include <ul style="list-style-type: none"> <li>• focusing on positive aspects of situations or events</li> <li>• reflecting on gratitude</li> <li>• telling stories of success</li> <li>• seeking positive encouragement and supports</li> </ul>	Hope can be cultivated through applying motivation strategies.	Apply motivation strategies in a variety of contexts.
	Effects of perseverance on well-being can include <ul style="list-style-type: none"> <li>• positive mental health</li> <li>• increased confidence</li> <li>• belief in one's abilities to achieve specific goals</li> <li>• sense of accomplishment</li> <li>• lifelong learning</li> </ul>	Perseverance can have positive effects on well-being.	Describe the effects of perseverance on well-being.	Goal achievement strategies that build hope can include <ul style="list-style-type: none"> <li>• listing personal priorities</li> <li>• setting specific goals</li> <li>• ranking goals by importance</li> <li>• breaking goals into small steps</li> <li>• recognizing that everyone faces obstacles</li> <li>• developing creative ways to overcome obstacles</li> </ul>	Hope can be cultivated through applying strategies to achieve goals.	Relate strategies to achieving goals in a variety of contexts.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
<b>Organizing Idea</b>	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.					
<b>Guiding Question</b>	How can responsibility lead to a desired outcome?			In what ways might risk influence the outcome of an action?		
<b>Learning Outcome</b>	Students analyze responsibility and consider the impact on well-being.			Students examine risk and identify the factors that influence action.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Responsibility is being accountable for actions and decisions and accepting the results or consequences.</p> <p>Responsibility includes clearly communicating refusal or giving or obtaining consent.</p> <p>Responsibility requires individuals to reflect on actions and decisions to manage and improve situations.</p>	<p>Personal actions and decisions can affect physical, social-emotional, and financial well-being.</p>	<p>Reflect on how the results or consequences of personal actions and decisions can affect well-being of oneself and others.</p>	<p>Risk is the overall assessment and identification of hazards related to personal safety and vulnerability.</p> <p>Considering possible outcomes of risk taking can affect decisions regarding consent.</p> <p>Risk involves taking action that may evoke a feeling of uncertainty, fear, and vulnerability.</p> <p>Digital privacy is important to protect personal information.</p> <p>The internet and social media can expose you to unwanted communication or harmful images and information, including explicit images.</p> <p>Sharing explicit images of someone under the age of 18 is illegal.</p> <p>Sharing explicit images of an adult without consent is illegal.</p> <p>(Section 162.1 of the Criminal Code)</p>	<p>Taking measured risks can occur in stages.</p> <p>Taking measured risks is more likely to occur when individuals feel safe, respected, and trusted.</p> <p>Taking steps to ensure safe online and digital/social media practices can reduce risk.</p>	<p>Discuss how feelings associated with risk taking affect actions and decisions.</p> <p>Assess safety and vulnerability risks associated with use of digital technology, including intrusion of privacy, bullying, and freedom of expression and its legal limits.</p> <p>Discuss the negative consequences of viewing explicit media.</p> <p>Identify potential harms from online and social media use, and explain how to deal with unwanted communication or images.</p>
	<p>Responsibility can be developed by taking on leadership roles to promote safety of oneself and others.</p>	<p>Personal roles and responsibilities include promoting the safety of oneself and others.</p>	<p>Describe situations where responsible leadership supports the safety and well-being of oneself and others.</p>	<p>Short- or long-term risk can be managed or reduced through planning, rehearsal, and evaluation.</p>	<p>Risk can lead to an increased likelihood of complications in various contexts.</p>	<p>Describe positive and negative consequences and complications that may result from risk taking in various contexts.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Safety of oneself and others can be enhanced through community programs and supports, including first aid training and health professionals.</p> <p>Responsibility to ensure the safety of oneself and others includes following</p> <ul style="list-style-type: none"> <li>• laws</li> <li>• rules</li> <li>• practices</li> <li>• protocols</li> <li>• policies</li> <li>• digital citizenship (responsible conduct and safety)</li> </ul>	<p>Responsibility includes ensuring the safety of oneself and others.</p>	<p>Identify laws, rules, practices, protocols, and policies that support safety and well-being in a variety of contexts.</p> <p>Practise digital citizenship (responsible conduct and safety) by being considerate of others.</p>	<p>Risks of substance use can include</p> <ul style="list-style-type: none"> <li>• addiction</li> <li>• impaired brain development</li> <li>• decreased mental health</li> <li>• altered mood</li> <li>• impaired thinking</li> </ul>	<p>Several risks connected to substance use can have short- and long-term effects.</p>	<p>Recognize the risks associated with substance abuse.</p> <p>Identify positive choices and actions that can reduce risks associated with substance abuse.</p>
				<p>Aspects of life impacted by risk can include</p> <ul style="list-style-type: none"> <li>• mental health</li> <li>• physical well-being</li> <li>• environment</li> <li>• safety</li> <li>• financial well-being</li> </ul>	<p>Risk has potential to positively or negatively impact several aspects of life.</p>	<p>Reflect on the mental, physical, emotional, environmental, and financial impacts of risk taking in a variety of contexts.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
<b>Organizing Idea</b>	Healthy Eating: A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.					
<b>Guiding Question</b>	To what extent does nutrition contribute to health and well-being?			How might access to food affect nutrition?		
<b>Learning Outcome</b>	Students evaluate aspects of nutrition and examine their benefits to well-being.			Students examine access to food and its effect on making decisions related to nutrition.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Nutrition and hydration can affect <ul style="list-style-type: none"> <li>• learning</li> <li>• concentration</li> <li>• activity</li> <li>• behaviour</li> </ul> In First Nations, Métis, and Inuit communities, nutrition can contribute to holistic, medicinal, or healing practices that enhance physical and emotional well-being.	Nutrition is essential to good health, disease prevention, and longevity of life.	Describe how nutrition can affect physical and mental health and well-being.	Factors can include <ul style="list-style-type: none"> <li>• climate</li> <li>• season</li> <li>• cost of food</li> <li>• budget</li> <li>• food-preparation skills</li> <li>• location</li> </ul> Access to food can include <ul style="list-style-type: none"> <li>• the land</li> <li>• farms</li> <li>• gardens</li> <li>• grocery stores</li> <li>• farmers' markets</li> <li>• restaurants</li> </ul> Whole foods can be more expensive than processed foods.	Access to nutritious and traditional foods is affected by a variety of factors.  Access to nutritious and traditional foods is different for individuals.	Identify factors that affect food access.
	Nutrition and hydration can affect body systems, including <ul style="list-style-type: none"> <li>• cardiovascular</li> <li>• digestive</li> <li>• musculoskeletal</li> <li>• reproductive</li> </ul>	Nutrition provides energy and nourishment to the body and supports body systems.	Research the effects of nutrition and hydration on body systems.	Food access is adequate availability of food that meets individual dietary and cultural needs and food preferences.  Lack of food access can affect well-being.	Access to food affects nutritional intake and one's ability to make balanced food choices.	Relate food access to the ability to make nutritional food choices.  Discuss the effects of limited nutritional food choices on physical and mental well-being.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Social and cultural experiences influence decisions related to food choices.</p> <p>First Nations, Métis, and Inuit cultural knowledge about food choices are tied to the land.</p>	<p>Nutrition sources and traditional and cultural practices are connected.</p> <p>First Nations, Métis, and Inuit gatherings, ceremonies, practices, and protocols can influence nutrition choices.</p>	<p>Compare sources of nutrition from various cultures and traditions.</p>	<p>Contexts where nutrition choices may be affected can include</p> <ul style="list-style-type: none"> <li>• restaurants</li> <li>• social events</li> <li>• recreational events</li> <li>• workplace</li> <li>• learning environments</li> </ul> <p>Cost of food can vary depending on context.</p> <p>Access to energy-dense fast foods is greater than access to nutritious foods.</p>	<p>Access and cost within a variety of contexts can affect nutrition choices.</p>	<p>Examine how access affects nutrition choices in a variety of contexts.</p> <p>Compare cost of food in a variety of contexts.</p>
	<p>Nutrition requirements change at various developmental ages.</p> <p>Nutrition choices can be affected by individual eating cues, including hunger, appetite, and satiety.</p>	<p>Specific activities have different nutritional requirements.</p> <p>Nutrition and hydration may need to be adjusted in response to different nutritional requirements.</p>	<p>Investigate how various personal factors can influence nutrition and hydration requirements.</p>			
	<p>Eating a variety of foods provides a balanced range of nutrients, including</p> <ul style="list-style-type: none"> <li>• fats</li> <li>• proteins</li> <li>• carbohydrates</li> <li>• vitamins</li> <li>• minerals</li> </ul> <p>Food portion sizes and number of servings can inform balanced nutrition choices.</p>	<p>Nutrition can be improved through planning and preparation of balanced meals and snacks.</p>	<p>Assess the nutritional value of a variety of snacks and meals.</p>			

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
<b>Organizing Idea</b>	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.					
<b>Guiding Question</b>	How might healthy relationships support understanding in various social contexts?			How can perspectives influence healthy relationships?		
<b>Learning Outcome</b>	Students acknowledge perspectives of self and others to develop collaboration in various social contexts.			Students consider and describe a variety of perspectives that support the development of healthy relationships.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Perspectives can support collaboration through shared interpretations, understandings, and findings.</p> <p>Perspectives can be influenced by</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• virtues</li> <li>• peers</li> <li>• media</li> <li>• environment</li> <li>• experience</li> </ul>	<p>Perspectives include how we perceive, understand, and feel in various social or physical activity contexts.</p> <p>Perspectives can be individual or shared.</p> <p>Perspectives are influenced by a variety of personal and environmental factors.</p>	<p>Describe how experiences can affect individual or group perspectives.</p> <p>Identify personal and environmental factors that influence perspectives.</p>	<p>Pro-social behaviours can include</p> <ul style="list-style-type: none"> <li>• accepting others</li> <li>• being cooperative</li> <li>• helping others</li> <li>• charity</li> <li>• honesty</li> <li>• acknowledging diversity</li> <li>• sharing</li> <li>• volunteering</li> </ul>	<p>Healthy relationships and pro-social behaviours can be enhanced by considering the perspectives of others.</p>	<p>Examine the effects of taking different perspectives on the development and maintenance of healthy relationships.</p>
	<p>Individuals or groups may have shared perspectives.</p> <p>Effective listening and communication skills include</p> <ul style="list-style-type: none"> <li>• listening for understanding</li> <li>• asking clarifying questions</li> <li>• checking for understanding</li> <li>• paraphrasing or restating statements</li> <li>• decoding</li> <li>• considering the audience</li> <li>• considering point of view</li> <li>• having respectful interactions</li> </ul>	<p>Perspectives can be shaped or shared through effective listening and communication skills.</p> <p>Establishing trust enables positive relationships between group members.</p>	<p>Describe how listening and communication skills can support understanding of individual and group perspectives.</p> <p>Identify ways to reach shared understandings when perspectives or opinions within a group are different.</p> <p>Demonstrate respectful communication skills when working in small groups on movement tasks or challenges.</p>	<p>Perspectives of others within relationships should be clarified rather than assumed.</p> <p>Perspective taking is recognizing and appreciating the point of view of others.</p> <p>Empathy involves trying to understand or share the feelings of another person.</p>	<p>Healthy relationships require developing an understanding that others may have different opinions, thoughts, feelings, beliefs, and needs.</p> <p>Perspective can be gained by putting yourself in the place of others.</p>	<p>Consider ways in which other diverse perspectives align or differ.</p> <p>Identify how the consideration of others' perspectives contributes to empathy.</p>
				<p>Recognition and appreciation of social and cultural perspectives can contribute to acceptance, inclusion, and the common good.</p>	<p>Perspectives can contribute to a sense of belonging and interconnectedness.</p>	<p>Examine the connections between perspectives and social and emotional well-being.</p>
				<p>Empathy can be improved through</p> <ul style="list-style-type: none"> <li>• role modelling</li> <li>• instruction</li> <li>• practice</li> <li>• reflection</li> </ul>	<p>Understanding the perspectives of others is linked to empathy.</p> <p>Development of empathy can reduce bullying behaviours.</p>	<p>Examine how empathy toward others with different perspectives supports healthy relationships.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
<b>Organizing Idea</b>	Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.					
<b>Guiding Question</b>	In what ways can puberty and the capacity for human reproduction reflect change?			How can human reproduction support growth and development?		
<b>Learning Outcome</b>	Students examine the connection between puberty and the capacity for human reproduction.			Students investigate human reproduction from fertilization to birth.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Each part of the human reproductive system serves a specific function.</p> <p>The human reproductive system and other body systems are interconnected.</p>	<p>Reproductive health includes human reproductive processes, functions, and systems at all stages of life.</p>	<p>Identify the basic components of the human reproductive system.</p> <p>Describe the functions of the various components of the human reproductive system using correct terminology.</p>	<p>Pregnancy can occur as a result of sexual intercourse.</p> <p>Pregnancy can be confirmed by a test.</p> <p>Abstinence means choosing not to have sexual intercourse.</p> <p>Any sexual activity always requires consent.</p> <p>Pressuring or forcing someone to engage in sexual activity has serious adverse moral, social, and legal consequences.</p> <p>Self-control is a necessary virtue.</p> <p>It is important to think clearly before giving consent to anything that may have long-term physical, emotional, or social consequences.</p> <p>Different types of artificial birth control available in Canada can have varying levels of effectiveness and risks.</p>	<p>Pregnancy is a natural human process.</p> <p>Abstinence is the most effective way to prevent pregnancy.</p> <p>Sexual activity without consent is sexual assault and is never okay.</p> <p>Birth control can help prevent pregnancy.</p> <p>Some methods of birth control choices can also help prevent sexually transmitted infections.</p>	<p>Identify possible outcomes of human reproductive activity.</p> <p>Identify the most effective ways to prevent pregnancy and sexually transmitted infections.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
				<p>Sexual activity can expose individuals to the risk of sexually transmitted infections, which can be incurable.</p> <p>Some birth control measures can lower the risk of sexually transmitted infections.</p>		
	<p>Changes in puberty can include</p> <ul style="list-style-type: none"> <li>• increases in size and functioning of the sex glands</li> <li>• maturation of the reproductive organs</li> <li>• appearance of secondary sex characteristics</li> <li>• production of hormones, including estrogen, progesterone, and testosterone</li> </ul>	<p>Puberty signals changes in a person's reproductive capability.</p>	<p>Describe the how physical changes in puberty affect reproductive capability.</p>	<p>Factors that influence reproductive decisions can include</p> <ul style="list-style-type: none"> <li>• age</li> <li>• financial preparedness</li> <li>• health</li> <li>• family, caregiver, and community supports</li> </ul>	<p>In Canada, individuals have the right to make decisions about reproductive health and can decide if, when, and how often to reproduce.</p>	<p>Discuss factors that can influence decisions related to reproductive health.</p>
	<p>Menstruation is the monthly shedding of the lining of the uterus.</p> <p>Hormonal changes regulate ovulation.</p> <p>Fertilization is more likely to occur at a specific point in the menstrual cycle.</p> <p>Fertilization occurs when a human egg and a sperm cell combine.</p> <p>Sperm are reproductive cells that are produced in the testicles.</p> <p>Some males may experience release of fluids at night.</p>	<p>Both female and male bodies have important roles in human reproduction.</p> <p>Human reproduction includes a sequence of biological processes.</p> <p>Puberty in females is often associated with the process of menstruation.</p> <p>Puberty in males can be associated with the onset of nocturnal emissions.</p>	<p>Describe the processes of menstruation and sperm production.</p>	<p>The length of pregnancy is approximately nine months.</p> <p>The length of a pregnancy is divided into three stages called trimesters.</p> <p>A child born before 37 weeks of pregnancy is called a pre-term birth.</p> <p>Fetal development during pregnancy can be adversely affected by</p> <ul style="list-style-type: none"> <li>• poor nutrition</li> <li>• smoking</li> <li>• alcohol use</li> <li>• drug use</li> </ul> <p>Adverse effects can include</p> <ul style="list-style-type: none"> <li>• fetal alcohol syndrome</li> <li>• premature delivery</li> <li>• increased neonatal mortality</li> </ul>	<p>Fetal development occurs in stages throughout a pregnancy.</p>	<p>Examine fetal development in each of the three trimesters.</p> <p>Discuss factors that can adversely affect fetal development.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	Genetics is the study of heredity, or how certain features pass from parents to their offspring.  Environmental factors can include physical activity, nutrition, and stress.	Puberty can be dependent on genetics and environmental factors.	Identify genetic and environmental factors that can impact the onset, duration, and rate of progression of puberty.	Supportive health practices during pregnancy can include <ul style="list-style-type: none"> <li>• eating nutritious foods</li> <li>• daily physical activity</li> <li>• adequate sleep and rest</li> <li>• early and consistent medical visits</li> </ul>	Supportive health practices can enhance reproductive health, healthy pregnancy, and safe childbirth.	Identify health practices that support a healthy pregnancy.
				Credible sources of reproductive health information can include <ul style="list-style-type: none"> <li>• parents and caregivers</li> <li>• Elders</li> <li>• health professionals</li> <li>• teachers</li> <li>• Knowledge Keepers</li> </ul>	Credible sources can provide accurate information on reproductive health and support healthy reproductive decisions.	Identify credible sources of reproductive health information.
				There are diverse traditional, cultural, and religious beliefs regarding reproductive health.	Traditional, cultural, and religious beliefs can affect understandings of human reproduction.	Consider ways that human reproduction can be influenced by traditional, cultural, and religious beliefs.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
<b>Organizing Idea</b>	Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.					
<b>Guiding Question</b>	How are maturation, growth, and development interconnected?			How can decision making support change during maturation?		
<b>Learning Outcome</b>	Students investigate maturation and identify changes during adolescence.			Students analyze the benefits and challenges of maturation during adolescence.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Changes in the brain associated with maturation can include <ul style="list-style-type: none"> <li>• greater efficiency and effectiveness</li> <li>• increased connectivity among brain regions</li> <li>• increased neurons</li> <li>• growth of myelin</li> <li>• changes in the frontal lobe, pre-frontal cortex, and executive function</li> </ul>	Maturation occurs from birth and is significant during adolescence.  Maturation can result in changes in the brain.	Describe the impact maturation has on the brain.	Changes during maturation may have implications on well-being.  Social changes during maturation can include <ul style="list-style-type: none"> <li>• curiosity in trying new things</li> <li>• shifting friendships</li> <li>• questioning of personal beliefs</li> <li>• increased importance of peers</li> <li>• increased financial decision making</li> <li>• changes in self-knowledge and self-image</li> </ul>	Maturation can result in changes in coordination when performing skills and activities.  Maturation can result in an increase in ability, adaptability, and capacity in a variety of contexts.	Consider the implications of physical, cognitive, emotional, and social changes during maturation in adolescence.

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Maturation is a process that is different for every individual.</p> <p>Bones grow faster than muscle during maturation in adolescence.</p> <p>Behavioural changes can include</p> <ul style="list-style-type: none"> <li>• setting personal goals</li> <li>• risk taking</li> <li>• increased awareness of financial decision making</li> <li>• seeking independence</li> <li>• consideration of others</li> </ul> <p>Cognitive changes can include</p> <ul style="list-style-type: none"> <li>• ability to retain, process, and organize larger amounts of information</li> <li>• enhanced critical-thinking, reasoning, and decision-making skills</li> <li>• strong willingness to learn based on interest and personal relevance</li> <li>• analyzing situations with a cause-and-effect relationship</li> <li>• conceptualizing hypothetical scenarios</li> </ul>	<p>Maturation involves an awareness of the interconnectedness of physical, cognitive, and behavioural changes.</p> <p>The way individuals think of themselves, and describe themselves to others, is unique and should be respected.</p> <p>Maturation can result in uneven bone and muscle development.</p> <p>Maturation results in changes in the body that can occur at different rates.</p>	<p>Connect physical, cognitive, and behavioural changes that occur during adolescence.</p>	<p>Maturation can be supported through various personal and environmental factors, including</p> <ul style="list-style-type: none"> <li>• reducing toxic stress</li> <li>• positive mental health</li> <li>• positive body image</li> <li>• immunization</li> <li>• regular physical activity</li> <li>• avoidance of substance use</li> <li>• adequate sleep</li> <li>• adequate rest</li> <li>• proper nutrition</li> </ul>	<p>Maturation can be supported through various personal and environmental factors.</p>	<p>Identify personal and environmental factors that can influence well-being and maturation during adolescence.</p> <p>Connect how personal and environmental factors can influence decision making during adolescence.</p>
				<p>Fluctuations in energy levels and metabolism can result in</p> <ul style="list-style-type: none"> <li>• extreme restlessness</li> <li>• fatigue and changes in sleep patterns</li> <li>• increased nutritional demands</li> <li>• increased appetites</li> <li>• improper decision making regarding nutritional choices</li> </ul>	<p>Maturation can lead to increased nutritional demands, fluctuations in metabolism, and changing energy levels.</p>	<p>Connect physical needs to maturation changes during adolescence.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
<b>Organizing Idea</b>	Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities.					
<b>Guiding Question</b>	In what ways can financial goals be supported?			How can personal finances be enhanced?		
<b>Learning Outcome</b>	Students examine how planning can support financial goals.			Students analyze strategies that support financial decision making related to borrowing and investing.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>A budget is a plan that supports individuals when making decisions on how to earn, spend, save, invest, and donate over a period.</p> <p>A budget consists of money currently on-hand (assets), money expected to be earned (income), and money planned on spending (expenses).</p> <p>A budget can be divided into needs and wants.</p> <p>Budgets can be used for a variety of situations, including</p> <ul style="list-style-type: none"> <li>• personal</li> <li>• household</li> <li>• business</li> <li>• event or activity</li> </ul> <p>Short-term financial goals can be immediate and can support attainment of long-term goals.</p> <p>Long-term financial goals can take several years to achieve, involve more money, and require commitment.</p>	<p>Budgeting is important to responsible financial decision making.</p> <p>Budgets may need to be adjusted due to unforeseen circumstances.</p> <p>Budgets can support achieving short-term and long-term financial goals.</p>	<p>Develop a simple budget for an activity or event.</p> <p>Examine the components of a budget.</p> <p>Create a savings plan for short-term and long-term goals.</p>	<p>A loan is money that is borrowed with an agreement to pay it back.</p> <p>Loans can come from a variety of sources, such as</p> <ul style="list-style-type: none"> <li>• banks</li> <li>• financial institutions</li> <li>• family</li> <li>• friends</li> </ul> <p>An individual's decision to borrow money may be based on</p> <ul style="list-style-type: none"> <li>• ability to repay</li> <li>• intended purpose</li> <li>• additional costs</li> <li>• short-term and long-term goals</li> <li>• impact on budget</li> </ul> <p>Decisions by banks or financial institutions to loan money may be based on</p> <ul style="list-style-type: none"> <li>• ability to repay</li> <li>• previous loan history</li> <li>• other existing debts</li> <li>• intended purpose</li> </ul> <p>Borrowing money in the form of loans can cost money in the form of interest on the amount borrowed and over the term of the agreement.</p> <p>Interest is a fee paid to the bank or financial</p>	<p>Borrowing money to buy goods and services can have financial risks and benefits.</p> <p>Borrowing money can support financial goals if done appropriately.</p>	<p>Analyze the risks and benefits of borrowing money in a variety of situations.</p> <p>Identify situations where an individual can responsibly take on debt.</p>

## Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
				institution. An example of “good debt” can be borrowing for something that increases in value. An example of “bad debt” can be borrowing for something that decreases in value.		
	A consumer is an individual who purchases goods and services for personal use. Factors that can influence consumer choice include <ul style="list-style-type: none"> <li>• marketing</li> <li>• advertising</li> <li>• media</li> <li>• availability</li> <li>• trends</li> <li>• price</li> </ul>	When purchasing goods and services, individuals have the ability to make choices.	Examine factors that influence consumer choice.	Investing is purchasing something that is expected to earn additional money or increase in value. Individuals can make a variety of investments, such as <ul style="list-style-type: none"> <li>• real estate</li> <li>• stocks</li> <li>• bonds</li> <li>• mutual funds</li> </ul>	Investing money can have financial risks and benefits. Investing money can support financial goals if done appropriately.	Analyze the risks and benefits of investing in a variety of situations.