

## Health and Physical Education Grade 7 & 8 Overall Expectations at a Glance...

<b>STRAND A</b> <i>Social-Emotional Learning Skills</i>	<b>STRAND B</b> <i>Active Living</i>	<b>STRAND C</b> <i>Movement Competence</i>	<b>STRAND D</b> <i>Healthy Living</i>
<p><b>A1.</b> Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p><b>B1.</b> Participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of how physical activity can be incorporated into their daily lives.</p> <p><b>B2.</b> Demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living.</p> <p><b>B3.</b> Demonstrate responsibility for their own safety and others as they participate in physical activities.</p>	<p><b>C1.</b> Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities.</p> <p><b>C2.</b> Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>	<p><b>D1.</b> Demonstrate an understanding of factors that contribute to healthy development.</p> <p><b>D2.</b> Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.</p> <p><b>D3.</b> Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p>

## The Arts Grade 7 & 8 Overall Expectations at a Glance...

<b>STRAND A</b> <i>Dance</i>	<b>STRAND B</b> <i>Drama</i>	<b>STRAND C</b> <i>Music</i>	<b>STRAND D</b> <i>Visual Arts</i>
<p><b>A1. <i>Creating and Presenting:</i></b> Apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas.</p> <p><b>A2. <i>Reflecting, Responding, and Analysing:</i></b> Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences.</p> <p><b>A3. <i>Exploring Forms and Cultural Contexts:</i></b> Demonstrate an understanding of a variety of dance</p>	<p><b>B1. <i>Creating and Presenting:</i></b> Apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives.</p> <p><b>B2. <i>Reflecting, Responding, and Analysing:</i></b> Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences.</p>	<p><b>C1. <i>Creating and Performing:</i></b> Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.</p> <p><b>C2. <i>Reflecting, Responding, and Analysing:</i></b> Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.</p> <p><b>C3. <i>Exploring Forms of Cultural Contexts:</i></b> Demonstrate an understanding of a variety of musical</p>	<p><b>D1. <i>Creating and Presenting:</i></b> Apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principals, and techniques of visual arts as well as current media technologies.</p> <p><b>D2. <i>Reflecting, Responding, and Analysing:</i></b> Apply the critical analysis process to communicate feelings, ideas, and understandings in</p>

forms, traditions, and styles from the past and present, and their sociocultural historical contexts.	<b>B3. Exploring Forms of Cultural Contexts:</b> Demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociohistorical contexts.	genres and styles from the past and present, and their sociocultural and historical contexts.	response to a variety of art works and art experiences. <b>D3. Exploring Forms and Cultural Contexts:</b> Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.
<b>FUNDAMENTAL CONCEPTS FOR GRADE 7 &amp; 8</b>			
<i>ELEMENTS OF DANCE</i>	<i>ELEMENTS OF DRAMA</i>	<i>ELEMENTS OF MUSIC</i>	<i>PRINCIPLES/ELEMENTS OF DESIGN</i>
BODY SPACE TIME ENERGY RELATIONSHIP	ROLE/CHARACTER RELATIONSHIP TIME AND PLACE TENSION FOCUS AND EMPHASIS	DURATION PITCH DYNAMICS & OTHER EXPRESSIVE CONTROLS TIMBRE TEXTURE/HARMONY FORM	LINE SHAPE AND FORM SPACE COLOUR TEXTURE VALUE UNITY/HARMONY/MOVEMENT

### Science and Technology Grade 7 Overall Expectations at a Glance...

<b>UNDERSTANDING LIFE SYSTEMS</b> Interactions in the Environment	<b>UNDERSTANDING STRUCTURES AND MECHANISMS</b> Form and Function	<b>UNDERSTANDING MATTER AND ENERGY</b> Pure Substances and Mixtures	<b>UNDERSTANDING EARTH AND SPACE SYSTEMS</b> Heat in the Environment
<p><b>1</b> Assess the impacts of human activities and technologies on the environment and evaluate ways of controlling these impacts.</p> <p><b>2</b> Investigate interactions within the environment and identify factors that affect the balance between different components of an ecosystem.</p> <p><b>3</b> Demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.</p>	<p><b>1</b> Analyse personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices.</p> <p><b>2</b> Design and construct a variety of structures and investigate the relationship between the design and function of these structures and the forces that act on them.</p> <p><b>3</b> Demonstrate an understanding of the relationship between structural forms and the forces that act on and within them.</p>	<p><b>1</b> Evaluate the social and environmental impacts of the use and disposal of pure substances and mixtures.</p> <p><b>2</b> Investigate the properties and applications of pure substances and mixtures.</p> <p><b>3</b> Demonstrate an understanding of the properties of pure substances and mixtures, and describe these characteristics using the particle theory.</p>	<p><b>1</b> Assess the costs and benefits of technologies that reduce heat loss or heat-related impacts on the environment.</p> <p><b>2</b> Investigate ways in which heat changes substances and describe how heat is transferred.</p> <p><b>3</b> Demonstrate an understanding of heat as a form of energy that is associated with the movement of particles and is essential to many processes within the earth's systems.</p>
<b>FUNDAMENTAL CONCEPTS</b>			
Systems and Interactions	Structure and Function	Matter	Energy

Sustainability and Stewardship	Energy	Systems and Interactions	Sustainability and Stewardship Systems and Interactions
<b>BIG IDEAS</b>			
<p>Ecosystems are made up of biotic and abiotic elements which depend on each other to survive.</p> <p>Ecosystems are in constant state of change. The changes may be caused by nature or by human intervention.</p> <p>Human activities have the potential to alter the environment. Humans must be aware of these impacts and try control them.</p>	<p>Structures have a purpose.</p> <p>The form of a structure is dependant on its function.</p> <p>The interaction between structures and forces is predictable.</p>	<p>Matter can be classified according to its physical characteristics.</p> <p>The particle theory of matter helps to explain the physical characteristics of matter.</p> <p>Pure substances and mixtures have an impact on society and the environment.</p> <p>Understanding the characteristics of matter allows us to make informed choices about how we use it.</p>	<p>Heat is a form of energy that can be transformed and transferred. These processes can be explained using the particle theory of matter.</p> <p>There are many sources of heat.</p> <p>Heat has both positive and negative effects on the environment.</p>

### Science and Technology Grade 8 Overall Expectations at a Glance...

<b>UNDERSTANDING LIFE SYSTEMS</b> Cells	<b>UNDERSTANDING STRUCTURES AND MECHANISMS</b> Systems in Action	<b>UNDERSTANDING MATTER AND ENERGY</b> Fluids	<b>UNDERSTANDING EARTH AND SPACE SYSTEMS</b> Water Systems
<p><b>1</b> Assess the impact of cell biology on individuals, society, and the environment.</p> <p><b>2</b> Investigate functions and processes of plant and animal cells.</p> <p><b>3</b> Demonstrate an understanding of the basic structure and function of plant and animal cells and cell processes.</p>	<p><b>1</b> Assess the personal, social, and/or environmental impacts of a system, and evaluate improvements to a system and/or alternative ways of meeting the same needs.</p> <p><b>2</b> Investigate a working system and the ways in which components of the system contribute to its desired function.</p> <p><b>3</b> Demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation.</p>	<p><b>1</b> Analyse how the properties of fluids are used in various technologies and assess the impact of these technologies on society and the environment.</p> <p><b>2</b> Investigate the properties of fluids.</p> <p><b>3</b> Demonstrate an understanding of the properties and uses of fluids.</p>	<p><b>1</b> Assess the impact of human activities and technologies on the sustainability of water resources.</p> <p><b>2</b> Investigate factors that affect local water quality.</p> <p><b>3</b> Demonstrate an understanding of the characteristics of the earths' water systems and the influence of water systems on a specific region.</p>
<b>FUNDAMENTAL CONCEPTS</b>			
Systems and Interactions Structure and Function	Systems and Interactions Continuity and Change	Matter Systems and Interactions	Sustainability and Stewardship Systems and Interactions

			Change and Community
<b>BIG IDEAS</b>			
<p>Cells are the basis of life.</p> <p>Cells organize into tissues, tissues into organs, organs into organ systems and organ systems into organisms.</p> <p>Healthy cells contribute to healthy organisms.</p> <p>Systems are interdependent.</p>	<p>Systems are designed to accomplish tasks.</p> <p>All systems include an input and an output.</p> <p>Systems are designed to optimize human and natural resources.</p>	<p>Fluids are an important component of many systems.</p> <p>Fluids have different purposes that determine how they can be used.</p> <p>Fluids are essential to life.</p>	<p>Water is crucial to life on Earth.</p> <p>Water systems influence climate and weather patterns.</p> <p>Water is an important resource that needs to be managed sustainably.</p>

### Camp Kintail – Ontario Curriculum Links – Intermediate (*Grade 7*)

Grade	Program/Activity/Session	Curriculum Connection
7	<i>High Ropes, Rock Wall &amp; Zip Line</i>	<p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.</p>

		<p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.</p> <p><b>B1.3</b> Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day. → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> Demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities. → Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
7	<i>Low Ropes/Adventure</i>	<p><b>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education. → Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p>

		<p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.</p> <p><b>B1.3</b> Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day. → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> Demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Kills and Concepts</p> <p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities. → Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
7	Archery	<p><b>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p>

		<p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.</p> <p><b>B1.3</b> Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day. → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities. → Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
7	Slingshot	<p><b>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p>

		<p>→ Active Participation</p> <p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.</p> <p><b>B1.3</b> Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day.</p> <p>→ Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
7	<i>Dance, Drama, and Music</i>	<p>Ontario Curriculum Document – <u><i>The Arts 2009 Grades 1-8</i></u></p> <p><b>DANCE</b></p> <p>→ Creating and Presenting</p> <p><b>A1.1</b> Create dance pieces to represent or respond to specific rhythms and pieces of music.</p> <p><b>A1.3</b> Use theme and variations in a variety of ways when creating dance pieces.</p> <p><b>A1.4</b> Use the elements of dance and choreographic forms to communicate a variety of themes or moods.</p> <p><b>DRAMA</b></p> <p>→ Creating and Presenting</p> <p><b>B1.1</b> Engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities.</p> <p><b>B1.2</b> Demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects.</p>



		<p><b>B1.3</b> Plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives.</p> <p><b>B1.4</b> Communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience.</p> <p><b>MUSIC</b></p> <p>→ Creating and Performing</p> <p><b>C1.1</b> Sing and/or play, in tune, from musical notation, unison music and music in two or more parts from diverse cultures, styles, and historical periods.</p> <p><b>C1.2</b> Apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes.</p> <p><b>C1.4</b> Use the tools and techniques of musicianship in musical performances.</p>
7	Nature Hike	<p><b>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8</u></b></p> <p>UNDERSTANDING LIFE SYSTEMS: INTERACTIONS IN THE ENVIRONMENT</p> <p>→ Relating Science and Technology to Society and the environment</p> <p><b>1.2</b> Analyse the costs and benefits of selected strategies for protecting the environment.</p> <p>→ Developing Investigation and Communication Skills</p> <p><b>2.1</b> Follow established safety procedures for investigating ecosystems.</p> <p>→ Understanding Basic Concepts</p> <p><b>3.1</b> Demonstrate an understanding of an ecosystem as a system of interactions between living organisms and their environment.</p> <p><b>3.3</b> Identify biotic and abiotic elements in an ecosystem and describe the interactions between them.</p> <p><b>3.3</b> Describe the roles and interactions of producers, consumers, and decomposers within an ecosystem.</p> <p><b>3.7</b> Explain why an ecosystem is limited in the number of living things that it can support.</p> <p><b>3.8</b> Describe ways in which human activities and technologies alter balances and interactions in the environment.</p> <p><b>3.9</b> Describe Aboriginal perspectives on sustainability and describe ways in which they can be used in habitat and wildlife management.</p> <p><b>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p>

		<p>→ Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.</p> <p><b>B1.3</b> Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day.</p> <p>→ Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
7	Beach Study	<p><b>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8 &amp; Health and Physical Education 2019 – Grades 1-8</u></b></p> <p>UNDERSTANDING LIFE SYSTEMS: INTERACTIONS IN THE ENVIRONMENT</p> <p>→ Relating Science and Technology to Society and the environment</p> <p><b>1.1</b> Assess the impact of selected technologies on the environment.</p> <p><b>1.2</b> Analyse the costs and benefits of selected strategies for protecting the environment.</p> <p>→ Developing Investigation and Communication Skills</p> <p><b>2.1</b> Follow established safety procedures for investigating ecosystems.</p> <p>→ Understanding Basic Concepts</p>

- 3.1** Demonstrate an understanding of an ecosystem as a system of interactions between living organisms and their environment.
- 3.4** Identify biotic and abiotic elements in an ecosystem and describe the interactions between them.
- 3.3** Describe the roles and interactions of producers, consumers, and decomposers within an ecosystem.
- 3.7** Explain why an ecosystem is limited in the number of living things that it can support.
- 3.8** Describe ways in which human activities and technologies alter balances and interactions in the environment.
- 3.9** Describe Aboriginal perspectives on sustainability and describe ways in which they can be used in habitat and wildlife management.

#### SOCIAL-EMOTIONAL LEARNING SKILLS

##### → Healthy Relationships

**A1.4** Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.

##### → Self-Awareness and Sense of Identity

**A1.5** Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.

##### → Critical and Creative Thinking

**A1.6** Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.

#### ACTIVE LIVING

##### → Active Participation

**B1.1** Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.

**B1.2** Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.

**B1.3** Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day.

##### → Safety

**B3.1** Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.

**B3.2** demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.

#### MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

##### → Movement Skills and Concepts

**C1.1** Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.

		<p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities. → Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
7	Disc Golf	<p><b>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.</p> <p><b>B1.3</b> Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day. → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p>

		<p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
7	Canoeing/Kayaking	<p><b>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.</p> <p><b>B1.3</b> Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day.</p> <p>→ Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills</p>

		<p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities. → Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
<b>7</b>	<i>Arts and Crafts</i>	<p><b>Ontario Curriculum Document – <u>The Arts 2009 Grades 1-8</u></b></p> <p><b>VISUAL ARTS</b> → Creating and Presenting</p> <p><b>D1.1</b> Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view.</p> <p><b>D1.3</b> Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose.</p> <p><b>D1.4</b> Use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges.</p>
<b>7</b>	<i>Amazing Race</i>	<p><b>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS → Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education. → Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p>

		<p>→ Active Participation</p> <p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.</p> <p><b>B1.3</b> Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day.</p> <p>→ Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
<p><b>7</b></p>	<p><i>Sports and Games</i></p> <ul style="list-style-type: none"> <li>- Soccer</li> <li>- Basketball</li> <li>- Volleyball</li> <li>- Gaga Ball</li> <li>- Ultimate Frisbee</li> </ul>	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p>

		<p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING  → Active Participation</p> <p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.</p> <p><b>B1.3</b> Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day.  → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES  → Movement Skills and Concepts</p> <p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities.  → Movement Strategies</p> <p><b>C2.1</b> Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments.</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
7	<p><i>Camp-Wide Games</i></p> <ul style="list-style-type: none"> <li>- <i>Capture the Flag</i></li> <li>- <i>Gauntlet</i></li> <li>- <i>Big Friz</i></li> <li>- <i>Battleship</i></li> <li>- <i>Clue</i></li> <li>- <i>Cycles</i></li> </ul>	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS  → Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.  → Healthy Relationships</p>



	<p>- <i>Soak the Cow</i></p>	<p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.  → Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.  → Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING  → Active Participation</p> <p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.</p> <p><b>B1.3</b> Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day.  → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> Demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES  → Movement Skills and Concepts</p> <p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities.  → Movement Strategies</p> <p><b>C2.1</b> Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments.</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
7	<i>Animal Survival Game</i>	Ontario Curriculum Document – <i>Science and Technology 2007 Grades 1-8</i>

UNDERSTANDING LIFE SYSTEMS: INTERACTIONS IN THE ENVIRONMENT

→ Relating Science and Technology to Society and the environment

1.2 Analyse the costs and benefits of selected strategies for protecting the environment.

→ Developing Investigation and Communication Skills

2.1 Follow established safety procedures for investigating ecosystems.

→ Understanding Basic Concepts

3.1 Demonstrate an understanding of an ecosystem as a system of interactions between living organisms and their environment.

3.5 Identify biotic and abiotic elements in an ecosystem and describe the interactions between them.

3.3 Describe the roles and interactions of producers, consumers, and decomposers within an ecosystem.

3.7 Explain why an ecosystem is limited in the number of living things that it can support.

3.8 Describe ways in which human activities and technologies alter balances and interactions in the environment.

**Ontario Curriculum Document - *Health and Physical Education 2019 – Grades 1-8***

SOCIAL-EMOTIONAL LEARNING SKILLS

→ Positive Motivation and Perseverance

A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.

→ Healthy Relationships

A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.

→ Self-Awareness and Sense of Identity

A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.

→ Critical and Creative Thinking

A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.

ACTIVE LIVING

→ Active Participation

B1.1 Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.

B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.

B1.3 Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day.

→ Safety

		<p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> Demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
<p><b>7</b></p>	<p><i>Small and Large Group Games</i></p> <ul style="list-style-type: none"> <li>- <i>Get-to-know-you games</i></li> <li>- <i>Partner games</i></li> <li>- <i>Warm-up games</i></li> </ul>	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Identification and Management of Emotions</p> <p><b>A1.1</b> Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</p> <p>→ Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p>

		<p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities.</p> <p><b>B1.3</b> Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day. → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p><b>B3.2</b> demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p><b>C1.1</b> Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities. → Movement Strategies</p> <p><b>C2.1</b> Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments.</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
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**Camp Kintail – Ontario Curriculum Links – Intermediate (*Grade 8*)**

<b>Grade</b>	<b>Program/Activity/Session</b>	<b>Curriculum Connections</b>
<b>8</b>	<i>High Ropes, Rock Wall &amp; Zip Line</i>	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS → Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education. → Healthy Relationships</p>

		<p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.  → Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.  → Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING  → Active Participation</p> <p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.</p> <p><b>B1.3</b> Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active.  → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES  → Movement Skills and Concepts</p> <p><b>C1.1</b> perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities.  → Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
8	Low Ropes/Adventure	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS  → Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.  → Healthy Relationships</p>

		<p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.  → Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.  → Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING  → Active Participation</p> <p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.</p> <p><b>B1.3</b> Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active.  → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES  → Movement Skills and Concepts</p> <p><b>C1.1</b> perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities.  → Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
8	Archery	<p><b>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS  → Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.  → Healthy Relationships</p>

		<p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.  → Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.  → Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING  → Active Participation</p> <p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.</p> <p><b>B1.3</b> Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active.  → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES  → Movement Skills and Concepts</p> <p><b>C1.1</b> perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities.  → Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
8	<i>Slingshot</i>	<p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS  → Positive Motivation and Perseverance</p>

		<p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education. → Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING → Active Participation</p> <p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.</p> <p><b>B1.3</b> Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active. → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p><b>C1.1</b> perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities. → Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
8	<i>Dance, Drama, and Music</i>	Ontario Curriculum Document – <i>The Arts 2009 Grades 1-8</i>



		<p><b>DANCE</b>  → Creating and Presenting  <b>A1.1</b> Create dance pieces to respond to issues that are personally meaningful to them.  <b>A1.2</b> Use dance as a language to communicate messages about themes of social justice and/or environmental health.</p> <p><b>DRAMA</b>  → Creating and Presenting  <b>B1.1</b> Engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities.  <b>B1.3</b> Plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role.  <b>B1.4</b> Communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids for specific purposes and audiences.</p> <p><b>MUSIC</b>  → Creating and Performing  <b>C1.1</b> Sing and/or play, in tune, music in unison and in two or more parts from a variety of cultures, styles, and historical periods.  <b>C1.2</b> Apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose.  <b>C1.4</b> Use the tools and techniques of musicianship in musical performances.</p>
8	Nature Hike	<p><b>Ontario Curriculum Document – <u>Science and Technology 2007 Grades 1-8 &amp; Health and Physical Education 2019 – Grades 1-8</u></b></p> <p>UNDERSTANDING LIFE SYSTEMS: CELLS  → Developing Investigation and Communication Skills  <b>2.1</b> Follow established safety procedures for handling apparatus and materials.  <b>2.5</b> Use appropriate science and technology vocabulary in oral and written communication.</p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS  → Healthy Relationships  <b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.  → Self-Awareness and Sense of Identity  <b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.  → Critical and Creative Thinking</p>

		<p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING  → Active Participation</p> <p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.</p> <p><b>B1.3</b> Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active.</p> <p>→ Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES  → Movement Skills and Concepts</p> <p><b>C1.1</b> perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p>→ Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
8	<i>Beach Study</i>	<p><b>Ontario Curriculum Document – <u>Science and Technology 2007 Grades 1-8 &amp; Health and Physical Education 2019 – Grades 1-8</u></b></p> <p>UNDERSTANDING LIFE SYSTEMS: CELLS  → Developing Investigation and Communication Skills</p> <p><b>2.1</b> Follow established safety procedures for handling apparatus and materials and use microscopes correctly and safely.</p> <p><b>2.5</b> Use appropriate science and technology vocabulary in oral and written communication.</p> <p>UNDERSTANDING EARTH AND SPACE SYSTEMS: WATER SYSTEMS  → Relating Science and Technology to Society and the Environment</p> <p><b>1.1</b> Evaluate personal water consumption, compare it with personal water consumption in other countries, and propose a plan of action to reduce personal water consumption to help address water sustainability issues.</p> <p><b>1.3</b> Assess the impact on local and global water systems of a scientific discovery or technological innovation.</p> <p>→ Developing Investigation and Communication Skills</p> <p><b>2.1</b> Follow established safety procedures for the use of apparatus and chemicals.</p>

		<p><b>2.3</b> Test water samples for a variety of chemical characteristics.  <b>2.4</b> Use scientific inquiry/research skills to investigate local water issues.  <b>2.6</b> Use appropriate science and technology vocabulary in oral and written communication.</p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS  → Healthy Relationships  <b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.  → Self-Awareness and Sense of Identity  <b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.  → Critical and Creative Thinking  <b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING  → Active Participation  <b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.  <b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.  <b>B1.3</b> Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active.  → Safety  <b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.</p>
8	<i>Disc Golf</i>	<p><b>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS  → Positive Motivation and Perseverance  <b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.  → Healthy Relationships  <b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.  → Self-Awareness and Sense of Identity</p>

		<p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.  → Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING  → Active Participation</p> <p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.  <b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.  <b>B1.3</b> Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active.  → Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES  → Movement Skills and Concepts</p> <p><b>C1.1</b> perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.  <b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.  <b>C1.3</b> Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement.  <b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities.  → Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
8	<i>Canoeing/Kayaking</i>	<p><b>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS  → Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.  → Healthy Relationships</p>

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8	<i>Arts and Crafts</i>	<p>Ontario Curriculum Document – <u><i>The Arts 2009 Grades 1-8</i></u></p> <p>VISUAL ARTS  → Creating and Presenting</p> <p><b>D1.1</b> Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view.</p>

		<p><b>D1.2</b> Demonstrate an understanding of composition, using multiple principles of design and other layout considerations such as compositional triangles to create narrative art works or art works on a theme or topic.</p> <p><b>D1.3</b> Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose.</p> <p><b>D1.4</b> Use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges.</p>
<p><b>8</b></p>	<p><i>Amazing Race</i></p>	<p><b>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.</p> <p><b>B1.3</b> Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active.</p> <p>→ Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p><b>C1.1</b> perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p>

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<p><b>8</b></p>	<p><i>Sports and Games</i></p> <ul style="list-style-type: none"> <li>- Soccer</li> <li>- Basketball</li> <li>- Volleyball</li> <li>- Gaga Ball</li> <li>- Ultimate Frisbee</li> </ul>	<p><b>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.</p> <p><b>B1.3</b> Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active.</p> <p>→ Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p>

		<p><b>C1.1</b> perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
<p><b>8</b></p>	<p><i>Camp-Wide Games</i></p> <ul style="list-style-type: none"> <li>- <i>Capture the Flag</i></li> <li>- <i>Gauntlet</i></li> <li>- <i>Big Friz</i></li> <li>- <i>Battleship</i></li> <li>- <i>Clue</i></li> <li>- <i>Cycles</i></li> <li>- <i>Soak the Cow</i></li> </ul>	<p><b>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.</p> <p><b>B1.3</b> Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active.</p> <p>→ Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.</p>



		<p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p><b>C1.1</b> perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
8	<p><i>Animal Survival Game</i></p>	<p><b>Ontario Curriculum Document –<i>Health and Physical Education 2019 – Grades 1-8</i></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.</p> <p><b>B1.3</b> Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active.</p>

		<p>→ Safety</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p><b>C1.1</b> perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.</p> <p><b>C1.2</b> Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.</p> <p><b>C1.3</b> Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement.</p> <p><b>C1.4</b> Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p><b>C2.3</b> Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>
<p><b>8</b></p>	<p><i>Small and Large Group Games</i></p> <ul style="list-style-type: none"> <li>- <i>Get-to-know-you games</i></li> <li>- <i>Partner games</i></li> <li>- <i>Warm-up games</i></li> </ul>	<p><b>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></b></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p><b>A1.3</b> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</p> <p>→ Healthy Relationships</p> <p><b>A1.4</b> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p><b>A1.5</b> Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p><b>A1.6</b> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities.</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments.</p>

**B1.3** Demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others to be physically active.

→ Safety

**B3.1** Demonstrate behaviours and apply procedures that maximize safety and lessen that risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

**C1.1** perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.

**C1.2** Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli.

**C1.3** Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement.

**C1.4** Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities.

→ Movement Strategies

**C2.3** Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.