

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Essential Understanding	Developing a comprehensive repertoire of movement skills and strategies, along with the opportunities to become fluent, efficient and skillful movers, builds the motivation, confidence and competence to be active for life.												
Guiding Questions	Why is the development of movement skills essential during early childhood?	How might a love for movement be developed?	How can confidence and competence be developed to better move our bodies?	How might effective movement patterns and sequences be developed?	Why is the development of a variety of movement skills and strategies in a range of physical activities and environments essential during childhood?	How should the refinement of movement skills and strategies occur across various activities?	How can individuals use creative and critical thinking to generate solutions to movement and strategic challenges?	How can the feedback of others be used to make meaningful improvements in a variety of movement contexts?	How can the transfer of skills, knowledge and understandings of movement across various activities facilitate personal success?	How can individuals become proficient and confident movers across various activities and in a variety of physically challenging situations?	How can individuals leverage their own strengths and the strengths of others to facilitate greater success in a variety of movement contexts?	How can individuals become more perceptive in “reading” all aspects of the physical environment, anticipating movement needs or possibilities, and responding appropriately with intelligence and imagination?	How might individuals continue their journey in becoming more competent and confident movers over their lifespans?
Possible Concepts and Procedures	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • exploring • recognizing • play • spatial awareness • body awareness • relationships to objects • relationships to people • relationships to objects • relationships to people • movement effort • movement sequences • understanding and practising movement skills	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • movement sequences • understanding and practising movement skills	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • movement sequences and patterns • demonstrating and practising movement skills	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • movement sequences and patterns • moving to different rhythms	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • movement sequences and combinations • moving to different rhythms	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • movement sequences, patterns and combinations • moving to different rhythms	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • movement patterns and combinations • moving to different rhythms	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • moving to different rhythms • responding to stimuli • error correction	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • moving to different rhythms • responding to stimuli • movement concepts as	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • moving to different rhythms • responding to stimuli • movement concepts as	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • moving to different rhythms • responding to stimuli • movement concepts as	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • moving to different rhythms • responding to stimuli • movement concepts as	• locomotor (transport) skills • stabilization skills • manipulation skills (object control) • object locomotor skills • spatial awareness • body awareness • relationships to objects • relationships to people • movement effort • moving to different rhythms • responding to stimuli • movement concepts as

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
	· moving to different rhythms · variety of movement experiences · dominant movement patterns · diverse environments	· persisting with challenges · dominant movement patterns · moving at different speeds, levels, directions and pathways · moving to different rhythms · responding to stimuli · diverse environments	· persisting with challenges · moving at different speeds, levels, directions and pathways · moving to different rhythms · responding to stimuli · diverse environments	· responding to stimuli · application of movement concepts in selected physical activities · understanding and demonstrating movement skills · applying movement skills to a variety of physical activities · practising body control · diverse environments	· responding to stimuli · complex movement patterns · functional use of movement skills · error recognition · practising body control · diverse environments · creating low-organized games · demonstrating, applying and modifying movement skills	· responding to stimuli · complex movement patterns · skillful movement sequences · factors affecting development of movement skill · error correction with assistance · movement principles · demonstrating and performing movement skills · selecting movement skills for particular physical activities · designing movement patterns and sequences · diverse environments	· responding to stimuli · skillful movement patterns · error correction · functional use of movement skills · designing movement patterns and sequences · detecting errors in movement patterns and sequences · performing, demonstrating and analyzing movement skills · diverse environments	· demonstrating and analyzing movement skills · modifying and adapting movement patterns and sequences during performances · functional use of movement skills · specific activity skills · skill selection · transfer of movement skills · unique movement patterns · diverse environments	they apply to a variety of physical activities · functional use of movement skills · using feedback mechanisms during application of movement skills, patterns and sequences · transfer of movement skills · skill selection · developing an awareness of one's body in time and space · diverse environments · demonstrating, analyzing and refining movement skills	they apply to a variety of physical activities · functional use of movement skills · characteristics of movement skills as they apply to a variety of physical activities · using sources of feedback to improve movement efficiency and fluency · challenging movement patterns and specialized movements · transfer of movement skills · performing, analyzing and modifying movement skills · diverse environments	they apply to a variety of physical activities · functional use of movement skills · factors influencing personal skill development · self-evaluation of movement skills according to proper technique · developing challenging movement patterns and specialized movements · activity-specific skills · diverse environments · reflecting upon movement experiences · performing, analyzing and adapting movement skills	they apply to a variety of physical activities · functional use of movement skills · factors influencing skill development of self and of others · self-evaluation of movement skills according to proper technique · challenging and complex activity specific skills · diverse environments · leading and following complex movement sequences · demonstrating, refining and analyzing complex movement skills, patterns and sequences	they apply to a variety of physical activities · functional use of movement skills · evaluation of self and of others in a variety of physical activities · challenging and complex activity specific skills in a variety of physical activities · creativity and innovation movements in a variety of physical activities · diverse environments · movement concepts · analyzing performance of movement skills · designing movement patterns and sequences

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Guiding Questions	Why is following and understanding rules essential when participating in physical activities?	What movement strategies can be explored in a small group?	How can tactical understanding and movement skills contribute to success during group games?	How can tactics be chosen to align with personal strengths or the strengths of teammates?	How can modified activities be utilized to emphasize tactics in categories of games?	How can challenges encountered in physical activity be overcome?	How can using offensive and defensive strategies impact game play?	How can the development of a plan prior to engaging in a variety of physical activities facilitate success?	What considerations need to be made before designing and applying rules, procedures and scoring systems?	How does understanding and applying the rules, strategies and tactics of movement increase success?	How do individuals know when to transfer movement strategies and tactics across activity contexts?	What methods might be used to assess the strengths and weaknesses of self and others across a variety of activity contexts?	How can preparing a tactical/ strategic activity or game plan increase chances of personal or team success?
Possible Concepts and Procedures	- individual, partner and small group activities - rules of play across activity contexts - following rules - introduction of movement vocabulary - time, force and flow - exploring rules - recognizing rules - listening - understanding rules and group processes	- strategies that support movement experiences - rules of play in a variety of activities - rules of various physical activities - individual, partner and small group activities - movement vocabulary that includes movement concepts - demonstrating knowledge of rules	- rules of various physical activities - movement vocabulary that describes movement concepts - identifying rules and tactics - personal success - group/team success - demonstrating knowledge of rules	- movement strategies - tactics - rules of various physical activities - reasons for rules - movement vocabulary used for selected physical activities - personal success - group/team success - demonstrating rules - recognizing rules and tactics - exploring tactics - understanding rules and tactics	- categories of games - tactics during game play - different components of activities - strategies of movement - examining terminology and rules of selected games and activities - examining strategies of movement - comparing rules and strategies of movement	- rules of games and activities - solutions to movement challenges - movement strategies - tactics during game play - applying rules and strategies of movement - creating rules and strategies of movement - modified games	- offensive and defensive strategies - movement strategies - tactics in game play - modified games - criteria to create rules - solutions to movement challenges - recognizing, applying, assessing and adapting rules, strategies and tactics of movement	- rules, procedures and scoring systems to increase participation - similarities and differences among tactics - movement strategies - facilitation of individual and group success - tactical plan - movement concepts	- phases of movement: preparation, execution and follow-through - rules, procedures and scoring systems to increase participation - tactical approaches to game play - movement strategies - examining, applying and designing rules, strategies and tactics of movement	- phases of movement: preparation, execution and follow-through - etiquette within selected physical activities - tactical approaches to a wide variety of activities - analyzing rules - movement strategies - designing, applying and modifying rules, strategies and tactics of movement - comparing and contrasting selected rules, strategies and tactics of movement	- movement strategies - analysis of rules - tactical approaches to game play - transfer of tactics - tactical plan - etiquette across a variety of physical activities - risk factors for a variety of activities - environmental conditions - reflecting on rules, strategies and tactics of movement - applying and analyzing rules, strategies and tactics of movement	- movement strategies - tactical approaches to physical activities - examining relationships between rules and tactics - transfer of tactics - improved tactical knowledge to facilitate personal and group success - creating games and activities - targeted reflective practice - demonstrating knowledge of rules, strategies and tactics of movement for a variety of physical activities - evaluating rules, strategies and tactics of movement	- movement strategies - tactical approaches to physical activities - analyzing relationships between rules and tactics - improved tactical knowledge to facilitate personal and group success across activity contexts - transfer of tactics across activities - assessing and evaluating complex rules, strategies and tactics of movement - reflecting upon movement experiences - perseverance in a variety of physical activities and environments

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Essential Understanding	Moving on a daily basis for play, enjoyment, recreation, health and fitness improves longevity and quality of life for self, families and communities.												
Guiding Questions	What changes can happen to the body when engaged in physical activity?	What role can physical activity play in contributing to personal health and well-being?	How can physical activity in the outdoors contribute to personal well-being?	What role can physical activity play in diverse cultures?	How can active transportation play a role in overall health and well-being?	How can an appreciation of physical activity from a variety of cultures increase community connections and develop relationships?	How can goals improve physical performance?	What can be done to enhance safe practices that promote enjoyable physical activity?	How can participation in various physical activities promote an appreciation for diverse cultures?	How can individuals be physically active in a variety of environments, and why is this important?	How can culture and history affect participation in lifelong physical activity?	Why is it important to develop holistic strategies to be physically active?	How can participating in daily physical activities help individuals now and in the future?
Possible Concepts and Procedures	- practices that promote physical health - benefits of regular physical activity - culturally diverse movement experiences - active versus sedentary - immediate effects of physical activity on the body and mind - outdoor activities - free play - developing a joy of movement - involvement in daily physical activities - recognizing the importance of daily physical activity - exploring daily physical activities	- ways to be active - activity readiness - intensity levels of selected physical activities - involvement in daily physical activities - benefits of outdoor activities - free play - developing a joy of movement - demonstrating daily physical activity - understanding the importance of daily physical activity - examining the importance of daily physical activity	- factors influencing regular participation in physical activity - outdoor activities - free play - developing a joy of movement - self-assessment after physical activities - self-monitoring during a variety of physical activities - promoting cardio-respiratory health - involvement in daily physical activities - demonstrating daily physical activity	- factors contributing to positive experiences in a variety of physical activities - factors that motivate and challenge involvement in physical activity - activities from a variety of cultures, including those of Francophone cultures - enhancing personal fitness - relationship between daily physical activity and health and well-being - strategies to improve cardio-respiratory fitness	- barriers to being physically active - removal of barriers to being physically active - joy and health-related benefits of physical activity - active transportation - benefits of cultural and traditional activities, including those of Francophone cultures - involvement in daily physical activities - demonstrating daily physical activity - influences on physical activity participation levels (people,	- activities from a variety of cultures, including those of Francophone cultures - intercultural relationships through physical activities - community connections through physical activities - improved fitness and movement skills through involvement in daily physical activities - strategies promoting physical activity within the school community - involvement in daily physical activities	- involvement in daily physical activities - maintenance and enhancement of health-related fitness components - maintenance and enhancement of skill-related fitness components - preferred types of physical activities - physical activity goals - improving personal best - improving personal performance - factors influencing school and community support of physical activity - importance of early sampling	- involvement in daily physical activities - maintenance and enhancement of health-related fitness components - maintenance and enhancement of skill-related fitness components - sedentary behaviours - personal patterns of daily physical activity - personal routines for daily physical activity - personal participation in physical activity - importance of early sampling and late specialization	- involvement in daily physical activities - maintenance and enhancement of health-related fitness components - maintenance and enhancement of skill-related fitness components - challenging activities - enjoyable activities - diverse environments - factors motivating others' involvement in regular physical activity - personal sedentary behaviours related to well-being - personal physical activity levels	- monitoring exertion levels in physical activities - involvement in daily physical activities - maintenance and enhancement of health-related fitness components - lifelong participation in a variety of physical activities - challenging activities across activity contexts - active participation in a wide variety of physical activities - diverse environments	- strategies to maintain lifelong participation in a variety of physical activities - movement challenges across activity contexts - opportunities to be physically active in the community - daily active participation in a wide variety of physical activities - monitoring exertion levels in physical activities - involvement in daily physical activities - maintenance and enhancement of health-related fitness components - maintenance and	- various ways of self-monitoring during exercise - impact of physical activities on health and well-being - holistic benefits of lifelong physical activity - strategies to remain active for life - involvement in daily physical activities - maintenance and enhancement of health-related fitness components - maintenance and enhancement of skill-related fitness components - strategies to maintain lifelong participation in	- involvement in daily physical activities - preparing, planning and organizing activity routines and plan - various ways of self-monitoring during exercise - social costs of inactivity - strategies to embrace lifelong active transportation - strategies to maintain lifelong participation in a variety of physical activities - role of sport in society - role of recreational activities in society - role of the outdoors in being active

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
				· involvement in daily physical activities · outdoor activities · free play · developing a joy of movement · adapted physical activities · demonstrating daily physical activity	facilities, communities) · outdoor activities · free play · developing a joy of movement · adapted physical activities	· adapted physical activities · value of practising physical activity	and late specialization · adapted physical activities	· adapted physical activities	related to well-being · historical, traditional and cultural significance of various physical activities · adapted physical activities	· historical, traditional and cultural significance of various physical activities · adapted physical activities · exploring · demonstrating · valuing · examining · involvement in daily physical activities	enhancement of skill-related fitness components · historical, traditional and cultural significance of various physical activities · adapted physical activities · active communities · diverse environments	a variety of physical activities · adapted physical activities	· national and provincial metrics of physical activity · maintenance and enhancement of health-related fitness components · maintenance and enhancement of skill-related fitness components · adapted physical activities
Guiding Questions	Which environments can support physical activity?	In what ways can sedentary behaviours and physical activity impact well-being and why?	How can active play be beneficial to overall health and well-being?	What strategies can be used to prevent injuries before, during or after physical activity?	Why is it important to monitor activity levels and sedentary behaviours?	Why is adventurous play an important part of being physically active?	How can understanding safe practices in being physically active contribute to a healthy lifestyle?	How can we apply safe practices to being physically active as part of a healthy lifestyle?	Why do certain practices contribute to the safety of self and others during physical activity?	How can individuals demonstrate responsible attitudes towards safety and manage risks in adventure-based activities?	How might technology impact our response to emergency situations?	What strategies can be used to promote an inclusive approach to adventure-based learning activities?	How can we determine effective community resources to respond to emergency situations related to being physically active?
Possible Concepts and Procedures	· activity-permissive environments · behaviours that maximize personal safety · personally challenging activities · solutions to movement challenges	· introducing the elements of risky play (as age-appropriate): great heights, great speeds, being alone, dangerous tools, dangerous elements, rough-and-tumble play · sedentary behaviours	· elements of risky play · role of adventurous play in personal health and well-being · setting goals related to physical activity · personal safety precautions in physical activities	· elements of risky play · responding to accidents · responding to injuries · strategies for personal safety · short-term activity goals · long-term activity goals	· elements of risky play · incident prevention · injury prevention · balancing personal risk with personal challenge	· elements of risky play · minimizing environmental health risks · reasonable and rational risk for skill levels · injury prevention	· elements of risky play · skills for specific activity environments · reasonable and rational risk for skill levels · treatment of minor injuries · safe practices that promote a healthy, active lifestyle	· elements of risky play · skills for specific activity environments · safe practices that promote a healthy, active lifestyle · persisting	· elements of risky play · skills for specific activity environments · rules to increase safety of self and others · procedures to increase safety of self and others · scoring systems to increase safety of self and others	· elements of risky play · skills for specific activity environments · behaviours that maximize safety for self, others and communities · responding to emergency situations	· elements of risky play · resources to support responses to emergency situations · skills for specific activity environments	· elements of risky play · procedures for safe activity sites · procedures for safe activity events · emergency action plans (EAP)	· elements of risky play · school resources to support responses to emergency situations · community resources to support responses to emergency situations · safety skill development

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
		- activity-permissive environments - personally challenging physical activities	safety of others in physical activities						responding to emergency situations				strategies to implement safe practices
Guiding Questions	How can regular physical activity influence personal health and well-being?	How can our body respond to physical activity?	Why is it important to set activity goals?	Why is it important to develop and maintain personal fitness?	What does it mean to be physically fit?	Why is it important to have a variety of physical activity goals to improve overall health and well-being?	Why it is important to use evidence-based fitness principles as a tool to improve quality of life?	What are the most effective strategies to improve personal fitness?	What can be done to increase individuals' physical activity and reduce sedentary behaviours?	How can individuals modify their lifestyles to improve overall health and well-being?	Knowing that “fitness” is a culturally relative and activity-specific phenomenon, how does being “fit” contribute to overall health and well-being?	What strategies might be used to increase physical activity of others in communities?	Why is it important to reduce sedentary behaviours of self and others in communities?
Possible Concepts and Procedures	- personal health practices - effects of regular physical activity on health and well-being	- physical signs of exertion - body's response to physical activity - benefits of regular physical activity - daily physical activities - various intensities of physical activities - activity guidelines - changes in mood with physical activity - changes in energy levels with physical activity	- setting goals related to physical activity - self-assessment in physical activity - monitoring exertion in physical activity - activities promoting cardiovascular health	- activities that enhance personal fitness - setting goals related to physical activity - benefits of cardio-respiratory health - short-term activity goals - long-term activity goals	- monitoring physical activity levels with assistance - monitoring sedentary behaviours with assistance - components of fitness - setting goals related to physical activity - short-term activity goals - long-term activity goals - body's response to physical activity at various intensities	- monitoring health-related fitness - equating activities with developing components of personal fitness - effect of health-related fitness activities on health and well-being - impact of skill-related fitness activities on health and well-being - variety of ways to achieve activity goals - personal best versus personal comparisons - activities that maintain and enhance personal fitness	- basic training principles - equating activities with developing components of personal fitness - activities that can maintain and enhance personal fitness - activity goals based on improved knowledge of fitness - short-term activity goals - long-term activity goals	- factors affecting fitness - basic training principles - activities that maintain and enhance personal fitness - methods of assessing personal fitness - short-term activity goals - long-term activity goals	- contribution of regular physical activity to fitness, health and well-being - activity plan - basic training principles - activities that maintain and enhance personal fitness - methods of assessing personal fitness	- activity plan - activities that maintain and enhance personal fitness - basic training principles - health-related fitness - skill-related fitness - scales of perceived exertion - minimizing loss of fitness due to injury or illness - assessment of health- and skill-related components of fitness	- activity plan - opportunities to stay fit at home, at school and in the community - strategies to promote active living - long-term benefits of personal fitness - strategies to achieve recommended fitness guidelines - advanced training principles - activities that maintain and enhance personal fitness	- activity plan - plan to reduce sedentary behaviours - fitness/activity levels of self, others and communities - advanced training principles - activities that maintain and enhance personal fitness - opportunities to stay fit at home, at school and in the community	- activity plans for self and others - plans to reduce sedentary behaviours of self and others - advanced training principles - lifelong activity goals - opportunities to stay fit at home, at school and in the community - activities that maintain and enhance personal fitness

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Essential Understanding	Ongoing positive experiences in a variety of physical activities can nurture resilience, self-efficacy, stronger connections with others and healthy communities.												
Guiding Questions	What can cooperation with others look like during physical activities?	Why is the fostering of positive interactions important across physical activity contexts?	What social factors can contribute to participation in physical activities?	What strategies can be most effective to reach physical activity goals?	Why is it important to demonstrate respect for self, equipment, peers and the environment while being involved in a variety of physical activities?	How can individuals promote participation in physical activity among their friends and members of their family?	How can individuals involve a variety of people and cultures in physical activity in the outdoors and other contexts?	Why is it important to model inclusive behaviours to promote physical activity?	How can leadership and teamwork be fostered effectively in a variety of physical activities?	Why is it important to develop a strategic plan to resolve conflict with others across activity contexts and how do you develop a strategic plan?	What strategies can be used to encourage others engaged in personally challenging activities to persist in the face of adversity?	How can individuals influence peers to adopt and promote respectful and inclusive behaviours during a variety of physical activities?	Why is it important to positively influence others in my community to engage in a variety of physical activities on a regular basis?
Possible Concepts and Procedures	· rules · procedures · safety · fair play · following instructions · safe practices · cooperative behaviours · working with others	· cooperative behaviours · group situations · communication skills in physical activities · working with others · conflict resolution · fair play · respect · cooperation · caring behaviours in physical activities	· cooperative behaviours · communication skills · working with others · conflict resolution	· modification of actions to ensure safety during physical activities · working together · conflict resolution · roles in physical activities · activities that can promote safety	· safety during physical activities · equipment's impact on safety · environmental impact on safety · conflict resolution · roles · working together · conflict resolution · roles · inclusive practices · respect for self · respect for equipment · respect for peers	· safety · equipment's impact on safety · environmental impact on safety · conflict resolution · roles · inclusive practices · cooperative skills · respect for self · respect for equipment · respect for peers	· etiquette · rules · safety · environmental impact on safety · conflict resolution · inclusive practices · cultural and linguistic contexts	· etiquette · rules · safety · environmental impact on safety · conflict resolution · inclusive practices	· conflict resolution · role models · inclusive practices · rights and feelings of others · confidence · teamwork · leadership · followership	· conflict resolution · needs of others · encouraging others · supporting others · respect · compromise based on the strengths, talents and assets · leadership · followership	· safe physical activities · conflict resolution · inclusive practices · leadership · followership	· inclusive practices · respect · conflict resolution · safe physical activities · leadership · followership	· inclusive practices · respect · conflict resolution · safe physical activities · diverse contexts, including cultural and linguistic contexts · leadership · followership

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Guiding Questions	Why is it important to try new challenges during physical activities alone or with friends?	How can resilience be developed through participation in regular physical activity?	Why is fair play an important concept in various games and activities?	Why is it important to accept a variety of roles and responsibilities during physical activities?	How can equipment and the environment affect the safety of self and others during physical activities?	Why is physical activity in the outdoor environment important to personal health and well-being?	How can physical activity and sedentary behaviours affect a person's personal fitness, health and well-being?	Why is it important to be persistent in a variety of physical activities?	Why is it important to have strategies to respond appropriately when successful or unsuccessful in physical activities?	Why is it important to have strategies that encourage others to respond appropriately when successful or unsuccessful in a variety of physical activities?	How might self-monitoring strategies during physical activities in the community affect personal health and well-being?	How can strategies be applied to encourage others to participate and improve performance in physical activities in diverse environments?	Why is it important to promote ideas and strategies to develop a physical-activity plan for home, the school and the community?
Possible Concepts and Procedures	- exploring new and unfamiliar physical activities - reflecting on physical activity experiences	- participating in physical activity - willingness to try new and challenging physical activities - persistence - improving personal bests	- fair play - respect - people and organizations that can support participation in physical activities - motivation to try new activities - personal challenge - persistence - fitness-related versus health-related physical activities	- personal challenge - effort and endeavour to attain personal success - working independently - personal activity goals - fair play	- effects of effort on personal success - skill development - new skills - confidence - personal fitness - health and well-being - involvement in physical activities - personal activity goals - fair play	- personal success - skill development - working independently - confidence - reflecting - personal fitness - health and well-being - influence on physical activity - fair play	- physical and social environments - supporting participation in physical activities - personal activity challenges - persistence - working independently - personal goals - confidence and purpose - impacts of sedentary behaviour - personal health and well-being - fair play	- physical and social environments - supporting participation in physical activities - persistence - working independently - confidence and purpose - peer participation - impacts of sedentary behaviour - personal fitness - personal health and well-being - fair play	- physical and social environments - personally challenging activities - self-motivation - confidence and commitment - self-assessment - working independently - appropriate responses to success or failure - fair play	- physical and social environments - personal planning - personally challenging physical activities - appropriate responses to success or failure - fair play	- physical and social environments - problem-solving skills - personally challenging physical activities - motivation - personal performance - working independently - positive experiences - self-monitoring - fair play	- physical and social environments - personal physical-activity plan - personally challenging physical activities - motivation - working independently - positive influences - problem-solving skills - personal health and well-being plans - healthy eating - sleep patterns - mental health - fair play	- physical and social environments - physical-activity plan - personal challenges - encouraging others to challenge themselves - working independently - positive influence - problem-solving skills - personal health and well-being plans - healthy eating - sleep patterns - mental health - fair play

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Essential Understanding	Recognizing one’s own thoughts, feelings and actions can be developed through an awareness of strengths, weaknesses and interests to promote a healthy perception of self and a foundation for self-confidence.												
Guiding Questions	Why is it important to understand a range of emotions?	How can individuals begin to effectively communicate feelings?	How can areas for growth be developed?	How can strengths, talents and assets be identified?	What factors can have an affect on behaviour?	How might strategies be used to support the achievement of personal goals?	How might strategies be used to effectively fulfill personal responsibilities and obligations?	How can an individual further develop talents, assets and abilities?	What supports are available for emotional assistance at school and in the community?	What role can practice and perseverance play in personal success?	What role can self-motivation play in personal success?	What personal qualities can be developed for effectively dealing with challenging times in life?	What strategies can individuals use to become self-efficacious?
Possible Concepts and Procedures	• basic emotions • behaviour • steps to personal goals • academic goals • self as a learner • personal strengths • areas for growth	• abilities and accomplishments • personal goals • academic goals • likes and dislikes • needs and wants • recognition of emotions • communicating feelings • excitement for learning • curiosity in learning • confidence • seeking help • engagement as a learner	• skills and interests • communicating feelings • criteria to monitor goals • criteria to adjust goals • monitoring personal goals • monitoring academic learning goals • engagement as a learner • persistence as a learner • situations that evoke emotional responses	• behaviour choices across activity and health-related contexts • reflecting on personal goals • reflecting on academic learning goals • communicating feelings • recognizing distractions to achieving goals • challenges at school • challenges at home • challenges in the community • situations that can have an impact on feelings • positive self-identity	• impacts of community on thoughts, feelings and behaviours • reflecting on personal goals • reflecting on academic goals • personal reactions to emotions of others • benefits of personal strengths, interests, talents and assets • fact versus opinion • assisting others • achieving goals • personal responsibilities • achieving goals	• Interaction of thoughts, feelings and behaviours • communicating feelings • reflecting on personal goals • reflecting on academic goals • personal responsibilities • assisting others • personal reactions to emotions of others • achieving goals • barriers to achieving goals	• communicating feelings • childlike versus mature behaviours • personal strengths • areas for growth • reflecting on personal goals • reflecting on academic goals • reflecting on personal responsibilities • mitigating risky personal behaviours • hope and concerns for adolescence • appropriate expression of emotions • personal responsibilities • healthy relationships versus bullying • personal goals • academic learning goals • verbal communication • non-verbal communication • impact of personal behaviours on others	• individuality • knowledge of self • self-reflection • personal strengths • areas of growth • activities in the school and community • caring behaviours • causes of stress • feelings • social norms • expectations • communicating feelings • personal preferences	• self-advocacy • self-enhancement • self-preservation • personality traits • strengths and weaknesses • self-reflection • social assistance • emotional assistance • reactions to emotions • environmental responsibilities at home, at school and in the community • short-term goals • long-term goals	• self-enhancement • self-advocacy • self-preservation • factors that can help or hinder learning • personal choices • personal successes • stress • support systems • environmental responsibilities • civic responsibilities • democratic responsibilities • goals • skill acquisition • personal success • learning styles inventory	• factors that can help or hinder learning • complex emotions • environmental responsibilities • self-enhancement • self-advocacy • self-preservation • stress • conformity versus non-conformity • personal success • balance in life • refusal skills • positive people • positive actions • personal success • respect • recognition • positive self-talk	• personal identity • conformity versus non-conformity • self-efficacy • resilience • perseverance • self-awareness • positive impressions • strengths • talents • assets • areas for improvement • motivation • personal success • impact of leisure activities on life success	• self-efficacy • mental health • brain functioning • mental health challenges • stigma • positive mental health • goal success versus failure • personal skills • perspectives about groups • perspectives of unfamiliar places • role models • support systems

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Essential Understanding	Effectively regulating one's emotions, thoughts and behaviours in different contexts promotes the ability to set and work towards personal and academic goals, which are important in maintaining a sense of purpose.												
Guiding Questions	How can individuals express anger and frustration appropriately?	Why is it important to plan carefully before taking a course of action?	What strategies can individuals use to calm down in a variety of situations?	How can practice and persistence influence personal success?	What supports and resources can help deal with changes associated with puberty?	Why is it important to reflect upon behaviour in a variety of contexts?	What strategies can be used to overcome obstacles when attempting to achieve personal goals?	What strategies can be used to mitigate negative stress?	What criteria can be used to assess personal stress levels?	What mindful practices can be used to promote positive coping strategies to manage stress?	Why is having organizational skills beneficial to all areas of life?	What strategies can be used to avoid risky behaviours?	What strategies can be used to manage stress at different stages of life?
Possible Concepts and Procedures	- calming strategies - impulse behaviour - appropriate expressions of frustration - persistence as a learner - personal goals - learning goals - zones of regulation	- persistence as a learner - calming strategies - setting goals - appropriate expressions of frustration - personal goals - learning goals - feelings of success versus failure - satisfaction versus disappointments - reflection	- calming strategies - appropriate expressions of frustration - personal goals - learning goals - impulsive behaviours - appropriate handling of situations - personal performance - feelings of success	- calming strategies - appropriate expressions of frustration - impulsive behaviours - personal performance - feelings of success - future personal situations	- feelings and behaviours - behavioural responses - choices of behaviour - self-help - changes associated with puberty - calming strategies - communicating feelings - impulsive behaviours - social norms that guide behaviour - safety decisions that guide behaviours - personal goals - short-term goals - long-term goals - changes during adolescence	- calming strategies - emotional responses - impulsive behaviours - communicating feelings - social norms that guide behaviours - safety decisions that guide behaviours - personal success - responsible behaviour - behavioural responses - self-help - short-term goals - long-term goals - changes during adolescence	- short-term goals - supports that stop unhealthy relationships - academic situations - social situations - ownership of feelings - personal success - responsible behaviour - personal goals - personal success - communicating feelings - changes during adolescence	- emotional triggers - calming strategies - mindful practices - physical, social and emotional reactions to stress - stress management skills - successful performance - dealing with upsetting situations - solving problems - influences on emotions - changes during adolescence - personal goals - academic goals	- self-help - self-advocacy - self-enhancement - self-preservation - responses to a range of emotions - mindful practices - personal success - environmental responsibilities - transitions in emotions - physical impacts of stress - psychological impacts of stress - reduction of personal stress levels - stress-management skills - achieving goals	- dealing with situations before escalation - organizing various facets of life - projection in relationships - personal goals - learning goals - self-discipline - reactions to stress, anxiety and depression - prosocial versus anti-social behaviours - impulsive behaviour - stress-management skills - mindful practices - prosocial behaviours in health and activity contexts - self-discipline - connection between positive people skills and personal success - analyzing risky behaviours	- emotional appeals - opinions of others - empathy - strategies for handling stress - organizational skills - personal goals - learning goals - analyzing and adapting to stress-management skills - negative reactions to stress - stress-management skills - mindful practices - prosocial behaviours in health and activity contexts - self-discipline - connection between positive people skills and personal success - analyzing risky behaviours	- learning goals - academic goals - strengths, talents and assets - areas for improvement - lifelong learning - personal advancement - personal goals - academic goals - social growth goals - impact of thoughts and emotions on decisions and responsible behaviour - stress-management skills - mindful practices - prosocial behaviours - analyzing risky behaviours - strategies to avoid risky behaviours - mindful practices	- strategies to manage stress - self-regulation - positive disposition - reactions to unfamiliarity - coping strategies - thoughts involved with decision making - thoughts involved with responsible behaviour - personal successes versus struggles - personal learning goals - academic goals - stress-management skills - mindful practices

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
											· action plan · strategies to avoid risky behaviours		

	K	1	2	3	4	5	6	7	8	9	10	11	12
Essential Understanding	Respecting, empathizing and valuing the experiences and perspectives of others informs individuals' understandings of their place within pluralistic communities.												
Guiding Questions	In what ways can people be similar and different?	Why is it important to understand how others are feeling?	Why it is important to be empathetic?	Why is it important to recognize diversity?	How can you support a group that is made up of diverse individuals to be effective?	Why do different points of view matter?	How can your behaviours affect others?	How can considering the perspectives of others contribute to promoting empathy?	Why is it important to recognize and accurately identify emotions in others and how these emotions are linked to behaviours?	Why is it important to have a support network when transitioning to high school?	What are the social factors that can influence success in high school?	How can one's confidence and ability build an understanding of one's role in the community?	Why is it important to value social and cultural diversity within the community?
Possible Concepts and Procedures	· making friends · naming classmates · gaining assistance · peers who help others · adults who help you · observational skills related to diverse perspectives · listening skills related to diverse perspectives · caring about others · individual differences · group differences · interest in others · similarities in needs	· making friends · needs of others · recognizing that others may interpret a situation differently · feelings and perspectives based on facial expressions and gestures · impacts of changing behaviours · different people's similarities and differences · existence of various groups · different people's interpretation of the same situation	· making friends · methods to gain assistance · honesty when working and playing · fairness when working and playing · positive and negative behaviours · appreciating positive qualities of others · empathy for others · rumours	· making friends · appreciating perspectives of others · interpreting situations · sharing diverse perspectives · diversity of languages and cultures · accepting people who are different · rumours · peer pressure	· friends · peer support · feelings of being left out · consequences of dishonest behaviours · supports that improve behaviours within a group · individual similarities and differences · group similarities and differences · social groups' contributions · cultural groups' contributions	· interpreting situations · different learning styles · positive qualities of others · graciousness in winning and losing · feelings of others · perspectives of others · interventions to stop unhealthy relationships	· helping behaviours · impact of behaviours on others · feelings · perspectives · privacy · respect	· acceptance · social roles · cultural roles · advocating for others · impact of stereotyping · feelings · perspectives · avoiding violence · impact of unhealthy relationships on others · negotiation skills · intervention strategies to stop bullying	· group contributions · interests · aspirations · feelings · perspectives · rights of others · expressing emotions · verbal, physical and situational cues · bullying and ways to address it · help-seeking behaviours · service learning	· interests · making friends · impact of behaviours on others · receiving support · providing support · courteous behaviours · building confidence · overcoming shyness · advocating for oneself · resisting negative influences	· ethnic and cultural diversity · support networks · successful transition to high school · supporting others · personal vision · encouraging others · celebration · praise in working with others · rewards as a way to focus efforts · negative impacts of intimidation · negative impacts of harassment	· school success · compliments · trustworthiness · reliability · believing in others · preventing intolerance · respecting others · opposing stereotypes · connections with various cultures or ethnic groups · promoting diversity	· support systems · barriers to effective communication · behaviours that affect others · diversity, including languages, cultures, sexual orientation and gender identities · preventing intolerance · respecting others · opposing stereotypes · opposing prejudice · rights of others and the common good · resisting peer pressure

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
	recognizing and accepting differences	differences in various cultural traditions									- negative impacts of coercion - dangers of cliques and gangs		transitions from high school to adult life

	K	1	2	3	4	5	6	7	8	9	10	11	12
Essential Understanding	Strong communication and relationship skills create healthy and rewarding social engagement, which establishes a sense of belonging.												
Guiding Questions	Why is it important to work cooperatively with others?	How can individuals communicate effectively with each other?	How can individuals contribute to the development and maintenance of healthy relationships?	Why is demonstrating inclusive behaviours important in social settings?	What social factors can influence interactions with others?	How can conflicts be solved in a constructive way?	How can people support each other?	What factors can contribute to healthy and unhealthy relationships?	How can you support others who are experiencing problems?	How can you develop positive relationships with peers and adults?	Why is it important to accept rejection and disagreement in relationships?	What behaviours can encourage others to develop relationships that support mentorship and diversity?	To what extent are connections with diverse cultures and perspectives vital to developing effective relationship skills?
Possible Concepts and Procedures	- group play and activity skills - positive relationship development - caring for peers - conflict resolution - exchanging information with others	- honesty and fairness - solving problems - behaviours affecting others - caring for others - conflict resolution	- respectful listening - interest in and appreciation for others - constructive conflict resolution methods - feelings and perspectives of others - non-verbal communication cues	- impacts of changing behaviours - respectful listening - exchanging information with others - accepting personal responsibility - acceptance of all individuals - inclusion of others - appropriate humour	- communication skills - bullying mitigation strategies - positive peer relationships - recognizing individual behaviours - constructive conflict-resolution methods - cooperation	- respectful listening - appreciating and celebrating others - constructive problem solving - positive and negative relationships - communication and social skills - interpersonal conflict resolution and reconciliation	- establishing friendships - keeping friends - comforting techniques - coping with stress - celebration - giving and receiving compliments - causes and consequences of conflict - diplomacy - encouraging others	- questioning strategies - reflective listening - group conflict resolution and reconciliation - encouragement and recognition of others - positive and negative relationships - leadership and followership - communication strategies during conflicts	- cooperation and teamwork - constructive conflict-resolution approaches - interpersonal problem prevention, resolution and reconciliation - encouraging and supporting others - maintaining and developing positive attitudes - supporting others	- developing relationships - establishing friendships - appreciation of friendships - kinship - recognizing jealousies and insecurities - peer-mediation strategies - maintaining friendship strategies	- cooperation and sharing - accepting rejection appropriately - handling disagreements appropriately with others - peer-mediation programs	- social courtesies - mentor and internship opportunities - interacting with ethnically diverse cultures - peer pressure	- initiating and sustaining conversations - developing relationships for personal and career goals - mentorship - mutual support in relationships - self-asserting - connecting with other cultural groups - being tactful in relationships

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Essential Understanding	Developing critical thinking and problem-solving skills in social, historical, cultural and ethical contexts promotes constructive choices and positive social behaviours.												
Guiding Questions	What makes a situation safe or unsafe?	How can an individual's behaviour affect the health and safety of self and others?	What strategies can be used to build a positive learning community?	What criteria might be used to generate solutions to a variety of problems?	To what extent can other people influence an individual's decisions?	What strategies can be used to resolve a negative situation without conflict or retaliation?	What intervention strategies can be used to stop bullying?	What factors can influence the decision-making process?	What role can ethics play in the decision-making process?	How might current decisions shape future aspirations?	How can self-reflection positively influence the decision-making process?	What types of behaviours contribute to success when working with a partner, group or team?	How might social relationships affect future goals?
Possible Concepts and Procedures	- safe versus unsafe situations - uncomfortable situations - responses in unsafe situations - appropriate versus inappropriate behaviours - respectful behaviours - caring behaviours - individual roles in the classroom and school - classroom rules	- consequences versus rewards of actions - time allocation - roles and responsibilities of family members, school staff and other community members - behaviours in the classroom - handling bullies - classroom rules - school rules - roles in the classroom - responding to safe versus unsafe situations - responding to uncomfortable situations - appropriate choices	- classroom and school rules - unsafe and uncomfortable situations - sense of community - teasing, harassment and bullying - positive choices - behaviours that contribute to personal and classroom well-being - roles that contribute to personal and classroom well-being - well-being of school community - health and activity decisions - time allocation - solutions to problems	- asking for assistance - helping in the school or local community - classroom and school rules - pros and cons of solutions to a problems - reflecting upon choices - health and activity decisions - teasing, harassment and bullying policies - safe versus unsafe situations - responsible behaviour	- daily schedule - factors that impede or advance goals - making responsible decisions - choices and their consequences - self-control skills - generating solutions to problems - finding solutions and describing an outcome - asking for help - classroom and school rules - helping your school or local community - self-respect - respecting others - factors in decision making - impact of others on behaviours and decisions	- outcomes to problems - reflecting upon a course of action - asking for assistance - understanding factors in decision making - impact of others on behaviours and decisions - respect for property - community service - problem-solving strategies - implementing solutions to problems - classroom and school rules - daily schedule - factors that impede or advance goals	- teasing leading to bullying - consequences of poor decisions - course of action when encountering bullying - strategies to support others who are bullied - seeking support to address bullying - decision-making skills - determining priorities - fairness in decision making - appropriate emotions - taking feelings of others into account before making decisions	- managing safe versus unsafe situations - responsible decision making - modelling rules and routines - analyzing daily schedule - factors that affect time management - behaviours that affect group management - self-control skills - feelings - perspectives associated with understanding a problem - appropriate solutions - action plan to solve problems - evaluating solutions across contexts - supports for bullying - supports for healthy relationships - role of media on decisions	- rules and routines in community and social contexts - using creativity and innovation to solve problems - making an action plan to solve problems - decision-making models - modifying action plans to solve problems - unethical or destructive behaviour - responsible use of social media - thoughts and emotions related to decision making and responsible behaviour - personal responsibility - ethical decision making - financial well-being	- rules and routines in community and social contexts - taking action to address problems - safe versus unsafe situations - using creativity and innovative solutions to solve a problem - asking clarifying questions - strategies to resist unsafe or unethical activities - resolving differences of opinion - seeking help - community resources and supports - effect of decision making on future goals or aspirations - responsible use of social media	- decision-making skills - safe versus unsafe situations - evaluating evidence, arguments, claims and various beliefs - advocating for personal needs - obstacles to achieving goals and tasks - task completion - personal roles and responsibilities - strategies to improve courses of action - factors to consider when making decisions - financial well-being - responsible use of social media	- implementing responsible decision-making skills - personal schedule - mitigating risky behaviours - decision making - post-secondary education - career choices - financial well-being - individuality versus conformity - behaviours for working cooperatively - factors that influence decision making - responsible use of social media	- open-mindedness - career opportunities - responsible behaviours for working cooperatively - social cues - persistence - choices available for being assertive - impact of social relationships - responsible use of social media - handling complex tasks - prioritizing assignments and responsibilities

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Essential Understanding	Knowing one's self and various facets of health and well-being can help to develop a balanced lifestyle.												
Guiding Questions	Why are personal health and safety important?	How can physical activity, food, sleep and personal habits affect health and well-being?	How do various body systems work together to help the body function efficiently and effectively?	How can personal habits affect overall health and well-being?	Why is it important to manage and embrace personal changes that occur to body and mind?	How can maintaining a healthy body image influence personal growth and well-being?	Why is it important to understand and manage the various changes and transitions that occur in growth and development during adolescence?	What factors can influence the achievement of personal goals?	How does sexual health influence my overall growth and development?	How can becoming a critical consumer of health information positively influence growth and development?	How might individuals access quality health information and develop the ability to use this information when required?	How might individuals assume ownership of and responsibility for their own health and well-being?	To what extent can proactive health practices allow individuals to develop and maintain a healthy lifestyle throughout their lives?
Possible Concepts and Procedures	· food for energy and nutrition · cultural and traditional foods · hygiene habits · safe and unsafe situations · safety symbols · hazards in the home · exploring of occupations in the community	· food for growth and development · physical characteristics of individuals · sleep habits · physical activity habits · effective work habits · lifelong learning	· food consumption and physical activity · positive health habits · body systems	· sharing hygiene products · prescription, non-prescription and traditional medicines · substance use and abuse · positive health habits · refusal skills · emergency situation behaviours · setting short-term goals	· puberty · emotional and social impacts of personal change · responding to dangerous situations · exploring career pathways · tobacco use · social-emotional well-being · body image · cultural and traditional healing practices	· food consumption and the body · reproductive system · menstruation · sperm production · puberty · personal boundaries · alcohol consumption and abuse	· personal identity development: positive self-identity, self-identity, gender identity · puberty · setting long-term goals · workplace skills · stages of human development from conception through birth	· personal identity development: positive self-identity and gender identity · food effects · communicable diseases · supports for personal goals · substance use and abuse supports	· personal identity development: positive self-identity and gender identity · food fads and diets · healthy eating strategies · sexual health supports · abuse prevention	· effects of healthy eating · safe sexual health practices · health habits · biomechanics · sexual assault · online behaviours · labour market · setting career goals	· individual nutritional requirements · puberty · health habits · biomechanics · mental illness · substance use and abuse	· proactive health practices · sexual health · sexual behaviour · comprehensive personal health and wellness plan · biomechanics · substance use and misuse	· comprehensive personal health and wellness plan · responsible sexual behaviour · media influence · effects and legal implications of harassment, violence and abuse · substance use and misuse and legal implications

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Guiding Questions	Why is it important to know about our bodies?	How might individuals stay safe at home, at school and in the community?	What might be the benefits of being proactive when planning for the safety of self and others?	What factors can influence human growth and development?	To what extent can the environment influence personal health and well-being?	How might working towards a preferred future influence overall health and well-being?	What skills and strategies can individuals use to keep themselves and others healthy and safe?	How might technology influence healthy growth and development?	How might substance use and abuse influence the healthy development of body and mind?	How might improving the mental-health literacy of individuals positively impact the health of communities?	How can establishing personal protective factors positively influence healthy growth and development?	How are physical health and mental health interconnected?	How might personal health practices change across the lifespan?
Possible Concepts and Procedures	· changes from birth · external parts of the body	· unsafe or abusive situations · germ transmission · oral hygiene · seeking help	· unsafe situations · safe use of medications · planning for a purpose · self-image · personal safety networks	· physical and emotional development · growth and development rates · body characteristics · communicable disease · comparing food consumption and physical activity	· environmental health habits · individual dietary needs · cultural and traditional dietary needs	· safety supports · work ethic · career choices	· illicit drug addictions · substance use and abuse supports · safe practices · food allergies · safety skills · values, beliefs and expectations · roles and responsibilities · food effects · work skills and knowledge	· value of work · work skills · workplace safety · technology dangers · mental health supports · personal safety · help-seeking strategies	· brain function · executive functioning · mental health · mental illness · substance use and abuse · resiliency · injury reduction · safety in the workplace	· stigma around mental illness · mental illness causes and recovery	· resiliency · personal and community protective factors	· mental health · eating disorders	· mental illness recovery · short-term versus long-term substance use and misuse · dietary needs

	K	1	2	3	4	5	6	7	8	9	10	11	12
Essential Understanding	Leading a healthy lifestyle, developing our social and community networks, and improving our socioeconomic, cultural and environmental conditions can enhance our quality of life and the well-being of communities.												
Guiding Questions	Why is it important to set personal boundaries?	What skills can help to form and manage various friendships?	Why is it important to recognize and celebrate the abilities, strengths and needs of others?	How can the ability to communicate effectively with others affect participation in social settings?	How can respect, empathy and valuing diversity positively influence relationships?	To what extent are the development and maintenance of safety practices important to the well-being of self and others?	What strategies can be used to build healthy relationships with family, peers and community members?	What roles can power, control, popularity and security play in relationships?	How can advocating for the health and well-being of others connect us to community?	What skills are needed to manage conflict, competition and changes in relationships?	What social, cultural and economic factors can influence the health behaviours of people in communities?	How can healthy relationships play a role in self-efficacy?	How can individuals promote accurate health information for themselves and others?
Possible Concepts and Procedures	· making friends · setting personal boundaries	· sources of help · being a good friend	· appreciation and celebration of friends and others	· safety guidelines outside the class	· unique aspects of others	· threat avoidance for personal safety	· internal and external cues	· emotional eating · forms of harassment	· food fads and diets	· relationships and intimacy · bullying and harassment	· food safety risks · sexuality misconceptions	· interrelated and interdependent	· false advertising of food products

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
		· setting personal boundaries		· building and enhancing friendships · bullying avoidance · safety behaviours in the local community	· risk mitigation and decision making · safety of self and others · changes in friendships · building friendships · mindfulness · cultural and traditional healing practices	· personal protective factors · personal boundaries · social influences on alcohol consumption · mindfulness	· personal behaviour and safety · building healthy relationships · personal protective factors	· health information sources · implications of substance use and abuse	· health, safety and well-being strategies · recognizing violent behaviours · domestic violence supports · substance use and abuse warning signs	· social influences on substance use and abuse	· personal safety · health promotion in the school community · minimizing health and safety risks · addiction issues in communities	- aspects of well-being · life balance · stressful situation strategies · behaviours associated with risk to society	· sustainable food choices · health and well-being support systems for independence · bias and media portrayal of relationships · critical analysis of health information
Guiding Questions	How can you know when you have made a safe or healthy choice at home, at school or in your community?	Why is it important to understand positive and negative effects when making decisions?	How might wisdom influence our ability to make healthy choices?	How are we connected to the food we eat?	Why is it important to understand impacts of peers and the media on making healthy choices?	How might the environment have an impact on healthy eating?	How might individuals make the healthy choice an easy choice?	How can changes to the body influence personal well-being?	Why are community supports vital to promote health, safety and well-being?	What role do social and environmental factors play in making healthy living choices?	How can understanding the determinants and dimensions of health promote well-being for self and others?	What strategies are effective in providing support to others when health issues arise?	Why are connections to the community vital for promoting the well-being of self and others?
Possible Concepts and Procedures	· safety in the home · safety away from home · potential safety hazards · preventative measures · eating well and feeling good · positive attributes of food · helpful and harmful substances	· safety behaviours in public places · safe and unsafe substances · safety rules · unhealthy habits and healthy alternatives · food as fuel · fluid replenishment	· encouraging safety rules among others · safety behaviour communication · medications and healthy alternatives · growing foods	· foods harvested locally and globally · growing foods and the environment · safe food handling	· tobacco use · cultural protocols with tobacco · support for others · media influence on food consumption · healthy eating in context	· influence of food on health · healthy eating in many environments	· benefits of healthy eating · values and beliefs that affect healthy choices · food cues and activity cues · rules and regulations about health and safety practices	· healthy relationships and puberty · health information sources	· health concerns and communication · community health resources · health, safety and well-being strategies	· food-safety principles · food choices · health, safety and well-being strategies · personal and community safety laws and policies	· dimensions of health · determinants of health	· risks of substance use and abuse · supports for drug use · health-related information and services · current issues in food and nutrition · personal safety and promotion in the school community	· wellness issues in the community · supports for harassment, violence and abuse · impact of substance use and abuse on the community · local health-related trends and issues · population health approach · social determinants of health

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Essential Understanding	Access to quality health information and various social and cultural factors have an impact on the personal choices that we make, which can influence the health and well-being of self and others.												
Guiding Questions	What constitutes a healthy choice?	How can nutrition influence personal health and well-being?	What can influence behaviours and decisions?	How can developing self-control positively affect the ability to make healthy choices?	How can personal choices affect others?	What strategies can be used to resist social pressures to engage in unhealthy or risky behaviours?	Why is it important to model healthy choices and behaviours?	How might effectively evaluating health-related information positively affect the health and well-being of self and others?	To what extent can the choices that individuals make affect communities?	Why is it critical to make responsible decisions when communicating online or in social situations?	What criteria can be used to determine the validity and reliability of health information?	What health behaviours can be practised to identify risks and reduce susceptibility or exposure to health threats before the onset of disease?	What skills are needed to be empathetic, inclusive and ethical throughout life?
Possible Concepts and Procedures	· food choices · caring behaviours and feelings · making choices	· nutritional food choices · various Canadian food guides	· safety rules when using physical activity equipment · media advertising effects on personal choices · choices related to activity, sleep and diet	· safety behaviours in the local community · self-control	· healthy-eating information · cultural and traditional practices of healthy eating · hygiene-habit decisions · personal health habits	· media portrayal of body image · sharing related to personal health · interpersonal stress related to puberty · personal safety threats · media influences · refusal skills and strategies · recognizing common street drugs	· analyzing convenient food choices · tracking eating choices · healthy habits · consent and clear communication · stereotypes · promotion of health, safety and well-being · standing up for self · conflict management · safe and appropriate interactions · self-disclosure	· synthesizing nutrition and healthy eating information · food labels · health problems related to food choices · sexual decision making, including consent · abstinence · strategies for promoting health, safety and well-being	· sexual decision making, including consent · abstinence · contraception choices and use · risk reduction in the community · health information and services in the community · stress and anxiety management	· impact of food choices · healthy eating plan · personal sexual-health decision making · sexual-health information · consent and sexual limits · online activities and sexual health · credibility of health messages · substance use and abuse prevention	· shopping for groceries · sexual-health misconceptions · sexual activity decision making · health information analysis on poor health choices	· healthy food-choice factors · proactive health measures · physical well-being choices · personal health responsibility · safer-choice strategies · substance use and abuse connections · safe choices	· eating habits over the lifespan · healthy eating in different contexts · health information analysis · performance-enhancing drug use · impact of substance use on communities

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

	K	1	2	3	4	5	6	7	8	9	10	11	12
Guiding Questions	Why is it important to make healthy choices?	How might an individual’s behaviour reflect personal choices?	How can evidence-informed Canadian food guides influence healthy food choices?	What do I need to know to make responsible decisions and healthy choices?	How can having ownership over personal choices influence personal development?	How can promoting healthy choices influence our community?	Why is it important to appreciate diverse cultures as part of a healthy lifestyle?	What factors can contribute to the development of positive body image?	How can analyzing health information contribute to effective decision making?	Why is positive mental health important to improve or maintain our quality of life?	How might present lifestyle choices influence future health and well-being?	How might critically analyzing health information from a variety of sources contribute to healthy choices?	What strategies might be used to develop and maintain positive relationships over the lifespan?
Possible Concepts and Procedures	· various Canadian food guides · sharing behaviours · physical activity choices · hunger and thirst cues · appreciation of water as a resource and for hydration	· health messages relating to decisions and behaviours · personal choice influences · appreciation of water as a resource and for hydration	· factors influencing food choices · various Canadian food guides	· responses to crisis situation · choices for physical activity · adapting Canadian food guides to personal circumstances · media/Internet health information · hazardous symbols and labels	· peer pressure · tobacco use and related decision-making processes, including cultural and traditional protocols · bullying behaviours	· promoting health, safety and well-being · promoting safe practices in community · healthy-eating plan · understanding food labels and nutritional facts · hygiene in adolescence	· safe choices related to tobacco, alcohol and other drugs · personal relationship decision making · exploring foods of diverse cultures	· impact of bullying and harassment · signs, methods and consequences of substance abuse · substance use related to body image	· micronutrients and macronutrients · appropriate food-choice criteria · credibility of health messaging · online information and health literacy · risk-assessment strategies	· strategies to reduce stress and anxiety · healthy relationships · risk reduction and management strategies	· nutritional implications of dietary choices · eating habits and triggers for food choices · lifestyle choices and health determinants · peer pressure · effects of tobacco, alcohol and substance use on personal well-being · effects of addictions on decision making	· health information analysis · mitigating risk factors	· relationship stages · positive relationship development · sexual expression · reducing vulnerability to harassment, violence and abuse · resiliency · media and personal relationship perceptions

NOTE: We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence). Learning outcomes will be developed once this draft is validated.