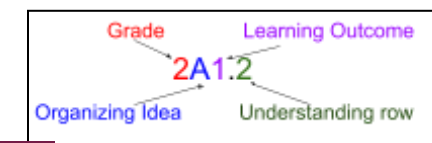


Grade 2 PE/Wellness Curriculum Comparison to the New Alberta Curriculum



Physical Education

A = Active Living

M = Movement/Skill Development

Both PE & Wellness S = Safety

Wellness

C = Character Development

E = Healthy Eating

R = Healthy Relationships

G = Growth & Development

F = Financial Literacy

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
Benefits Health Do it Daily for Life	Active Living (A)		
<u>Outcome B - Benefits Health</u> <u>Functional Fitness</u> <ul style="list-style-type: none">recognize that “energy” is required for muscle movementdescribe ways to improve personal growth in physical abilitiesexperience movement involving the components of health related fitness; e.g., flexibility, endurance, strength, cardiorespiratory activities <u>Body Image</u> <ul style="list-style-type: none">identify personal physical attributes that contribute to physical activity <u>Well-being</u> <ul style="list-style-type: none">describe how the body benefits from physical activityidentify changes that take place in the body during physical activityunderstand the connections between physical activity and emotional well-being; e.g., feels good <u>Goal Setting/Personal Challenge</u> <ul style="list-style-type: none">practise setting a short-term goal related to positive effort to participate in a physical activityidentify ways to change an activity to make it a challenge based on personal abilities <u>Active Living in the Community</u> <ul style="list-style-type: none">identify types of physical activities people choose within the communitymake appropriate movement choices considering personal space, safety, ability and the surrounding environment	LEARNING OUTCOME 2A1.1 Students investigate physical activity and relate it to personal experience.	LEARNING OUTCOME 2A1.1 Students investigate physical activity and relate it to personal experience.	LEARNING OUTCOME 2A1.1 Students investigate physical activity and relate it to personal experience.
	UNDERSTANDING Physical activity can be influenced by a variety of factors. Competence, confidence, and motivation can increase personal engagement and enjoyable experiences within physical activities.	KNOWLEDGE Factors influencing physical activity include <ul style="list-style-type: none">peersfamilyculturenatural environmentsbuilt environmentscost of activities and programs Adventurous play can provide individuals with opportunities to <ul style="list-style-type: none">establish personal physical activity limitsdevelop confidence and independenceexperience health stressdevelop movement skillsdevelop decision-making and problem solving skills Physical literacy includes developing the competence, confidence and motivation to be physically active throughout an individual's lifetime.	SKILLS & PROCEDURES Identify how factors influence physical activity. Describe experiences as a result of participating in adventurous play.
	LEARNING OUTCOME 2A1.2 Students investigate physical activity and relate it to personal experience.	LEARNING OUTCOME 2A1.2 Students investigate physical activity and relate it to personal experience.	LEARNING OUTCOME 2A1.2 Students investigate physical activity and relate it to personal experience.
	UNDERSTANDING Physical activity can be connected to experiences on the land.	KNOWLEDGE Many physical activities experienced on the land can be enjoyed across a lifespan such as <ul style="list-style-type: none">huntingtrappingfishinggatheringnature walkshikingsnowshoeingkayaking Some land-based physical activities may require further safety measures such as awareness of surroundings.	SKILLS & PROCEDURES Participate in physical activities on the land. Discuss safety measures related to land-based physical activities.

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
	<p>LEARNING OUTCOME 2A1.3 Students investigate physical activity and relate it to personal experience.</p> <p>UNDERSTANDING Physical activity can be modified in response to a variety of personal factors.</p>	<p>LEARNING OUTCOME 2A1.3 Students investigate physical activity and relate it to personal experience.</p> <p>KNOWLEDGE Personal factors affecting physical activity include</p> <ul style="list-style-type: none">• time• Injury• enjoyment	<p>LEARNING OUTCOME 2A1.3 Students investigate physical activity and relate it to personal experience.</p> <p>SKILLS & PROCEDURES Participate in physical activities that can provide personal enjoyment.</p>
	<p>LEARNING OUTCOME 2A1.4 Students investigate physical activity and relate it to personal experience.</p> <p>UNDERSTANDING Physical activities can be enhanced through preparation and recovery.</p>	<p>LEARNING OUTCOME 2A1.4 Students investigate physical activity and relate it to personal experience.</p> <p>KNOWLEDGE Preparation and recovery actions can support endurance, improve flexibility, and reduce the risk of injury.</p> <p>Preparation for and recovery from physical activity include</p> <ul style="list-style-type: none">• nutrition and hydration• warm-up and cool-down• appropriate equipment, clothing and footwear	<p>LEARNING OUTCOME 2A1.4 Students investigate physical activity and relate it to personal experience.</p> <p>SKILLS & PROCEDURES Demonstrate appropriate preparation for and recovery from physical activity.</p>
	<p>LEARNING OUTCOME 2A1.5 Students investigate physical activity and relate it to personal experience.</p> <p>UNDERSTANDING Participation in physical activity supports mental health and provides opportunities for individuals to interact positively with others.</p>	<p>LEARNING OUTCOME 2A1.5 Students investigate physical activity and relate it to personal experience.</p> <p>KNOWLEDGE Physical activity can promote positive interactions with others through shared interests, goal setting, and experiences.</p> <p>Games and activities can be enjoyed in a variety of ways (eg.)</p> <ul style="list-style-type: none">• rhythmic• gymnastic• expressive• individual• challenging• adventurous• cultural	<p>LEARNING OUTCOME 2A1.5 Students investigate physical activity and relate it to personal experience.</p> <p>SKILLS & PROCEDURES Demonstrate positive interactions with others during physical activity.</p>
	<p>LEARNING OUTCOME 2A1.6 Students investigate physical activity and relate it to personal experience.</p> <p>UNDERSTANDING Physical activity can require varying degrees of exertion and energy.</p>	<p>LEARNING OUTCOME 2A1.6 Students investigate physical activity and relate it to personal experience.</p> <p>KNOWLEDGE Physical activity can be categorized as light, moderate, and vigorous.</p>	<p>LEARNING OUTCOME 2A1.6 Students investigate physical activity and relate it to personal experience.</p> <p>SKILLS & PROCEDURES Participate in physical activities that require various levels of exertion and energy.</p>

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)		
Activity Cooperation Communication	Movement Skill Development (M)			
<p><i>Outcome A - Activity</i></p> <p><i>Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water</i></p> <ul style="list-style-type: none">• <i>select and perform locomotor skills involved in a variety of activities</i> <p><i>Basic Skills—Non Locomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging</i></p> <ul style="list-style-type: none">• <i>select and perform non locomotor skills involved in a variety of activities</i> <p><i>Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking</i></p> <ul style="list-style-type: none">• <i>select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others</i> <p><i>Application of Basic Skills in an Alternative Environment</i></p> <ul style="list-style-type: none">• <i>select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course</i> <p><i>Application of Basic Skills in Dance</i></p> <ul style="list-style-type: none">• <i>demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship</i>• <i>perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others</i> <p><i>Application of Basic Skills in Games</i></p> <ul style="list-style-type: none">• <i>create and play body and space awareness games</i>• <i>apply basic rules and fair play while playing and learning the strategies of lead-up games</i> <p><i>Application of Basic Skills in Types of Gymnastics</i></p> <ul style="list-style-type: none">• <i>select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence</i> <p><i>Application of Basic Skills in Individual Activities</i></p> <ul style="list-style-type: none">• <i>select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching</i>	<p>LEARNING OUTCOME 2M1.1 Students refine and apply spatial awareness across a variety of physical activity contexts.</p> <p>UNDERSTANDING Spatial awareness can be improved through ongoing scanning and assessment of surroundings.</p>	<p>LEARNING OUTCOME 2M1.1 Students refine and apply spatial awareness across a variety of physical activity contexts.</p> <p>KNOWLEDGE Spatial awareness is knowing how the body moves through space.</p>	<p>LEARNING OUTCOME 2M1.1 Students refine and apply spatial awareness across a variety of physical activity contexts.</p> <p>SKILLS & PROCEDURES Scan and assess surroundings to support spatial awareness.</p>	
		<p>LEARNING OUTCOME 2M1.2 Students refine and apply spatial awareness across a variety of physical activity contexts.</p> <p>UNDERSTANDING Effective decision making related to spatial awareness can support favourable movement outcomes.</p>	<p>LEARNING OUTCOME 2M1.2 Students refine and apply spatial awareness across a variety of physical activity contexts.</p> <p>KNOWLEDGE Spatial awareness includes the ongoing process of making decisions in relation to people or objects.</p>	<p>LEARNING OUTCOME 2M1.2 Students refine and apply spatial awareness across a variety of physical activity contexts.</p> <p>SKILLS & PROCEDURES Refine movement skills in relation to people or objects in a variety of physical activities.</p>
		<p>LEARNING OUTCOME 2M1.3 Students refine and apply spatial awareness across a variety of physical activity contexts.</p> <p>UNDERSTANDING Spatial awareness can influence movement within and across physical activities.</p>	<p>LEARNING OUTCOME 2M1.3 Students refine and apply spatial awareness across a variety of physical activity contexts.</p> <p>KNOWLEDGE Awareness of spatial changes may require creativity and modifications to game play.</p>	<p>LEARNING OUTCOME 2M1.3 Students refine and apply spatial awareness across a variety of physical activity contexts.</p> <p>SKILLS & PROCEDURES Modify and adapt game play based on awareness of spatial changes.</p>

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
	<p>LEARNING OUTCOME 2M2.1 Students modify movement to improve control and efficiency.</p> <p>UNDERSTANDING Three phases of movement include preparation, carrying out, and completion or follow-through.</p>	<p>LEARNING OUTCOME 2M2.1 Students modify movement to improve control and efficiency.</p> <p>KNOWLEDGE The preparation phase or ready position includes</p> <ul style="list-style-type: none">• facing the target• establishing a stable position• finding a lower centre of gravity <p>The carrying-out phase includes the body gathering momentum and working to produce movement.</p> <p>The completion or follow-through phase includes movement continuing in the direction of action, slowing down of movement, and regaining stability.</p>	<p>LEARNING OUTCOME 2M2.1 Students modify movement to improve control and efficiency.</p> <p>SKILLS & PROCEDURES Experiment with the three phases of movement in a variety of physical activities.</p> <p>Modify one or more phases of movement to improve control and efficiency.</p>
	<p>LEARNING OUTCOME 2M2.2 Students modify movement to improve control and efficiency.</p> <p>UNDERSTANDING Movement skill development requires repeated practice and effort.</p> <p>Performance in physical activities can be enhanced by effort and repeated practice.</p> <p>Feedback and practice can enhance performance, enjoyment, and physical literacy.</p>	<p>LEARNING OUTCOME 2M2.2 Students modify movement to improve control and efficiency.</p> <p>KNOWLEDGE Movement skills can be refined and corrected with feedback and practice.</p>	<p>LEARNING OUTCOME 2M2.2 Students modify movement to improve control and efficiency.</p> <p>SKILLS & PROCEDURES 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>LEARNING OUTCOME 2M2.3 Students modify movement to improve control and efficiency.</p> <p>UNDERSTANDING Learned movements can be utilized across physical activity contexts.</p>	<p>LEARNING OUTCOME 2M2.3 Students modify movement to improve control and efficiency.</p> <p>KNOWLEDGE Locomotor movements can occur in a variety of ways, such as</p> <ul style="list-style-type: none">• galloping• wheeling• jogging <p>Non-locomotor movements can occur in a variety of ways, such as</p> <ul style="list-style-type: none">• climbing• swinging• hanging• landing <p>Object manipulation can occur in a variety of ways, such as</p> <ul style="list-style-type: none">• sending objects, including passing and pulling• retaining objects, including bouncing• receiving objects, including collecting	<p>LEARNING OUTCOME 2M2.3 Students modify movement to improve control and efficiency.</p> <p>SKILLS & PROCEDURES Utilize movement skills from one physical activity to another physical activity.</p>

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
<p><u>Outcome C - Cooperation Communication</u></p> <ul style="list-style-type: none"> identify and demonstrate respectful communication skills appropriate to context <p><u>Fair Play</u></p> <ul style="list-style-type: none"> identify and demonstrate etiquette and fair play <p><u>Leadership</u></p> <ul style="list-style-type: none"> accept responsibility for assigned roles while participating in physical activity <p><u>Teamwork</u></p> <ul style="list-style-type: none"> display a willingness to play cooperatively with others of various abilities, in large or small groups <p><u>Outcome D - Do it Daily for Life</u></p> <p><u>Effort</u></p> <ul style="list-style-type: none"> express a willingness to participate regularly in physical education class identify personal factors that encourage movement <p><u>Safety</u></p> <ul style="list-style-type: none"> demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity demonstrate and participate in safe warm-up and cooldown activities demonstrate moving safely and sensitively in various environments; e.g., modified games 	<p>LEARNING OUTCOME 2M3.1 Students demonstrate teamwork and support participation in a variety of physical activities.</p> <p>UNDERSTANDING Physical activities have expectations that support participation, safety, and enjoyment for all.</p>	<p>LEARNING OUTCOME 2M3.1 Students demonstrate teamwork and support participation in a variety of physical activities.</p> <p>KNOWLEDGE Behaviours that support participation include</p> <ul style="list-style-type: none"> using fair-play practices respecting others supporting others using kind language 	<p>LEARNING OUTCOME 2M3.1 Students demonstrate teamwork and support participation in a variety of physical activities.</p> <p>SKILLS & PROCEDURES Display behaviours that support participation, safety, and participant enjoyment.</p>
	<p>LEARNING OUTCOME 2M3.2 Students demonstrate teamwork and support participation in a variety of physical activities.</p> <p>UNDERSTANDING Some physical activities require teamwork.</p> <p>Teamwork is working with others to achieve a common goal.</p>	<p>LEARNING OUTCOME 2M3.2 Students demonstrate teamwork and support participation in a variety of physical activities.</p> <p>KNOWLEDGE Teamwork can build relationships and support others in unique ways.</p> <p>Teamwork includes</p> <ul style="list-style-type: none"> communicating making decisions sharing ideas contributing involving all participants 	<p>LEARNING OUTCOME 2M3.2 Students demonstrate teamwork and support participation in a variety of physical activities.</p> <p>SKILLS & PROCEDURES Exhibit teamwork in a variety of physical activity contexts.</p>
	Character Development (C)		
<p><u>Relationship Choices</u></p> <p><u>Group Roles and Processes</u></p> <ul style="list-style-type: none"> recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer explain how groups can contribute to a safe and caring environment <p><u>Life Learning Choices</u></p> <p><u>Learning Strategies</u></p> <ul style="list-style-type: none"> demonstrate organizational skills; e.g., notebook organization, desk organization identify personal behaviours that show readiness to learn apply the decision-making process for age-appropriate issues recognize that it takes time and effort to accomplish goals <p><u>Life Learning Choices</u></p> <p><u>Life Roles and Career Development</u></p> <ul style="list-style-type: none"> recognize, acknowledge and respect that individuals have similar and different interests, strengths and skills recognize that each individual has many roles in life; e.g., friend, sister <p><u>Life Learning Choices</u></p> <p><u>Volunteerism</u></p>	<p>LEARNING OUTCOME 2C1.1 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>UNDERSTANDING Roles have different responsibilities.</p>	<p>LEARNING OUTCOME 2C1.1 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>KNOWLEDGE A role is a specific position that someone holds in work, social, or relational contexts.</p>	<p>LEARNING OUTCOME 2C1.1 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>SKILLS & PROCEDURES Describe and compare responsibilities connected with various roles.</p> <p>Participate in a variety of roles in learning contexts.</p>
	<p>LEARNING OUTCOME 2C1.2 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>UNDERSTANDING Sense of community is developed through the awareness of the roles and responsibilities of individuals within the community.</p> <p>Personal characteristics can be acknowledged in a variety of ways in different cultures.</p>	<p>LEARNING OUTCOME 2C1.2 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>KNOWLEDGE There are a variety of roles available for individuals within a community.</p>	<p>LEARNING OUTCOME 2C1.2 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>SKILLS & PROCEDURES Examine ways that individuals can positively contribute to communities through various roles.</p> <p>Investigate opportunities to participate in community roles.</p>

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
<ul style="list-style-type: none"> explain why volunteerism is important select and perform volunteer tasks in the school 	<p>LEARNING OUTCOME 2C1.3 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>UNDERSTANDING Communities include people, land, and animals.</p> <p>People, land, and animals are interconnected.</p>	<p>LEARNING OUTCOME 2C1.3 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>KNOWLEDGE People, land, and animals have specific roles and responsibilities that contribute to community well-being.</p>	<p>LEARNING OUTCOME 2C1.3 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>SKILLS & PROCEDURES Explore how the roles and responsibilities of people, land, and animals contribute positively to community well-being.</p>
	<p>LEARNING OUTCOME 2C1.4 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>UNDERSTANDING Self-regulation can help decrease stress and manage anxiety.</p>	<p>LEARNING OUTCOME 2C1.4 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>KNOWLEDGE 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>	<p>LEARNING OUTCOME 2C1.4 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>SKILLS & PROCEDURES Explain the benefits of self-regulation.</p>
	<p>LEARNING OUTCOME 2C1.5 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>UNDERSTANDING Self-regulation strategies that maintain or enhance positive emotions are important for establishing effective outcomes.</p>	<p>LEARNING OUTCOME 2C1.5 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>KNOWLEDGE Self-regulation strategies include</p> <ul style="list-style-type: none"> breathing techniques physical activity nutrition and hydration breaks thinking before responding recognizing challenges and obstacles 	<p>LEARNING OUTCOME 2C1.5 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>SKILLS & PROCEDURES Describe strategies that support self-regulation.</p> <p>Practise a variety of self-regulation strategies.</p>
	<p>LEARNING OUTCOME 2C1.6 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>UNDERSTANDING Self-regulation can be supported through community.</p> <p>Self-regulation is connected to signals from the body, mind, and spirit.</p>	<p>LEARNING OUTCOME 2C1.6 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>KNOWLEDGE Self-regulation can be developed with help of community supports, such as</p> <ul style="list-style-type: none"> parents families caregivers guardians teachers school counsellors health-care professionals community agencies spiritual leaders Elders Knowledge Keepers 	<p>LEARNING OUTCOME 2C1.6 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</p> <p>SKILLS & PROCEDURES Explore ways communities work together to support self-regulation.</p> <p>Identify signals that support self-regulation.</p>

Outcomes from 2007 Curriculum	Understandings (NEW)		Knowledge, Skills and Procedures (NEW)
Safety	Safety (S)		
<p>“Safety Guidelines for Physical Activity in Alberta Schools”</p> <p>Currently is not included as a resource (2013) in the NEW Curriculum</p> <p>Wellness Choices</p> <p>Safety and Responsibility</p> <ul style="list-style-type: none">identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusionsdescribe and apply communication safety behaviours at home; e.g., answering the door/telephonedescribe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skatesidentify members of personal safety support networks and how to access assistance; e.g., family members, teachers, Block Parents, police, clergy, neighbours	<p>LEARNING OUTCOME</p> <p>2S1.1 Students examine and apply an understanding of personal safety in a variety of situations.</p> <p>UNDERSTANDING</p> <p>Safety strategies and procedures can be practised in a variety of ways.</p>	<p>LEARNING OUTCOME</p> <p>2S1.1 Students examine and apply an understanding of personal safety in a variety of situations.</p> <p>KNOWLEDGE</p> <p>Safety strategies are developed for</p> <ul style="list-style-type: none">home safetyschool safetydigital safetyaccessing emergency servicesgiving or refusing consent	<p>LEARNING OUTCOME</p> <p>2S1.1 Students examine and apply an understanding of personal safety in a variety of situations.</p> <p>SKILLS & PROCEDURES</p> <p>Practise safety strategies and procedures in a variety of situations.</p>
	<p>LEARNING OUTCOME</p> <p>2S1.2 Students examine and apply an understanding of personal safety in a variety of situations.</p> <p>UNDERSTANDING</p> <p>Safety is needed for survival.</p> <p>Individual consent is important in making safe decisions.</p>	<p>LEARNING OUTCOME</p> <p>2S1.2 Students examine and apply an understanding of personal safety in a variety of situations.</p> <p>KNOWLEDGE</p> <p>Safety is when individuals are free from injury, illness, and physical and emotional harm.</p>	<p>LEARNING OUTCOME</p> <p>2S1.2 Students examine and apply an understanding of personal safety in a variety of situations.</p> <p>SKILLS & PROCEDURES</p> <p>Discuss ways to respond in unsafe situations.</p>
	<p>LEARNING OUTCOME</p> <p>2S1.3 Students examine and apply an understanding of personal safety in a variety of situations.</p> <p>UNDERSTANDING</p> <p>Safety involves assessing for potential risk or injury by identifying safe and unsafe situations and substances.</p>	<p>LEARNING OUTCOME</p> <p>2S1.3 Students examine and apply an understanding of personal safety in a variety of situations.</p> <p>KNOWLEDGE</p> <p>Substances can be classified in different ways, including legal and illegal.</p> <p>Legal substances can be harmful if used incorrectly. Situations and contexts may present different safety concerns.</p>	<p>LEARNING OUTCOME</p> <p>2S1.3 Students examine and apply an understanding of personal safety in a variety of situations.</p> <p>SKILLS & PROCEDURES</p> <p>Classify situations and substances that are safe and unsafe. Examine how safety can be improved in a variety of situations.</p>

Outcomes from 2007 Curriculum	Understandings (NEW)		Knowledge, Skills and Procedures (NEW)
Nutrition	Healthy Eating (E)		
<u>Wellness Choices</u> <u>Personal Health</u> <ul style="list-style-type: none">describe the effects of combining healthy eating and physical activityexamine the need for positive health habits; e.g., adequate sleep, sun protectionclassify foods according to Canada’s Food Guide to Healthy Eating, and apply knowledge of food groups to plan for appropriate snacks and mealsdetermine safe and responsible use of medications	LEARNING OUTCOME 2E1.1 Students examine internal and external factors that influence food choices and decisions.	LEARNING OUTCOME 2E1.1 Students examine internal and external factors that influence food choices and decisions.	LEARNING OUTCOME 2E1.1 Students examine internal and external factors that influence food choices and decisions.
	UNDERSTANDING The human body provides cues that tell an individual when they are hungry or thirsty.	KNOWLEDGE Cues associated with hunger include stomach growling, low energy, irritability. Cues associated with thirst include <ul style="list-style-type: none">dry mouthlow energyheadache	SKILLS & PROCEDURES. Discuss cues associated with hunger and thirst.
	LEARNING OUTCOME 2E1.2 Students examine internal and external factors that influence food choices and decisions.	LEARNING OUTCOME 2E1.2 Students examine internal and external factors that influence food choices and decisions.	LEARNING OUTCOME 2E1.2 Students examine internal and external factors that influence food choices and decisions.
	UNDERSTANDING Food guidelines help to inform decision making.	KNOWLEDGE Food guidelines provide information about the variety of foods the body needs.	SKILLS & PROCEDURES Explore recommendations from a variety of food guidelines to support nutritional decisions.
	LEARNING OUTCOME 2E1.3 Students examine internal and external factors that influence food choices and decisions.	LEARNING OUTCOME 2E1.3 Students examine internal and external factors that influence food choices and decisions.	LEARNING OUTCOME 2E1.3 Students examine internal and external factors that influence food choices and decisions.
	UNDERSTANDING Foods can contain risks and benefits to an individual’s health.	KNOWLEDGE Food allergies are when one’s body reacts unusually to food. Allergic reactions to food can range from mild to severe, including anaphylactic shock. Food preferences are ways an individual chooses what to eat or drink.	SKILLS & PROCEDURES Examine personal food preferences. Identify personal food allergens.
	LEARNING OUTCOME 2E1.4 Students examine internal and external factors that influence food choices and decisions.	LEARNING OUTCOME 2E1.4 Students examine internal and external factors that influence food choices and decisions.	LEARNING OUTCOME 2E1.4 Students examine internal and external factors that influence food choices and decisions.
	UNDERSTANDING Food can provide an opportunity for individuals to experience various cultures and traditions.	KNOWLEDGE Food can foster <ul style="list-style-type: none">communityconnectionfamilytraditioncelebration	SKILLS & PROCEDURES Discuss ways that food provides insights into various cultures, practices, and traditions.

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
	Healthy Relationships (R)		
<u>Relationship Choices</u> <i>Understanding and Expressing Feelings</i> <ul style="list-style-type: none">recognize that individuals make choices about how to express feelings; e.g., frustrationbecome aware that the safe expression of feelings is healthyidentify possible psychological and physiological responses to stressdevelop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell <u>Relationship Choices</u> <i>Interactions</i> <ul style="list-style-type: none">demonstrate ways to show appreciation to friends and othersdevelop strategies to show respect for others; e.g., show interest when others express feelings, offer supportdemonstrate an understanding of a strategy for conflict resolution; e.g., propose a compromise	LEARNING OUTCOME 2R1.1 Students connect healthy relationships to a variety of learning and playing contexts.	LEARNING OUTCOME 2R1.1 Students connect healthy relationships to a variety of learning and playing contexts.	LEARNING OUTCOME 2R1.1 Students connect healthy relationships to a variety of learning and playing contexts.
	UNDERSTANDING Healthy relationships can include bonds formed with one another or with nature.	KNOWLEDGE Healthy relationships can be strengthened through frequent or ongoing interactions.	SKILLS & PROCEDURES Reflect on how personal relationships are maintained or strengthened.
	LEARNING OUTCOME 2R1.2 Students connect healthy relationships to a variety of learning and playing contexts.	LEARNING OUTCOME 2R1.2 Students connect healthy relationships to a variety of learning and playing contexts.	LEARNING OUTCOME 2R1.2 Students connect healthy relationships to a variety of learning and playing contexts.
	UNDERSTANDING Connections and supports within a community help to develop social-emotional well-being.	KNOWLEDGE Community supports include <ul style="list-style-type: none">resourcesprogramsservices Friendships can be developed based on sharing, listening to ideas, and having experiences with others.	SKILLS & PROCEDURES Identify sources of support within the community to enhance well-being and relationships. Practise sharing and listening to ideas of others.
Human Sexuality	Growth and Development (G)		
<ul style="list-style-type: none">demonstrate appreciation for own body; e.g., make positive statements about activities one can dodescribe personal body image	LEARNING OUTCOME 2G1.1 Students examine how growth is affected by variables.	LEARNING OUTCOME 2G1.1 Students examine how growth is affected by variables.	LEARNING OUTCOME 2G1.1 Students examine how growth is affected by variables.
	UNDERSTANDING Accepting and appreciating the changes of the body during growth can support positive body image. Growth can be affected by various factors.	KNOWLEDGE Body image is the way an individual views or feels about their body. Factors influencing growth include <ul style="list-style-type: none">foodphysical activityrestfamily traits	SKILLS & PROCEDURES Recognize how a variety of factors can affect healthy growth.
	LEARNING OUTCOME 2G1.2 Students examine how growth is affected by variables.	LEARNING OUTCOME 2G1.2 Students examine how growth is affected by variables.	LEARNING OUTCOME 2G1.2 Students examine how growth is affected by variables.
	UNDERSTANDING Growth of the body varies and happens at different rates.	KNOWLEDGE Parts of the body that exhibit different rates of growth include <ul style="list-style-type: none">hairfoot sizeheight	SKILLS & PROCEDURES Acknowledge parts of the body may experience growth that is more visible.

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
	Financial Literacy (F)		
	<p>LEARNING OUTCOME 2F1.1 Students relate money and decision making.</p> <p>UNDERSTANDING Managing money involves making decisions.</p> <p>Decisions related to money are based on needs and wants.</p>	<p>LEARNING OUTCOME 2F1.1 Students relate money and decision making.</p> <p>KNOWLEDGE Decisions about money include how much to</p> <ul style="list-style-type: none">• spend• save• share <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, an event, or 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>LEARNING OUTCOME 2F1.1 Students relate money and decision making.</p> <p>SKILLS & PROCEDURES 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>