

Health and Physical Education Grade 9, 10, 11, & 12 Overall Expectations...

LIVING SKILLS	ACTIVE LIVING	MOVEMENT COMPETENCE: SKILLS CONCEPTS, & STRATEGIES	HEALTHY LIVING
<p>1. Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes 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>A1. Participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives.</p> <p>A2. 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>A3. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p>	<p>B1. Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in variety of physical activities.</p> <p>B2. 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>C1. Demonstrate an understanding of factors that contribute to healthy development.</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.</p> <p>C3. 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 9, 10, 11, & 12 DANCE Overall Expectations...

CREATING, PRESENTING, AND PERFORMING	REFLECTING, RESPONDING, AND ANALYSING	FOUNDATIONS
<p>A1. <i>The Creative Process:</i> Use the creative process, the elements of dance, and a variety of sources to develop movement vocabulary.</p> <p>A2. <i>Choreography and Composition:</i> Combine the elements of dance in a variety of ways in composing individual and ensemble dance routines.</p> <p>A3. <i>Dance Techniques:</i> Demonstrate an understanding of the dance techniques and movement vocabularies of a variety of dance forms from around the world.</p> <p>A4. <i>Performance:</i> Apply dance presentation skills in a variety of contexts and performances.</p>	<p>B1. <i>The Critical Analysis Process:</i> Use the critical analysis process to reflect on and evaluate their own and others' dance works and activities.</p> <p>B2. <i>Dance and Society:</i> Demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities.</p> <p>B3. <i>Connections Beyond the Classroom:</i> Demonstrate an understanding of the purpose and possibilities of continuing engagement in dance arts.</p>	<p>C1. <i>Physiology and Terminology:</i> Demonstrate an understanding of, and use correct terminology when referring to, the physiology of movement as it relates to dance.</p> <p>C2. <i>Contexts and Influence:</i> Demonstrate an understanding of the social, cultural, and historical origins and development of dance forms, including their influence on each other and on society.</p> <p>C3. <i>Responsible Practices:</i> Demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in dance activities.</p>

The Arts Grade 9, 10, 11, & 12 DRAMA Overall Expectations...

CREATING AND PRESENTING	REFLECTING, RESPONDING, AND ANALYSING	FOUNDATIONS
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<p>A1. <i>The Creative Process</i>: Use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works.</p> <p>A2. <i>Elements and Conventions</i>: Use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources.</p> <p>A3. <i>Presentation Techniques and Technologies</i>: Use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.</p>	<p>B1. <i>The Critical Analysis Process</i>: Use the critical analysis process to reflect on and evaluate their own and others' drama works and activities.</p> <p>B2. <i>Drama and Society</i>: Demonstrate an understanding of how societies present and past use or have used drama, and how creating and viewing drama can benefit individuals, groups, and communities.</p> <p>B3. <i>Connections Beyond the Classroom</i>: Identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts.</p>	<p>C1. <i>Concepts and Terminology</i>: Demonstrate an understanding of the nature and function of drama forms, elements, conventions, and techniques, including the correct terminology for the various components.</p> <p>C2. <i>Contexts and Influences</i>: Demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies.</p> <p>C3. <i>Reasonable Practices</i>: Demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.</p>
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The Arts Grade 9, 10, 11, & 12 MUSIC Overall Expectations...

CREATING AND PERFORMING	REFLECTING, RESPONDING, AND ANALYSING	FOUNDATIONS
<p>A1. <i>The Creative Process</i>: Apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music.</p> <p>A2. <i>The Elements of Music</i>: Apply elements of music when performing notated and improvised music and composing and/or arranging music.</p> <p>A3. <i>Techniques and Technologies</i>: Use a variety of techniques and technological tools when performing music and composing and/or arranging music.</p>	<p>B1. <i>The Critical Analysis Process</i>: Use the critical analysis process when responding to, analysing, reflecting on, and interpreting music.</p> <p>B2. <i>Music and Society</i>: Demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures.</p> <p>B3. <i>Skills and Personal Growth</i>: Demonstrate an understanding of how performing, creating, and critically analysing music had affected their skills and personal development.</p> <p>B4. <i>Connections Beyond the Classroom</i>: Identify and describe various opportunities for continued engagement in music.</p>	<p>C1. <i>Theory and Terminology</i>: Demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them.</p> <p>C2. <i>Characteristics and Development of Music</i>: Demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world.</p> <p>C3. <i>Conventions and Responsible Practices</i>: Demonstrate an understanding of responsible practices and performance conventions relating to music.</p>

The Arts Grade 9, 10, 11, & 12 VISUAL ARTS Overall Expectations...

CREATING AND PRESENTING	REFLECTING, RESPONDING, AND ANALYSING	FOUNDATIONS
<p>A1. <i>The Creative Process</i>: Apply the creative process to create a variety of arts works, individually and/or collaboratively.</p>	<p>B1. <i>The Critical Analysis Process</i>: Demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works.</p>	<p>C1. <i>Terminology</i>: Demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts.</p>

<p>A2. The Elements and Principles of Design: Apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages.</p> <p>A3. Production and Presentation: Produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and works of others.</p>	<p>B2. Art, Society, and Values: Demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values.</p> <p>B3. Connections Beyond the Classroom: Demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.</p>	<p>C2. Conventions and Techniques: Demonstrate an understanding of conventions and techniques used in the creation of visual art works.</p> <p>C3. Responsible Practices: Demonstrate an understanding of responsible practices related to visual arts.</p>
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Camp Kintail – Ontario Curriculum Links – Secondary (Grade 9)

Grade	Program/Activity/ Session	Curriculum Connections
9	<p><i>High Ropes, Rock Wall, and Zip Line</i></p>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 9 Open (PPL10)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING</p>

		<p>→ Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide variety of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities.</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
9	<i>Low Ropes/Adventure</i>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 9 Open (PPL10)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p>

→ Interpersonal Skills

1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

→ Critical and Creative Thinking

1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

ACTIVE LIVING

→ Active Participation

A1.1 Actively participate in all aspects of the program choosing from a wide variety of activities.

A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these.

A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.

→ Safety

A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.

B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.

B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities.

B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.

→ Movement Strategies

B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments.

B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.

		<p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
<p>9</p>	<p><i>Archery</i></p>	<p>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12 <i>Healthy Active Living Education, Grade 9 Open (PPL10)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide variety of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p>

		<p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities.</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
<p>9</p>	<p><i>Slingshot</i></p>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 9 Open (PPL10)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p>

		<p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide variety of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities.</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
9	<i>Dance, Drama, and Music</i>	<p><u>Ontario Curriculum Document – The Arts 2010 – Grades 9-10</u></p> <p>DANCE (Grade 9 – Open ACT10)</p> <p>CREATING, PRESENTING, AND PERFORMING</p> <p>→ The Creative Process</p> <p>A1.2 Create and perform phrases that explore two or more elements of dance.</p> <p>A1.4 Develop solutions to movement problems using specific guidelines for performance.</p> <p>→ Choreography and Composition</p> <p>A2.1 Demonstrate an understanding of choreographic forms, structures, and techniques in arranging and performing a series of movement phrases.</p>

		<p>A2.2 Construct a short dance composition based on a given stimulus.</p> <p>A2.3 Use experimentation to enhance the communicative power of their dance compositions → Dance Techniques</p> <p>A3.3 Arrange and present a sequence using the dance vocabulary and technique from a specific dance form. → Performance</p> <p>A4.1 Revise and refine movement to enhance dance presentations and performances.</p> <p>DRAMA (Grade 9 – Open ADA10) CREATING AND PRESENTING → The Creative Process</p> <p>A1.2 Select and use appropriate forms to suit specific purposes in drama works.</p> <p>A1.3 Use role play to explore, develop, and represent themes, ideas, characters, feelings, and beliefs in producing drama works. → Elements and Conventions</p> <p>A2.1 Use the elements of drama to suit an identified purpose and form in drama presentations.</p> <p>A2.2 Use a variety of conventions to develop character and shape the action in ensemble drama presentations. → Presentation Techniques and Technologies</p> <p>A3.2 Use a variety of expressive voice and movement techniques to support the depiction of character.</p> <p>A3.3 Use a variety of technological tools to communicate or enhance specific aspects of drama works.</p> <p>MUSIC (Grade 9 – Open AMU10) CREATING AND PERFORMING → The Creative Process</p> <p>A1.1 Apply the creative process when performing notated and/or improvised music.</p> <p>A1.2 Apply the creative process when composing and/or arranging music. → The Elements of Music</p> <p>A2.2 Manipulate the elements of music and related concepts appropriately when improvising melodies and rhythms. → Techniques and Technologies</p> <p>A3.3 Use current technology when practising, performing, composing, and/or arranging music.</p>
9	Disc Golf	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 9 Open (PPL10)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p>

1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

→ Interpersonal Skills

1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

→ Critical and Creative Thinking

1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

ACTIVE LIVING

→ Active Participation

A1.1 Actively participate in all aspects of the program choosing from a wide variety of activities.

A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these.

A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.

→ Safety

A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.

B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.

B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities.

B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.

→ Movement Strategies

B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments.

		<p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
<p>9</p>	<p><i>Canoeing/Kayaking</i></p>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 9 Open (PPL10)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide variety of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p> <p>→ Safety</p> <p>A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p>

		<p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities.</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
9	<i>Arts and Crafts</i>	<p><u>Ontario Curriculum Document – <i>The Arts 2010 – Grades 9-10</i></u></p> <p>VISUAL ARTS (Grade 9 – Open AVI10)</p> <p>CREATING AND PRESENTING</p> <p>→ The Creative Process</p> <p>A1.1 Use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works.</p> <p>A1.2 Use exploration/experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing sculpture, painting, and printmaking.</p> <p>→ The Elements and Principles of Design</p> <p>A2.1 Explore elements and principles of design and apply them to create art works that express personal feelings and/or communicate emotions to an audience.</p> <p>A2.2 Apply elements and principles of design to create art works that communicate ideas and information.</p> <p>→ Production and Presentation</p> <p>A3.1 Explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works.</p>
9	<i>Amazing Race</i>	<p><u>Ontario Curriculum Document – <i>Health and Physical Education 2015 – Grades 9-12</i></u></p> <p><i>Healthy Active Living Education, Grade 9 Open (PPL10)</i></p>

LIVING SKILLS

→ Personal Skills

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

→ Interpersonal Skills

1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

→ Critical and Creative Thinking

1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

ACTIVE LIVING

→ Active Participation

A1.1 Actively participate in all aspects of the program choosing from a wide variety of activities.

A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these.

A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.

→ Safety

A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.

B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.

B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities.

		<p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities. → Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
<p>9</p>	<p><i>Sports and Games</i></p> <ul style="list-style-type: none"> - Soccer - Basketball - Volleyball - Gaga Ball - Ultimate Frisbee 	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 9 Open (PPL10)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide variety of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these.</p>

		<p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities. → Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities.</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities. → Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
<p>9</p>	<p><i>Camp-Wide Games</i></p> <ul style="list-style-type: none"> - <i>Capture the Flag</i> - <i>Gauntlet</i> - <i>Big Friz</i> - <i>Battleship</i> - <i>Clue</i> - <i>Cycles</i> - <i>Soak the Cow</i> 	<p>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12 <i>Healthy Active Living Education, Grade 9 Open (PPL10)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. → Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p>

		<p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. → Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide variety of activities. A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these. A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities. → Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli. B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli. B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities. B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities. → Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments. B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities. B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
9	<i>Animal Survival Game</i>	<u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 9 Open (PPL10)</i>

LIVING SKILLS

→ Personal Skills

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

→ Interpersonal Skills

1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

→ Critical and Creative Thinking

1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

ACTIVE LIVING

→ Active Participation

A1.1 Actively participate in all aspects of the program choosing from a wide variety of activities.

A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these.

A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.

→ Safety

A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.

B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.

		<p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities.</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities. → Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
<p>9</p>	<p><i>Small and Large Group Games</i></p> <ul style="list-style-type: none"> - <i>Get-to-know-you games</i> - <i>Partner games</i> - <i>Warmup games</i> 	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 9 Open (PPL10)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. → Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. → Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide variety of activities.</p>

		<p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities.</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
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Camp Kintail – Ontario Curriculum Links – Secondary (Grade 10)

Grade	Program/Activity/ Session	Curriculum Connections
10	<i>High Ropes, Rock Wall, and Zip Line</i>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 10 Open (PPL20)</i></p> <p>LIVING SKILLS → Personal Skills</p>

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

→ Interpersonal Skills

1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

→ Critical and Creative Thinking

1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

ACTIVE LIVING

→ Active Participation

A1.1 Actively participate in all aspects of the program choosing from a wide a varied range of activities.

A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity.

A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.

→ Safety

A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.

MOVEMENT COMPETENCE: SKILLSM CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.

B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.

B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities

B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.

→ Movement Strategies

		<p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
<p>10</p>	<p><i>Low Ropes/Adventure</i></p>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 10 Open (PPL20)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide a varied range of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p> <p>→ Safety</p>

		<p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLSM CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities. → Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
10	Archery	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 10 Open (PPL20)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. → Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. → Critical and Creative Thinking</p>

		<p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide a varied range of activities. A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity. A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLSM CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli. B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli. B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environments. B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities. B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
10	<i>Slingshot</i>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 10 Open (PPL20)</i></p> <p>LIVING SKILLS → Personal Skills</p>

- 1.1** Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.
- 1.2** Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.
- Interpersonal Skills
- 1.3** Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.
- 1.4** Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.
- Critical and Creative Thinking
- 1.5** Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

ACTIVE LIVING

→ Active Participation

- A1.1** Actively participate in all aspects of the program choosing from a wide a varied range of activities.
- A1.2** Demonstrate an understanding of factors that contribute to their personal enjoyment of being active that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity.
- A1.3** Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.
- Safety
- A3.1** Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.

MOVEMENT COMPETENCE: SKILLSM CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

- B1.1** Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.
- B1.2** Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.
- B1.3** Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities
- B1.4** Apply appropriate movement principles in order to refine skills in a variety of physical activities.
- Movement Strategies

		<p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
<p>10</p>	<p><i>Dance, Drama, and Music</i></p>	<p>Ontario Curriculum Document – <i>The Arts 2010 – Grades 9-10</i></p> <p>DANCE (Grade 10 – Open ACT20) CREATING, PRESENTING, AND PERFORMING → The Creative Process</p> <p>A1.1 Use the elements of dance to create and perform a variety of movement phrases inspired by sources. A1.2 Create and perform phrases that manipulate three or more elements of dance. A1.3 Use the elements of dance to create and perform movement vocabulary through guided improvisation. A1.4 Develop multiple solutions to movement problems following specific guidelines for performance. → Choreography and Composition</p> <p>A2.1 Use a variety of choreographic forms, structures, and techniques to connect a series of movement phrases. A2.3 Use a variety of compositional approaches to extend their ability to express ideas through dance. → Performance</p> <p>A4.1 Revise and refine movement to enhance dance performance and interpretation. A4.3 Apply an understanding of the importance of stage presence in rehearsal and performance.</p> <p>DRAMA (Grade 10 – Open ADA20) CREATING AND PRESENTING → The Creative Process</p> <p>A1.2 Select and use appropriate forms to present identified issues from a variety of perspectives. A1.3 Use role play and characterization to explore personal and social issues. → Elements and Conventions</p> <p>A2.1 Select and combine the elements of drama to achieve a variety of purposes in ensemble presentations. → Presentation Techniques and Technologies</p> <p>A3.1 Identify and use a variety of techniques to influence the audience in specific ways. A3.2 Use a variety of voice and movement techniques to support the creation of character or atmosphere during rehearsal. A3.3 Use a variety of technological tools to enhance the impact of drama works.</p> <p>MUSIC (Grade 10 – Open AMU20) CREATING AND PERFORMING → The Creative Process</p>

		<p>A1.1 Apply the creative process when performing notated and/or improvised music.</p> <p>A1.2 Apply the creative process when composing and/or arranging music. → The Elements of Music</p> <p>A2.2 Manipulate the elements of music and related concepts appropriately when improvising melodies and rhythms.</p> <p>A2.3 Apply the elements of music and related concepts appropriately when composing and/or arranging simple pieces of music. → Techniques and Technologies</p> <p>A3.3 Use current technology when practising, performing, composing, and/or arranging music.</p>
<p>10</p>	<p><i>Disc Golf</i></p>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 10 Open (PPL20)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. → Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. → Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide a varied range of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p>

		<p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
10	Canoeing/Kayaking	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 10 Open (PPL20)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p>

		<p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide a varied range of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLSM CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
10	Arts and Crafts	<p><u>Ontario Curriculum Document – The Arts 2010 – Grades 9-10</u></p> <p>VISUAL ARTS (Grade 10 – Open AVI20)</p> <p>CREATING AND PRESENTING</p> <p>→ The Creative Process</p>

		<p>A1.1 Use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works. → The Elements and Principles of Design</p> <p>A2.1 Use various elements and principles of design to create art works that express personal feelings and/or communicate emotions to an audience. → Production and Presentation</p> <p>A3.1 Explore and experiment with a variety of materials/media, including alternative media, and traditional and/or emerging technologies, tools, and techniques, and apply them to create art works.</p>
<p>10</p>	<p><i>Amazing Race</i></p>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 10 Open (PPL20)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. → Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. → Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide a varied range of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p>

		<p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
<p>10</p>	<p><i>Sports and Games</i></p> <ul style="list-style-type: none"> - <i>Soccer</i> - <i>Basketball</i> - <i>Volleyball</i> - <i>Gaga Ball</i> - <i>Ultimate Frisbee</i> - 	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 10 Open (PPL20)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p>

		<p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide a varied range of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLSM CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
<p>10</p>	<p><i>Camp-Wide Games</i></p> <ul style="list-style-type: none"> - <i>Capture the Flag</i> - <i>Gauntlet</i> - <i>Big Friz</i> 	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u></p> <p><i>Healthy Active Living Education, Grade 10 Open (PPL20)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p>

<ul style="list-style-type: none"> - <i>Battleship</i> - <i>Clue</i> - <i>Cycles</i> - <i>Soak the Cow</i> 	<p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide a varied range of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLSM CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities</p> <p>B1.4 Apply appropriate movement principles in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p>
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		<p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities.</p> <p>B2.3 Demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities.</p>
<p>10</p>	<p><i>Animal Survival Game</i></p>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 10 Open (PPL20)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in all aspects of the program choosing from a wide a varied range of activities.</p> <p>A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities.</p> <p>→ Safety</p>

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<p>10</p>	<p><i>Small and Large Group Games</i></p> <ul style="list-style-type: none"> - <i>Get-to-know-you games</i> - <i>Partner games</i> - <i>Warmup games</i> 	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 10 Open (PPL20)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. → Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. → Critical and Creative Thinking</p>

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Camp Kintail – Ontario Curriculum Links – Secondary (Grade 11)

Grade	Program/Activity/ Session	Curriculum Connections

<p>11</p>	<p><i>High Ropes, Rock Wall, and Zip Line</i></p>	<p>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12 <i>Healthy Active Living Education, Grade 11 Open (PPL30)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p>
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		<p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities. → Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
<p>11</p>	<p><i>Low Ropes/Adventure</i></p>	<p>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12 <i>Healthy Active Living Education, Grade 11 Open (PPL30)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. → Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. → Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p>

		<p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities. → Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities. → Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
11	Archery	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 11 Open (PPL30)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p>

		<p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. → Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities. → Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities. → Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
11	<i>Slingshot</i>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 11 Open (PPL30)</i></p> <p>LIVING SKILLS</p>

→ Personal Skills

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

→ Interpersonal Skills

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1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

→ Critical and Creative Thinking

1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

ACTIVE LIVING

→ Active Participation

A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.

A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.

→ Safety

A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.

B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.

B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.

B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.

→ Movement Strategies

		<p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
<p>11</p>	<p><i>Dance, Drama, and Music</i></p>	<p><u>Ontario Curriculum Document – The Arts 2010 – Grades 11-12</u></p> <p>DANCE (Grade 11 – Open ATC30) CREATING, PRESENTING, AND PERFORMING → The Creative Process</p> <p>A1.1 Use the elements of dance to develop and perform a series of connected dance phrases inspired by a source. A1.2 Create and perform phrases that combine the elements of dance in a variety of ways. A1.3 Use the elements of dance to produce and perform movement vocabulary through guided improvisation. → Choreography and Composition</p> <p>A2.1 Use a variety of choreographic forms, structures, and techniques to create and perform a series of movement phrases. A2.3 Use a variety of compositional approaches to express a range of ideas and moods through dance. → Performance</p> <p>A4.1 Revise, refine, and polish movement execution and choreography.</p> <p>DRAMA (Grade 11 – Open ADA30) CREATING AND PRESENTING → The Creative Process</p> <p>A1.1 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. A1.2 Select and use appropriate dramatic forms to present themes or ideas about diverse cultures, contexts, and perspectives. A1.3 Use role play to explore the possibilities of different scenarios, situations, and characters. → Elements and Conventions</p> <p>A2.2 Use a variety of drama conventions to clarify roles, relationships, and themes in individual and ensemble drama works. → Presentation Techniques and Technologies</p> <p>A3.1 Use a variety of techniques and technologies to communicate ideas to different audiences and for different purposes. A3.3 Select and use a variety of technological tools to enhance the expressiveness and impact of drama works.</p> <p>MUSIC (Grade 11 – Open AMU30) CREATING AND PERFORMING</p>

		<p>→ The Creative Process</p> <p>A1.1 Apply the creative process when performing music and composing and/or arranging music.</p> <p>A1.2 Apply the creative process when creating a musical production.</p> <p>→ The Elements of Music</p> <p>A2.2 Apply the elements of music and related concepts appropriately when composing and/or arranging music.</p> <p>EXPLORING AND CREATING IN THE ARTS (Grade 11 or 12 - Open AEA30 or AEA40)</p> <p>CREATING AND PRESENTING</p> <p>→ The Creative Process</p> <p>A1.1 Use a variety of strategies to generate innovative ideas and to develop and refine detailed plans to address an integrated art challenge, individually and/or collaboratively.</p> <p>A1.2 Use the appropriate stages of the creative process to produce and present integrated art works, individually and/or collaboratively, in response to creative challenges, and revise them on the basis of reflection and peer- and self-assessment.</p> <p>→ Elements and Principles</p> <p>A2.1 Select and apply a combination of elements and principles from multiple arts disciplines when creating and presenting complex integrated art works/productions.</p> <p>→ Presentation and Principles</p> <p>A4.1 Apply a variety of current technologies to present integrated art works/productions.</p> <p>A4.2 Use a collaborative approach to plan, design, and produce a year-end group presentation of selected art works, including integrated art works.</p>
11	Disc Golf	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 11 Open (PPL30)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p>

		<p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
11	Canoeing/Kayaking	<p>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12 <i>Healthy Active Living Education, Grade 11 Open (PPL30)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p>

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ACTIVE LIVING

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MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

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→ Movement Strategies

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11	<i>Arts and Crafts</i>	<p><u>Ontario Curriculum Document – The Arts 2010 – Grades 11-12</u></p> <p>VISUAL ARTS (Grade 11 – Open AVI30) CREATING AND PRESENTING → The Creative Process</p> <p>A1.1 Use a variety of strategies, individually and/or collaboratively, to generate and explore ideas and to develop plans for the creation of art works.</p> <p>A1.2 Apply the appropriate stages of the creative process to produce two- and three-dimensional art works using a variety of traditional and contemporary media. → Production and Presentation</p> <p>A3.1 Explore a range of techniques, tools, materials/ media, and technologies, including alternative media and current technologies, and apply them to create and present a variety of art works.</p> <p>EXPLORING AND CREATING IN THE ARTS (Grade 11 or 12 - Open AEA30 or AEA40) CREATING AND PRESENTING → The Creative Process</p> <p>A1.1 Use a variety of strategies to generate innovative ideas and to develop and refine detailed plans to address an integrated art challenge, individually and/or collaboratively.</p> <p>A1.2 Use the appropriate stages of the creative process to produce and present integrated art works, individually and/or collaboratively, in response to creative challenges, and revise them on the basis of reflection and peer- and self-assessment. → Elements and Principles</p> <p>A2.1 Select and apply a combination of elements and principles from multiple arts disciplines when creating and presenting complex integrated art works/productions. → Presentation and Principles</p> <p>A4.1 Apply a variety of current technologies to present integrated art works/productions.</p> <p>A4.2 Use a collaborative approach to plan, design, and produce a year-end group presentation of selected art works, including integrated art works.</p>
11	<i>Amazing Race</i>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 11 Open (PPL30)</i></p>

LIVING SKILLS

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<p>11</p>	<p><i>Sports and Games</i></p> <ul style="list-style-type: none"> - Soccer - Basketball - Volleyball - Gaga Ball - Ultimate Frisbee - 	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 11 Open (PPL30)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p>

		<p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
<p>11</p>	<p><i>Camp-Wide Games</i></p> <ul style="list-style-type: none"> - <i>Capture the Flag</i> - <i>Gauntlet</i> - <i>Big Friz</i> - <i>Battleship</i> - <i>Clue</i> - <i>Cycles</i> - <i>Soak the Cow</i> 	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 11 Open (PPL30)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p>

		<p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
11	<i>Animal Survival Game</i>	<p>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12 <i>Healthy Active Living Education, Grade 11 Open (PPL30)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p>

1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

→ Interpersonal Skills

1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

→ Critical and Creative Thinking

1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

ACTIVE LIVING

→ Active Participation

A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.

A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.

→ Safety

A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.

B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.

B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.

B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.

→ Movement Strategies

B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.

		<p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
<p>11</p>	<p><i>Small and Large Group Games</i></p> <ul style="list-style-type: none"> - <i>Get-to-know-you games</i> - <i>Partner games</i> - <i>Warmup games</i> 	<p>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12 <i>Healthy Active Living Education, Grade 11 Open (PPL30)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p>

		<p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of movement and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities. → Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
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Camp Kintail – Ontario Curriculum Links – Secondary (*Grade 12*)

Grade	Program/Activity/ Session	Curriculum Connections
12	<i>High Ropes, Rock Wall, and Zip Line</i>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 12 Open (PPL40)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. → Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. → Critical and Creative Thinking</p>

		<p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
12	<i>Low Ropes/Adventure</i>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 12 Open (PPL40)</i></p> <p>LIVING SKILLS → Personal Skills</p>

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

→ Interpersonal Skills

1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

→ Critical and Creative Thinking

1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

ACTIVE LIVING

→ Active Participation

A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.

A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.

→ Safety

A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.

B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.

B1.3 Demonstrate an understanding of the phases of and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.

B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.

→ Movement Strategies

		<p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
<p>12</p>	<p><i>Archery</i></p>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 12 Open (PPL40)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p>

		<p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
12	Slingshot	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 12 Open (PPL40)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p>

		<p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
12	<i>Dance, Drama, and Music</i>	<p><u>Ontario Curriculum Document – The Arts 2010 – Grades 11-12</u></p> <p>DANCE (Grade 12 – Workplace Preparation ATC4E) CREATING, PRESENTING, AND PERFORMING → The Creative Process</p> <p>A1.1 Use the elements of dance to create dance phrases inspired by a workplace activity or theme.</p> <p>A1.2 Create and perform movement phrases that use the elements of dance to express physical or emotional states.</p>

→ Choreography and Composition

A2.1 Use a variety of choreographic forms, structures, and techniques to create and perform a series of movement phrases.

A2.3 Identify and use a variety of compositional approaches to communicate ideas and feelings through dance.

→ Performance

A4.1 Rework and polish technique and choreography to achieve an intended effect.

DRAMA (Grade 12 – Workplace Preparation ADA4E)

CREATING AND PRESENTING

→ The Creative Process

A1.1 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.

A1.2 Choose appropriate drama forms to explore a variety of perspectives on the world of work and business.

→ Elements and Conventions

A2.1 Combine and arrange the elements of drama to create scenes that explore common work- place roles and situations.

→ Presentation Techniques and Technologies

A3.2 Use various drama techniques to enhance workplace presentations.

MUSIC (Grade 12 – Workplace Preparation AMU4E)

CREATING AND PERFORMING

→ The Creative Process

A1.1 Apply the creative process when performing music and composing and/or arranging music.

A1.2 apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes.

→ Techniques and Technologies

A3.1 Demonstrate technical skill in a variety of music performance and/or production situations.

EXPLORING AND CREATING IN THE ARTS (Grade 11 or 12 - Open AEA30 or AEA40)

CREATING AND PRESENTING

→ The Creative Process

A1.1 Use a variety of strategies to generate innovative ideas and to develop and refine detailed plans to address an integrated art challenge, individually and/or collaboratively.

A1.2 Use the appropriate stages of the creative process to produce and present integrated art works, individually and/or collaboratively, in response to creative challenges, and revise them on the basis of reflection and peer- and self-assessment.

→ Elements and Principles

A2.1 Select and apply a combination of elements and principles from multiple arts disciplines when creating and presenting complex integrated art works/productions.

		<p>→ Presentation and Principles</p> <p>A4.1 Apply a variety of current technologies to present integrated art works/productions.</p> <p>A4.2 Use a collaborative approach to plan, design, and produce a year-end group presentation of selected art works, including integrated art works.</p>
<p>12</p>	<p><i>Disc Golf</i></p>	<p>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12 <i>Healthy Active Living Education, Grade 12 Open (PPL40)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p>

		<p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
12	Canoeing/Kayaking	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 12 Open (PPL40)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p>

		<p>ACTIVE LIVING → Active Participation A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities. A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities. → Safety A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli. B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli. B1.3 Demonstrate an understanding of the phases of and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities. B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities. → Movement Strategies B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments. B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
12	<i>Arts and Crafts</i>	<p><u>Ontario Curriculum Document – The Arts 2010 – Grades 11-12</u></p> <p>VISUAL ARTS (Grade 12 – Workplace Preparation AVI4E) CREATING AND PRESENTING → The Creative Process A1.1 Use a variety of strategies, individually and/or collaboratively, to generate, explore, and reflect on ideas and to develop and revise plans for the creation of art works, including applied and commercial art works. A1.2 Apply the appropriate stages of the creative process to create a variety of art works, including applied and commercial art works, in areas of personal interest. → Production and Presentation</p>

		<p>A3.1 Extend their exploration of media/materials, techniques, tools, and traditional and emerging technologies, and apply them to create a variety of art works, including applied and commercial art works, for a range of purposes.</p> <p>EXPLORING AND CREATING IN THE ARTS (Grade 11 or 12 - Open AEA30 or AEA40)</p> <p>CREATING AND PRESENTING</p> <p>→ The Creative Process</p> <p>A1.1 Use a variety of strategies to generate innovative ideas and to develop and refine detailed plans to address an integrated art challenge, individually and/or collaboratively.</p> <p>A1.2 Use the appropriate stages of the creative process to produce and present integrated art works, individually and/or collaboratively, in response to creative challenges, and revise them on the basis of reflection and peer- and self-assessment.</p> <p>→ Elements and Principles</p> <p>A2.1 Select and apply a combination of elements and principles from multiple arts disciplines when creating and presenting complex integrated art works/productions.</p> <p>→ Presentation and Principles</p> <p>A4.1 Apply a variety of current technologies to present integrated art works/productions.</p> <p>A4.2 Use a collaborative approach to plan, design, and produce a year-end group presentation of selected art works, including integrated art works.</p>
12	<i>Amazing Race</i>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 12 Open (PPL40)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p>

		<p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
<p>12</p>	<p><i>Sports and Games</i></p> <ul style="list-style-type: none"> - Soccer - Basketball - Volleyball - Gaga Ball - Ultimate Frisbee - 	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 12 Open (PPL40)</i></p> <p>LIVING SKILLS → Personal Skills</p>

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

→ Interpersonal Skills

1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

→ Critical and Creative Thinking

1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

ACTIVE LIVING

→ Active Participation

A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.

A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.

→ Safety

A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.

B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.

B1.3 Demonstrate an understanding of the phases of and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.

B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.

→ Movement Strategies

		<p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
<p>12</p>	<p><i>Camp-Wide Games</i></p> <ul style="list-style-type: none"> - <i>Capture the Flag</i> - <i>Gauntlet</i> - <i>Big Friz</i> - <i>Battleship</i> - <i>Clue</i> - <i>Cycles</i> - <i>Soak the Cow</i> 	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 12 Open (PPL40)</i></p> <p>LIVING SKILLS → Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p> <p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p>

		<p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
12	<i>Animal Survival Game</i>	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 12 Open (PPL40)</i></p> <p>LIVING SKILLS</p> <p>→ Personal Skills</p> <p>1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>→ Interpersonal Skills</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.</p> <p>→ Critical and Creative Thinking</p>

		<p>1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p> <p>ACTIVE LIVING → Active Participation</p> <p>A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.</p> <p>A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p> <p>→ Safety</p> <p>A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.2 Perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli.</p> <p>B1.3 Demonstrate an understanding of the phases of and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities.</p> <p>B1.4 Apply appropriate movement principles* in order to refine skills in a variety of physical activities.</p> <p>→ Movement Strategies</p> <p>B2.1 Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments.</p> <p>B2.2 Apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities.</p>
<p>12</p>	<p><i>Small and Large Group Games</i></p> <ul style="list-style-type: none"> - <i>Get-to-know-you games</i> - <i>Partner games</i> - <i>Warmup games</i> 	<p><u>Ontario Curriculum Document – Health and Physical Education 2015 – Grades 9-12</u> <i>Healthy Active Living Education, Grade 12 Open (PPL40)</i></p> <p>LIVING SKILLS → Personal Skills</p>

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

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ACTIVE LIVING

→ Active Participation

A1.1 Actively participate in physical activities in a variety of settings, choosing from a wide and varied range of activities.

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→ Safety

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MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

B1.1 Perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli.

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→ Movement Strategies

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