

Health and Physical Education Grade 4, 5, & 6 Overall Expectations at a Glance...

STRAND A <i>Social-Emotional Learning Skills</i>	STRAND B <i>Active Living</i>	STRAND C <i>Movement Competence</i>	STRAND D <i>Healthy Living</i>
<p>A1. Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p>B1. Participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of how physical activity can be incorporated into their daily lives.</p> <p>B2. 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>B3. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p>	<p>C1. Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities.</p> <p>C2. 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>D1. Demonstrate an understanding of factors that contribute to healthy development.</p> <p>D2. Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.</p> <p>D3. 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 4, 5, & 6 Overall Expectations at a Glance...

STRAND A <i>Dance</i>	STRAND B <i>Drama</i>	STRAND C <i>Music</i>	STRAND D <i>Visual Arts</i>
<p>A1. <i>Creating and Presenting:</i> Apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas.</p> <p>A2. <i>Reflecting, Responding, and Analysing:</i> Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences.</p> <p>A3. <i>Exploring Forms and Cultural Contexts:</i> Demonstrate an</p>	<p>B1. <i>Creating and Presenting:</i> Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.</p> <p>B2. <i>Reflecting, Responding, and Analysing:</i> Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences.</p> <p>B3. <i>Exploring Forms and Cultural Contexts:</i> Demonstrate an</p>	<p>C1. <i>Creating and Performing:</i> Apply the creative process to create music for a variety of purposes, using the elements and techniques of music.</p> <p>C2. <i>Reflecting, Responding, and Analysing:</i> Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.</p> <p>C3. <i>Exploring Forms and Cultural Contexts:</i> Demonstrate an understanding of a variety of musical genres and styles from the past and</p>	<p>D1. <i>Creating and Presenting:</i> Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.</p> <p>D2. <i>Reflecting, Responding, and Analysing:</i> Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.</p>

understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural contexts.	understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.	present, and their sociocultural and historical contexts.	D3. Exploring Forms and Cultural Contexts: Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.
FUNDAMENTAL CONCEPTS FOR GRADE 4, 5, & 6			
<i>ELEMENTS OF DANCE</i>	<i>ELEMENTS OF DRAMA</i>	<i>ELEMENTS OF MUSIC</i>	<i>PRINCIPLES/ELEMENTS OF DESIGN</i>
BODY SPACE TIME ENERGY RELATIONSHIP	ROLE/CHARACTER RELATIONSHIP TIME AND PLACE TENSION FOCUS AND EMPHASIS	DURATION PITCH DYNAMICS AND OTHER EXPRESSIVE CONTROLS TIMBRE TEXTURE/HARMONY FORM	LINE SHAPE AND FORM SPACE COLOUR TEXTURE VALUE EMPHASIS/PROPORTION/BALANCE

Science and Technology Grade 4 Overall Expectations at a Glance...

UNDERSTANDING LIFE SYSTEMS Habitats and Communities	UNDERSTANDING STRUCTURES AND MECHANISMS Pulleys and Gears	UNDERSTANDING MATTER AND ENERGY Light and Sound	UNDERSTANDING EARTH AND SPACE SYSTEMS Rocks and Minerals
1 Analyse the effects of effects of human activities on habitats and communities. 2 Investigate the interdependence of plants and animals within specific habitats and communities. 3 Demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.	1 Evaluate the impact of pulleys and gears on society and the environment. 2 Investigate ways in which pulleys and gears modify the speeds and direction of, and the force exerted on, moving objects. 3 Demonstrate an understanding of the basic principles and functions of pulley systems and gear systems.	1 Assess the impact on society and the environment of technological innovations related to light and sound. 2 Investigate the characteristics and properties of light and sound. 3 Demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.	1 Assess the social and environmental impacts of human uses of rocks and minerals. 2 Investigate, test, and compare the physical properties of rocks and minerals. 3 Demonstrate an understanding of the physical properties of rocks and minerals.
FUNDAMENTAL CONCEPTS			
Systems and Interactions Sustainability and Stewardship	Systems and Interactions Energy	Energy	Change and Continuity Sustainability and Stewardship Structure and Function
BIG IDEAS			

<p>Plants and animals are interdependent and are adapted to meet their needs from the resources available in their particular habitats.</p> <p>Changes to habitats can affect plants and animals and the relationship between them.</p> <p>Society relies on plants and animals.</p>	<p>Pulleys and gears change the speed, direction, and motion of, and force exerted on, moving objects. Pulleys and gears make it possible for a small input force to generate a large output force.</p> <p>Gears are specialized wheels and axles that are used daily in many machines.</p>	<p>Light and sound are forms of energy with specific properties.</p> <p>Sound is created by vibrations.</p> <p>Light is required to see.</p> <p>Technological innovations involving light and sound have an impact on the environment.</p>	<p>Rocks and minerals have unique characteristics and properties that are a result of how they were formed.</p> <p>The properties of rocks and minerals determine society's possible uses for them.</p> <p>Our use of rocks and minerals affects the environment.</p>
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Science and Technology Grade 5 Overall Expectations at a Glance...

UNDERSTANDING LIFE SYSTEMS Human Organ Systems	UNDERSTANDING STRUCTURES AND MECHANISMS Forces Acting on Structures and Mechanisms	UNDERSTANDING MATTER AND ENERGY Properties of and Changes in Matter	UNDERSTANDING EARTH AND SPACE SYSTEMS Conversation of Energy and Resources
<p>1 Analyse the impact of human activities and technological innovations on human health.</p> <p>2 Investigate the structure and function of the major organs of various human body systems.</p> <p>3 Demonstrate an understanding of the structure and function of human body systems and interactions within and between systems.</p>	<p>1 Analyse social and environmental impacts of forces acting on structures and mechanisms.</p> <p>2 Investigate forces that act on structures and mechanisms.</p> <p>3 Identify forces that act on and with structures and mechanisms and describe the effects of these forces on structures and mechanisms.</p>	<p>1 Evaluate the social and environmental impacts of processes used to make everyday products.</p> <p>2 Conduct investigations that explore the properties of matter and changes in matter.</p> <p>3 Demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change.</p>	<p>1 Analyse the immediate and long-term effects of energy and resource use on society and the environment and evaluate options for conserving energy and resources.</p> <p>2 Investigate energy transformation and conservation.</p> <p>3 Demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.</p>
FUNDAMENTAL CONCEPTS			
<p>Systems an Interactions</p> <p>Structure and Function</p>	<p>Structure and Function</p>	<p>Matter</p> <p>Energy</p> <p>Sustainability and Stewardship</p>	<p>Energy</p> <p>Sustainability and Stewardship</p>
BIG IDEAS			
<p>Organ systems are components of a larger system (the body) and, as such, work together and affect one another.</p>	<p>Structures and mechanisms throughout our environment have forces that act on and within them.</p>	<p>There are three states of matter.</p> <p>Matter that changes state is still the same matter.</p>	<p>Energy sources are either renewable or non-renewable.</p> <p>Energy can neither be created nor destroyed, but it can be transformed.</p>

<p>Organ structures are linked to their functions.</p> <p>Systems in the human body work together to meet our basic needs.</p> <p>Choices we make affect our organ systems and, in turn, our overall health.</p>	<p>We can measure forces in order to determine how they affect structures and mechanisms. This information can be used to guide the design of new structures and mechanisms.</p> <p>Forces that result from natural phenomena have an effect on society and the environment.</p>	<p>Physical change refers to the fact that a substance can be changed from one form to another.</p> <p>Chemicals change implies the formation of a new substance.</p> <p>The properties of materials determine their use and may have an effect on society and the environment.</p>	<p>Choices about using energy and resources have both immediate and long-term impacts.</p> <p>Conversation is one way of reducing the impacts of using energy and resources.</p>
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Science and Technology Grade 6 Overall Expectations at a Glance...

UNDERSTANDING LIFE SYSTEMS Biodiversity	UNDERSTANDING STRUCTURES AND MECHANISMS Flight	UNDERSTANDING MATTER AND ENERGY Electricity and Electrical Devices	UNDERSTANDING EARTH AND SPACE SYSTEMS Space
<p>1 Assess human impacts on biodiversity and identify ways of preserving biodiversity.</p> <p>2 Investigate the characteristics of living things and classify diverse organisms according to specific characteristics.</p> <p>3 Demonstrate an understanding of biodiversity, its contributions to the sustainability of natural systems, and its benefits to humans.</p>	<p>1 Assess the societal and environmental impacts of flying devices that make use of properties of air.</p> <p>2 Investigate ways in which flying devices make use of properties of air.</p> <p>3 Explain ways in which properties of air can be applied to the principles of flight and flying devices.</p>	<p>1 Evaluate the impact of the use of electricity on both the way we live and the environment.</p> <p>2 Investigate the characteristics of static and current electricity and construct simple circuits.</p> <p>3 Demonstrate an understanding of the principles of electrical energy and its transformation into and from other forms of energy.</p>	<p>1 Assess the impact of space exploration on society and the environment.</p> <p>2 Investigate the characteristics of the systems of which the earth is a part and the relationship between the earth, the sun, and the moon.</p> <p>3 Demonstrate an understanding of components of the systems of which the earth is part and explain the phenomena that results from the movement of different bodies in space.</p>
FUNDAMENTAL CONCEPTS			
<p>Systems and Interactions</p> <p>Sustainability and Stewardship</p>	<p>Structure and Function</p> <p>Matter</p>	<p>Energy</p> <p>Systems and Interactions</p> <p>Sustainability and Stewardship</p>	<p>Systems and Interactions</p>
BIG IDEAS			
<p>Biodiversity includes diversity of individuals, species, and ecosystems.</p> <p>Classification of the components within a diverse system is a beginning</p>	<p>Flight occurs when the characteristics of structures take advantage of certain properties of air.</p>	<p>Electrical energy can be transformed into other forms of energy.</p> <p>Other forms of energy can be transformed into electrical energy.</p>	<p>Earth is a part of a large interrelated system.</p>

<p>point for understanding the interrelationships among the components.</p> <p>Because all living things are connected, maintaining diversity is critical to the health of the planet.</p> <p>Humans make choices that can have an impact on biodiversity.</p>	<p>Air has many properties that can be used for flight and for other purposes.</p>	<p>Electrical energy plays a significant role in society and its production has an impact on the environment.</p> <p>Society must find ways to minimize the impact of energy production on the environment.</p>	<p>Technological and scientific advances that enable humans to study space affect our lives.</p>
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Camp Kintail – Ontario Curriculum Links – Junior (*Grade 4*)

Grade	Program/Activity/Session	Curriculum Connections
4	<i>High Ropes and Rock Wall</i>	<p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p>

		<p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.2 Demonstrate the ability to jump and land, in control, from a low height.</p> <p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
4	Low Ropes/Adventure	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p>

		<p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.2 Demonstrate the ability to jump and land, in control, from a low height.</p> <p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
4	Archery	<p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p>

		<p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>C1.4 Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
<p>4</p>	<p><i>Slingshot</i></p>	<p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p>

		<p>C1.4 Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
4	<i>Dance, Drama, and Music</i>	<p>Ontario Curriculum Document – <u><i>The Arts 2009 – Grades 1-8</i></u></p> <p>DANCE → Creating and Presenting</p> <p>A1.1 Translate into dance a variety of movement sequences observed in nature.</p> <p>A1.3 Use narrative form to create short dance pieces on a variety of themes.</p> <p>A1.4 Use the elements of energy and time in a dance piece to communicate an idea.</p> <p>DRAMA → Creating and Presenting</p> <p>B1.1 Engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places.</p> <p>B1.2 Demonstrate an understanding of the element of role by selectively using a few other elements of drama to build belief in a role and establish its dramatic context.</p> <p>B1.4 Communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work.</p> <p>MUSIC → Creating and Performing</p> <p>C1.1 Sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods.</p> <p>C1.2 Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.</p> <p>C1.4 Use the tools and techniques of musicianship in musical performances.</p>
4	<i>Nature Hike</i>	<p>Ontario Curriculum Document – <u><i>Science and Technology 2007 – Grades 1-8</i></u></p> <p>UNDERSTANDING LIFE SYSTEMS: HABITATS AND COMMUNITIES → Relating Science and Technology to Society and the Environment</p> <p>1.1 Analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account and evaluate ways of minimizing the negative impacts.</p> <p>1.2 Identify reasons for the depletion or extinction of a plant or animal evaluate the impacts on the rest of the natural community and propose possible actions for preventing such depletions or extinctions from happening.</p>

→ Developing Investigation and Communication Skills

2.1 Follow established safety procedures for working with soils and natural materials.

2.3 Use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs.

2.5 Use appropriate science and technology vocabulary in oral and written communication.

→ Understanding Basic Concepts

3.1 Demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life.

3.3 Identify factors that affect the ability of plants and animals to survive in a specific habitat.

3.4 Demonstrate an understanding of a community as a group of interacting species sharing a common habitat.

3.6 Identify animals that are carnivores, herbivores, or omnivores.

3.7 Describe structural adaptations that allow plants and animals to survive in specific habitats.

3.8 Explain why changes in the environment have a greater impact on specialized species than on generalized species.

3.9 Demonstrate an understanding of why all habitats have limits to the number of plants and animals they can support.

3.10 Describe ways in which humans are dependent on natural habitats and communities.

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

SOCIAL-EMOTIONAL SKILLS

→ Healthy Relationships

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

→ Self-Awareness and Sense of Identity

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

→ Critical and Creative Thinking

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

ACTIVE LIVING

→ Active Participation

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

B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games.

→ Safety

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

		<p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.2 Demonstrate the ability to jump and land, in control, from a low height.</p> <p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p>
4	Beach Study	<p>Ontario Curriculum Document – <i>Science and Technology 2007 – Grades 1-8</i></p> <p>UNDERSTANDING LIFE SYSTEMS: HABITATS AND COMMUNITIES</p> <p>→ Relating Science and Technology to Society and the Environment</p> <p>1.1 Analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account and evaluate ways of minimizing the negative impacts.</p> <p>1.2 Identify reasons for the depletion or extinction of a plant or animal species evaluate the impacts on the rest of the natural community and propose possible actions for preventing such depletions or extinctions from happening.</p> <p>→ Developing Investigation and Communication Skills</p> <p>2.1 Follow established safety procedures for working with soils and natural materials.</p> <p>2.3 Use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs.</p> <p>2.5 Use appropriate science and technology vocabulary in oral and written communication.</p> <p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p>

		<p>ACTIVE LIVING → Active Participation B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part. B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games. → Safety B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment. C1.2 Demonstrate the ability to jump and land, in control, from a low height. C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions. → Movement Strategies C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p>
4	Disc Golf	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL SKILLS → Healthy Relationships A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING → Active Participation B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p>

		<p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games. → Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>C1.4 Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
4	Canoeing and Kayaking	<p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS → Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING → Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games.</p>

		<p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
4	<i>Arts and Crafts</i>	<p>Ontario Curriculum Document – <u><i>The Arts 2009 – Grades 1-8</i></u></p> <p>VISUAL ARTS</p> <p>→ Creating and Presenting</p> <p>D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences.</p> <p>D1.3 Use elements of design in artwork to communicate ideas, messages, and understandings.</p> <p>D1.4 Use a variety of materials, tools, and techniques to determine solutions to design challenges.</p>
4	<i>Amazing Race</i>	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p>

		<p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.2 Demonstrate the ability to jump and land, in control, from a low height.</p> <p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>C1.4 Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
<p>4</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>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p>

		<p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>C1.4 Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
<p>4</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 - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p>

		<p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>C1.4 Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
4	<i>Animal Survival Game</i>	<p>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8</u></p> <p>UNDERSTANDING LIFE SYSTEMS: HABITATS AND COMMUNITIES</p> <p>→ Relating Science and Technology to Society and the Environment</p> <p>1.1 Analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account and evaluate ways of minimizing the negative impacts.</p> <p>1.2 Identify reasons for the depletion or extinction of a plant or animal species evaluate the impacts on the rest of the natural community and propose possible actions for preventing such depletions or extinctions from happening.</p> <p>→ Developing Investigation and Communication Skills</p> <p>2.1 Follow established safety procedures for working with soils and natural materials.</p> <p>→ Understanding Basic Concepts</p> <p>3.1 Demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life.</p> <p>3.3 Identify factors that affect the ability of plants and animals to survive in a specific habitat.</p> <p>3.4 Demonstrate an understanding of a community as a group of interacting species sharing a common habitat.</p> <p>3.5 Classify organisms, including humans, according to their role in a food chain.</p> <p>3.6 Identify animals that are carnivores, herbivores, or omnivores.</p> <p>3.9 Demonstrate an understanding of why all habitats have limits to the number of plants and animals they can support.</p> <p>3.10 Describe ways in which humans are dependent on natural habitats and communities.</p> <p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p>

		<p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.2 Demonstrate the ability to jump and land, in control, from a low height.</p> <p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
4	<p><i>Small and Large Group Games</i></p> <p>- <i>Get-to-know-you Games</i></p>	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p>

	<ul style="list-style-type: none"> - <i>Partner Games</i> - <i>Warmup Games</i> 	<p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING → Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities and lead-up games. → Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>C1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>C1.4 Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
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Camp Kintail – Ontario Curriculum Links – Junior (*Grade 5*)

Grade	Program/Activity/Session	Curriculum Connections

5	<i>High Ropes and Rock Wall</i>	<p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Competence</p> <p>C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump in control for height or distance, using a variety of body actions.</p> <p>C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
5	<i>Low Ropes/Adventure</i>	<p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS</p>

		<p>→ Healthy Relationships A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING → Active Participation B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part. B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Competence C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment. C1.2 Demonstrate the ability to jump in control for height or distance, using a variety of body actions. C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>→ Movement Strategies C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities. C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
5	Archery	<p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS → Healthy Relationships</p>

		<p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING → Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games. → Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment.</p> <p>C1.2 Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment.</p> <p>C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>C1.4 Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
5	<i>Slingshot</i>	<p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS → Healthy Relationships</p>

		<p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING → Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games. → Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment.</p> <p>C1.2 Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment.</p> <p>C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>C1.4 Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
5	<i>Dance, Drama, and Music</i>	<p>Ontario Curriculum Document – <u><i>The Arts 2009 – Grades 1-8</i></u></p> <p>DANCE → Creating and Presenting</p>

		<p>A1.1 Translate into movement sequences a variety of images and ideas from other classroom subjects, including the arts.</p> <p>A1.2 Use dance as a language to explore, interpret, and communicate ideas derived from a variety of literature sources.</p> <p>A1.3 Use movement in the choreographic form call and response in a variety of ways when creating dance pieces.</p> <p>A1.4 Use the element of relationship in short dance pieces to communicate an idea.</p> <p>DRAMA → Creating and Presenting</p> <p>B1.1 Engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places.</p> <p>B1.2 Demonstrate an understanding of the element of role by selectively using some other elements of drama to build belief in a role and establish its dramatic context.</p> <p>B1.3 Plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role.</p> <p>MUSIC → Creating and Performing</p> <p>C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with accompaniments, from a wide variety of cultures, styles, and historical periods.</p> <p>C1.2 Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.</p> <p>C1.4 use the tools and techniques of musicianship in musical performances.</p>
5	Nature Hike	<p>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8</u></p> <p>UNDERSTANDING LIFE SYSTEMS: HUMAN ORGAN SYSTEMS → Relating Science and Technology to Society and the Environment</p> <p>1.1 Assess the effects of social and environmental factors on human health and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial.</p> <p>→ Developing Investigation and Communication Skills</p> <p>2.1 Follow established safety procedures for physical activities.</p> <p>2.4 Use appropriate science and technology vocabulary in oral and written communication.</p> <p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS → Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p>

		<p>→ Self-Awareness and Sense of Identity A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING → Active Participation B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part. B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games. → Safety B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment. C1.2 Demonstrate the ability to jump in control for height or distance, using a variety of body actions. C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways. → Movement Strategies C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities. C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
5	<i>Beach Study</i>	<p>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8</u></p> <p>UNDERSTANDING LIFE SYSTEMS: HUMAN ORGAAN SYSTEMS → Relating Science and Technology to Society and the Environment 1.1 Assess the effects of social and environmental factors on human health and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial. → Developing Investigation and Communication Skills 2.1 Follow established safety procedures for physical activities. 2.4 Use appropriate science and technology vocabulary in oral and written communication.</p>

		<p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump in control for height or distance, using a variety of body actions.</p> <p>C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
5	<i>Disc Golf</i>	<p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS</p>

		<p>→ Healthy Relationships A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING → Active Participation B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part. B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment. C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways. C1.4 Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement.</p> <p>→ Movement Strategies C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities. C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
5	<i>Canoeing and Kayaking</i>	<p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS → Healthy Relationships</p>

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5	<i>Arts and Crafts</i>	<p>Ontario Curriculum Document – <u><i>The Arts 2009 – Grades 1-8</i></u></p> <p>VISUAL ARTS → Creating and Presenting</p> <p>D1.1 Create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view.</p> <p>D1.2 Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic.</p>

		<p>D1.4 Use a variety of materials, tools, and techniques to determine solutions to design challenges.</p>
<p>5</p>	<p><i>Amazing Race</i></p>	<p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump in control for height or distance, using a variety of body actions.</p> <p>C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>C1.4 Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement.</p> <p>C1.5 Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment.</p> <p>→ Movement Strategies</p>

		<p>C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
<p>5</p>	<p><i>Sports and Games</i></p> <ul style="list-style-type: none"> - Soccer - Basketball - Volleyball - Gaga Ball - Ultimate Frisbee 	<p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump in control for height or distance, using a variety of body actions.</p> <p>C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>C1.4 Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement.</p> <p>C1.5 Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment.</p>

		<p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
<p>5</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 - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump in control for height or distance, using a variety of body actions.</p> <p>C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>C1.4 Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement.</p>

		<p>C1.5 Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
5	<i>Animal Survival Game</i>	<p>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8</u></p> <p>UNDERSTANDING LIFE SYSTEMS: HUMAN ORGAAN SYSTEMS → Relating Science and Technology to Society and the Environment</p> <p>1.1 Assess the effects of social and environmental factors on human health and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial. → Developing Investigation and Communication Skills</p> <p>2.1 Follow established safety procedures for physical activities.</p> <p>2.4 Use appropriate science and technology vocabulary in oral and written communication.</p> <p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS → Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING → Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games. → Safety</p>

		<p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump in control for height or distance, using a variety of body actions.</p> <p>C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
5	<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 - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p>

		<p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump in control for height or distance, using a variety of body actions.</p> <p>C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>C1.4 Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement.</p> <p>C1.5 Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
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Camp Kintail – Ontario Curriculum Links – Junior (Grade 6)

Grade	Program/Activity/Session	Curriculum Connections
6	<i>High Ropes, Rock Wall, and Zip Line</i>	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p>

		<p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance.</p> <p>C1.2 Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
6	<i>Low Ropes/Adventure</i>	<p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p>

		<p>→ Safety B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts C1.1 Perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance. C1.2 Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment.</p> <p>→ Movement Strategies C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities. C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
6	Archery	<p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part. B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p>

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6	<i>Slingshot</i>	<p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p>

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6	<i>Dance, Drama, and Music</i>	<p>Ontario Curriculum Document – <u><i>The Arts 2009 – Grades 1-8</i></u></p> <p>DANCE → Creating and Presenting</p> <p>A1.1 Incorporate the use of props and materials into dance pieces they create.</p> <p>A1.3 Use guided improvisation in a variety of ways as a starting point for choreography.</p> <p>A1.4 Combine the elements of dance in different ways to communicate a variety of ideas.</p> <p>DRAMA → Creating and Presenting</p> <p>B1.1 Engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places.</p> <p>B1.2 Demonstrate an understanding of the element of role by selectively using other elements to build belief in a role and establish its dramatic context.</p> <p>B1.3 Plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role.</p> <p>MUSIC → Creating and Performing</p> <p>C1.1 Sing and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods.</p> <p>C1.2 Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.</p> <p>C1.3 Create musical compositions for specific purposes and audiences.</p>
6	<i>Nature Hike</i>	<p>Ontario Curriculum Document – <u><i>Science and Technology 2007 – Grades 1-8</i></u></p> <p>UNDERSTANDING LIFE SYSTEMS: BIODIVERSITY → Relating Science and Technology to Society and the Environment</p>

- 1.1 Analyse a local issue related to biodiversity taking different points of view into consideration propose action that can be taken to preserve biodiversity, and act on the proposal.
- 1.2 Assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished.
 - Developing Investigation and Communication Skills
- 2.1 Follow established safety procedures for out- door activities and field work.
 - Understanding Basic Concepts
- 3.1 Identify and describe the distinguishing characteristics of different groups of plants and animals and use these characteristics to further classify various kinds of plants and animals.
- 3.7 Explain how invasive species reduce biodiversity in local environments.

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

SOCIAL-EMOTIONAL SKILLS

→ Healthy Relationships

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

→ Self-Awareness and Sense of Identity

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

→ Critical and Creative Thinking

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

ACTIVE LIVING

→ Active Participation

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

B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.

→ Safety

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

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

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

		<p>C1.2 Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
6	Beach Study	<p>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8</u></p> <p>UNDERSTANDING LIFE SYSTEMS: BIODIVERSITY → Relating Science and Technology to Society and the Environment</p> <p>1.1 Analyse a local issue related to biodiversity taking different points of view into consideration propose action that can be taken to preserve biodiversity, and act on the proposal.</p> <p>1.2 Assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished. → Developing Investigation and Communication Skills</p> <p>2.1 Follow established safety procedures for out- door activities and field work.</p> <p>2.4 Use appropriate science and technology vocabulary in oral and written communication. → Understanding Basic Concepts</p> <p>3.2 Demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them.</p> <p>3.7 Explain how invasive species reduce biodiversity in local environments.</p> <p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS → Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p>

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6	<i>Disc Golf</i>	<p>Ontario Curriculum Document - <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p>

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6	<i>Canoeing and Kayaking</i>	<p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p> <p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p>

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6	<i>Arts and Crafts</i>	<p>Ontario Curriculum Document – <u><i>The Arts 2009 – Grades 1-8</i></u></p> <p>VISUAL ARTS</p> <p>→ Creating and Presenting</p> <p>D1.1 Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view.</p> <p>D1.3 Use elements of design in art works to communicate ideas, messages, and understandings.</p> <p>D1.4 Use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges.</p>
6	<i>Amazing Race</i>	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p>

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6	<p><i>Sports and Games</i></p> <ul style="list-style-type: none"> - Soccer - Basketball - Volleyball - Gaga Ball - Ultimate Frisbee 	<p>Ontario Curriculum Document - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p>

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6	<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 - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>→ Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>→ Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING</p>

		<p>→ Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>→ Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance.</p> <p>C1.2 Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment.</p> <p>C1.3 Send and receive a variety of objects adjusting for speed and distance, while applying basic principles of movement.</p> <p>C1.4 Retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
6	<i>Animal Survival Game</i>	<p>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8</u></p> <p>UNDERSTANDING LIFE SYSTEMS: BIODIVERSITY</p> <p>→ Developing Investigation and Communication Skills</p> <p>2.1 Follow established safety procedures for out- door activities and field work.</p> <p>2.4 Use appropriate science and technology vocabulary in oral and written communication.</p> <p>→ Understanding Basic Concepts</p> <p>3.2 Demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them.</p> <p>3.7 Explain how invasive species reduce biodiversity in local environments.</p> <p>Ontario Curriculum Document - <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL SKILLS</p> <p>→ Healthy Relationships</p>

		<p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p> <p>A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking</p> <p>A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>ACTIVE LIVING → Active Participation</p> <p>B1.1 Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games. → Safety</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p> <p>C1.1 Perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance.</p> <p>C1.2 Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>
6	<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 - <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL SKILLS → Healthy Relationships</p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity</p>

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

→ Critical and Creative Thinking

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

ACTIVE LIVING

→ Active Participation

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

B1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.

→ Safety

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

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

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

C1.2 Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment.

C1.3 Send and receive a variety of objects adjusting for speed and distance, while applying basic principles of movement.

C1.4 Retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment.

→ Movement Strategies

C2.1 Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.

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