

Health and Physical Education Grade 1, 2, & 3 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 1, 2, & 3 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 simple dance phases, using 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 understanding of a variety of dance</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 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 and perform 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</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>

forms and styles from the past and present, and their social and/or community contexts.	understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.	genres and styles from the past and present, and their social and/or community 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 social and/or community contexts.
FUNDAMENTAL CONCEPTS FOR GRADE 1, 2, & 3			
<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 CONTRAST/REPETITION & RHYTHM/VARIETY

Science and Technology Grade 1 Overall Expectations at a Glance...

UNDERSTANDING LIFE SYSTEMS <i>Needs and Characteristics of Living Things</i>	UNDERSTANDING STRUCTURES AND MECHANISMS <i>Materials, Objects, and Everyday Structures</i>	UNDERSTANDING MATTER AND ENERGY <i>Energy in Our Lives</i>	UNDERSTANDING EARTH AND SPACE SYSTEMS <i>Daily and Seasonal Changes</i>
<ol style="list-style-type: none"> 1 Assess the role of humans in maintaining a healthy environment. 2 Investigate needs and characteristics of plants and animals, including humans. 3 Demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans. 	<ol style="list-style-type: none"> 1 Assess the impact on people and the environment of objects and structures and the materials used in them. 2 Investigate structures that are built for a specific purpose to see how their design and materials suit the purpose. 3 Demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used. 	<ol style="list-style-type: none"> 1 Assess uses of energy at home, at school, and in the community, and suggest ways to use less energy. 2 Investigate how different types of energy are used in daily life. 3 Demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth. 	<ol style="list-style-type: none"> 1 Assess the impact of daily and seasonal changes on living things, including humans. 2 Investigate daily and seasonal changes. 3 Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things.
FUNDAMENTAL CONCEPTS			
Sustainability and Stewardship	Structure and Function	Energy	Change and Continuity

	Matter	Sustainability and Stewardship	
BIG IDEAS			
<p>Living things grow, take in food to create energy, make waste, and reproduce.</p> <p>Plants and animals, including people, are living things.</p> <p>Living things have basic needs that are met from the environment.</p> <p>Different kinds of living things behave in different ways.</p> <p>All living things are important and should be treated with care and respect.</p>	<p>Objects have observable characteristics and are made from materials.</p> <p>Materials have specific properties.</p> <p>An object is held together by its structure.</p> <p>The materials and structure of an object determine its purpose.</p> <p>Humans make choices related to their use of objects and materials that have a direct effect on the environment.</p>	<p>Everything that happens is a result of using form of energy.</p> <p>The sun is the principal source of energy for the earth.</p> <p>Humans need to be responsible for the ways in which we use energy.</p>	<p>Changes occur in daily and seasonal cycles.</p> <p>Changes in daily and seasonal cycles affect living things.</p>

Science and Technology Grade 2 Overall Expectations at a Glance...

UNDERSTANDING LIFE SYSTEMS <i>Growth and Changes in Animals</i>	UNDERSTANDING STRUCTURES AND MECHANISMS <i>Movement</i>	UNDERSTANDING MATTER AND ENERGY <i>Properties of Liquids and Solids</i>	UNDERSTANDING EARTH AND SPACE SYSTEMS <i>Air and Water in the Environment</i>
<p>1 Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live.</p> <p>2 Investigate similarities and differences in the characteristics of various animals.</p> <p>3 Demonstrate an understanding that animals grow and change and have distinct characteristics.</p>	<p>1 Assess the impact on society and the environment of simple machines and mechanisms.</p> <p>2 Investigate mechanisms that include simple machines and enable movement.</p> <p>3 Demonstrate an understanding of movement and ways in which simple machines help move objects.</p>	<p>1 Assess ways in which the uses of liquids and solids can have an impact on society and the environment.</p> <p>2 Investigate the properties of and interactions among liquids and solids.</p> <p>3 Demonstrate an understanding of properties of liquids and solids.</p>	<p>1 Assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things.</p> <p>2 Investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment.</p> <p>3 Demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs.</p>
FUNDAMENTAL CONCEPTS			
Structure and Function	Structure and Function	Energy	Change and Continuity
Sustainability and Stewardship	Energy	Matter	Sustainability and Stewardship

BIG IDEAS

<p>Animals have distinct characteristics.</p> <p>Humans are animals.</p> <p>There are similarities and differences among different kinds of animals.</p> <p>Humans need to protect animals and the place where they live.</p>	<p>Movement is a change in position of an object.</p> <p>Simple machines help objects to move.</p> <p>Mechanisms are made up of one or more simple machines.</p> <p>Simple machines and mechanisms make life easier and/or more enjoyable for humans.</p>	<p>Materials that exist as liquids and solids have specific properties</p> <p>Liquids and solids interact in different ways.</p> <p>Some liquids and solids can be harmful to us and the environment.</p>	<p>Air and water are a major part of the environment.</p> <p>Living things need air and water to survive.</p> <p>Changes to air and water affect living things and the environment.</p> <p>Our actions affect the quality of air and water, and its ability to sustain life.</p>
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Science and Technology Grade 3 Overall Expectations at a Glance...

<p>UNDERSTANDING LIFE SYSTEMS <i>Growth and Changes in Plants</i></p>	<p>UNDERSTANDING STRUCTURES AND MECHANISMS <i>Strong and Stable Structures</i></p>	<p>UNDERSTANDING MATTER AND ENERGY <i>Forces Causing Movement</i></p>	<p>UNDERSTANDING EARTH AND SPACE SYSTEMS <i>Soils in the Environment</i></p>
<p>1 Assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats.</p> <p>2 Investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plant relate to the environment in which they grow.</p> <p>3 Demonstrate an understanding that plants grow and change and have distinct characteristics.</p>	<p>1 Assess the importance of form, function, strength, and stainability in structures through time.</p> <p>2 Investigate strong and stable structures to determine how their design and material enable them to perform their load-bearing function.</p> <p>3 Demonstrate an understanding of the concepts of <i>structure</i>, <i>strength</i>, and <i>stability</i> and the forces that affect them.</p>	<p>1 Assess the impact of various forces on society and the environment.</p> <p>2 Investigate devices that use forces to create controlled movement.</p> <p>3 Demonstrate an understanding of how forces cause movement and changes in movement.</p>	<p>1 Assess the impact of soils on society and the environment, and of society and the environment on soils.</p> <p>2 Investigate the composition and characteristics of different soils.</p> <p>3 Demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.</p>
<p align="center">FUNDAMENTAL CONCEPTS</p>			
<p>Systems and Interactions</p> <p>Sustainability and Stewardship</p>	<p>Structure and Function</p> <p>Matter</p>	<p>Energy</p> <p>Change and Continuity</p>	<p>Systems and Interactions</p> <p>Change and Continuity</p> <p>Sustainability and Stewardship</p>
<p align="center">BIG IDEAS</p>			

<p>Plants have distinct characteristics.</p> <p>There are similarities and differences among various types of plants.</p> <p>Plants are the primary source of food for humans.</p> <p>Humans need to protect plants and their habitats.</p> <p>Plants are important to the planet.</p>	<p>A structure has both form and function.</p> <p>Structures are affected by forces acting upon them.</p> <p>Structures need to be strong and stable to be useful.</p>	<p>There are several types of forces that cause movement.</p> <p>Forces cause objects to speed up, slow down, or change direction through direct contact or through interaction at a distance.</p> <p>Forces in nature, such as high winds or water, can have a significant impact on humans and the environment, and need to be regarded with respect.</p>	<p>Soil is made up for living and non-living things.</p> <p>The comparison, characteristics, and condition of soil determine its capacity to sustain life.</p> <p>Soil is an essential source of life and nutrients for many living things.</p> <p>Living things, including humans, interact with soils and can cause positive or negative changes.</p>
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Camp Kintail – Ontario Curriculum Links – Primary (KG)

Grade	Program/Activity/Session	Curriculum Connections
KG	<i>Low Ropes/Adventure</i>	<p>4.3 Belonging and Contributing</p> <p>1.2 Listen and respond to others, both verbally and non-verbally for a variety of purposes <i>and</i> in a variety of contexts.</p> <p>3.1 Act and talk with peers and adults by expressing and accepting positive messages.</p> <p>4.1 Base a variety of strategies to solve problems, including problems arising in social situations.</p> <p>5.1 Demonstrate respect and consideration for individual differences and alternative points of view.</p> <p>25.1 Recognize personal interests, strengths, and accomplishments.</p> <p>29.4 Participate in environmentally friendly experiences in the classroom and the schoolyard.</p> <p>4.4 Self- Regulation and Well-Being</p> <p>1.6 Use language to communicate their thinking, to reflect, and to solve problems.</p> <p>1.8 Ask questions for a variety of purposes and in different contexts.</p> <p>2.1 Demonstrate self-reliance and a sense of responsibility.</p> <p>2.2 Demonstrate a willingness to try new experiences and to adapt to new situations.</p> <p>2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks.</p> <p>2.4 Demonstrate self-control and adapt behaviour to different contexts within the school environment.</p> <p>3.2 Demonstrate the ability to take turns during activity and discussions.</p> <p>3.3 Demonstrate an awareness of ways of making and keeping friends.</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</p> <p>8.1 Demonstrate spatial awareness in activities that require the use of large muscles.</p>

		<p>8.2 Demonstrate control of large muscles with and without equipment.</p> <p>8.3 Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.</p> <p>8.4 Demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.</p> <p>8.5 Demonstrate spatial awareness by doing activities that require the use of small muscles.</p>
KG	<i>Dance, Drama, and Music</i>	<p>4.3 Belonging and Contributing</p> <p>1.2 Listen and respond to others, both verbally and non-verbally for a variety of purposes <i>and</i> in a variety of contexts.</p> <p>3.1 Act and talk with peers and adults by expressing and accepting positive messages.</p> <p>5.1 Demonstrate respect and consideration for individual differences and alternative points of view.</p> <p>5.2 Talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others.</p> <p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p> <p>25.3 Express their thoughts and share experiences.</p> <p>30.1 Demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance; in music; and in visual arts.</p> <p>30.2 Explore a variety of tools, materials, and processes of their own choice to create drama, dance, music, and visual art forms in familiar and new ways.</p> <p>31.1 Explore different elements of drama and dance.</p> <p>31.2 Explore different elements of music.</p> <p>4.4 Self- Regulation and Well-Being</p> <p>1.3 Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond.</p> <p>1.6 Use language to communicate their thinking, to reflect, and to solve problems.</p> <p>1.8 Ask questions for a variety of purposes and in different contexts.</p> <p>2.2 Demonstrate a willingness to try new experiences and to adapt to new situations.</p> <p>2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks.</p> <p>2.4 Demonstrate self-control and adapt behaviour to different contexts within the school environment.</p> <p>2.5 Develop empathy for others, and acknowledge and respond to each other’s feelings</p> <p>3.2 Demonstrate the ability to take turns during activity and discussions.</p> <p>3.3 Demonstrate an awareness of ways of making and keeping friends.</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</p> <p>22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p>
KG	<i>Nature Hike</i>	<p>4.3 Belonging and Contributing</p> <p>1.2 Listen and respond to others, both verbally and non-verbally for a variety of purposes <i>and</i> in a variety of contexts.</p> <p>3.1 Act and talk with peers and adults by expressing and accepting positive messages.</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</p>

		<p>5.1 Demonstrate respect and consideration for individual differences and alternative points of view.</p> <p>28.2 Recognize places and buildings within their community, both natural and human-made, and talk about their functions.</p> <p>28.3 Develop an awareness of ways in which people adapt to the places in which they live.</p> <p>29.1 Identify similarities and differences between local environments.</p> <p>29.2 Describe what would happen if something in the local environment changed.</p> <p>29.3 Identify ways in which they can care for and show respect for the environment.</p> <p>29.4 Participate in environmentally friendly experiences in the classroom and the schoolyard.</p> <p>4.4 Self- Regulation and Well-Being</p> <p>1.3 Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond.</p> <p>1.6 Use language to communicate their thinking, to reflect, and to solve problems.</p> <p>1.8 Ask questions for a variety of and in different contexts.</p> <p>2.1 Demonstrate self-reliance and a sense of responsibility.</p> <p>2.2 Demonstrate a willingness to try new experiences and to adapt to new situations.</p> <p>2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks.</p> <p>3.1 Act and talk with peers and adults by expressing and accepting positive messages.</p> <p>3.3 Demonstrate an awareness of ways of making and keeping friends.</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</p> <p>7.2 Demonstrate persistence while engaged in activities that require the use of both large and small muscles.</p> <p>8.3 Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.</p>
<p>KG</p>	<p><i>Beach Study</i></p>	<p>4.3 Belonging and Contributing</p> <p>1.2 Listen and respond to others, both verbally and non-verbally for a variety of purposes <i>and</i> in a variety of contexts.</p> <p>3.1 Act and talk with peers and adults by expressing and accepting positive messages.</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</p> <p>5.1 Demonstrate respect and consideration for individual differences and alternative points of view.</p> <p>28.3 Develop an awareness of ways in which people adapt to the places in which they live.</p> <p>29.1 Identify similarities and differences between local environments.</p> <p>29.2 Describe what would happen if something in the local environment changed.</p> <p>29.3 Identify ways in which they can care for and show respect for the environment.</p> <p>29.4 Participate in environmentally friendly experiences in the classroom and the schoolyard.</p> <p>4.4 Self- Regulation and Well-Being</p> <p>1.3 Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond.</p> <p>1.6 Use language to communicate their thinking, to reflect, and to solve problems.</p> <p>1.8 Ask questions for a variety of and in different contexts.</p> <p>2.1 Demonstrate self-reliance and a sense of responsibility.</p>

		<p>2.2 Demonstrate a willingness to try new experiences and to adapt to new situations.</p> <p>2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks.</p> <p>3.1 Act and talk with peers and adults by expressing and accepting positive messages.</p> <p>3.2 Demonstrate the ability to take turns during activity and discussions.</p> <p>3.3 Demonstrate an awareness of ways of making and keeping friends.</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</p> <p>8.3 Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.</p> <p>8.5 Demonstrate spatial awareness by doing activities that require the use of small muscles.</p>
KG	<i>Canoeing and Kayaking</i>	<p>4.3 Belonging and Contributing</p> <p>1.2 Listen and respond to others, both verbally and non-verbally for a variety of purposes <i>and</i> in a variety of contexts.</p> <p>3.1 Act and talk with peers and adults by expressing and accepting positive messages.</p> <p>4.1 Base a variety of strategies to solve problems, including problems arising in social situations.</p> <p>25.1 Recognize personal interests, strengths, and accomplishments.</p> <p>29.4 Participate in environmentally friendly experiences in the classroom and the schoolyard.</p> <p>4.4 Self- Regulation and Well-Being</p> <p>1.3 Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond.</p> <p>1.6 Use language to communicate their thinking, to reflect, and to solve problems.</p> <p>1.8 Ask questions for a variety of and in different contexts.</p> <p>2.1 Demonstrate self-reliance and a sense of responsibility.</p> <p>2.2 Demonstrate a willingness to try new experiences and to adapt to new situations.</p> <p>2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks.</p> <p>3.1 Act and talk with peers and adults by expressing and accepting positive messages.</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</p> <p>7.2 Demonstrate persistence while engaged in activities that require the use of both large and small muscles.</p> <p>8.1 Demonstrate spatial awareness in activities that require the use of large muscles.</p> <p>8.2 Demonstrate control of large muscles with and without equipment.</p> <p>8.3 Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.</p> <p>8.4 Demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.</p> <p>8.5 Demonstrate spatial awareness by doing activities that require the use of small muscles.</p>
KG	<i>Arts and Crafts</i>	<p>4.3 Belonging and Contributing</p> <p>1.2 Listen and respond to others, both verbally and non-verbally for a variety of purposes <i>and</i> in a variety of contexts.</p> <p>3.1 Act and talk with peers and adults by expressing and accepting positive messages.</p> <p>4.1 Base a variety of strategies to solve problems, including problems arising in social situations.</p>

		<p>5.1 Demonstrate respect and consideration for individual differences and alternative points of view. 22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts. 30.1 Demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance; in music; and in visual arts. 30.2 Explore a variety of tools, materials, and processes of their own to create drama, dance, music, and visual art forms in familiar and new ways. 31.3 Explore different elements of design in visual arts.</p> <p>4.4 Self- Regulation and Well-Being 1.3 Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond. 1.6 Use language to communicate their thinking, to reflect, and to solve problems. 1.8 Ask questions for a variety of and in different contexts. 2.1 Demonstrate self-reliance and a sense of responsibility. 2.2 Demonstrate a willingness to try new experiences and to adapt to new situations. 2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks. 2.4 Demonstrate self-control and adapt behaviour to different contexts within the school environment. 2.5 Develop empathy for others and acknowledge and respond to each other’s feelings. 3.1 Act and talk with peers and adults by expressing and accepting positive messages. 3.2 Demonstrate the ability to take turns during activity and discussions. 4.1 Use a variety of strategies to solve problems, including problems arising in social situations. 22.1 Communicate their ideas about something through music, drama, dance, and/or the visual arts.</p>
<p>KG</p>	<p><i>Sports and Games</i></p> <ul style="list-style-type: none"> - Soccer - Basketball - Volleyball - Gaga Ball - Ultimate Frisbee 	<p>4.3 Belonging and Contributing 1.2 Listen and respond to others, both verbally and non-verbally for a variety of purposes <i>and</i> in a variety of contexts. 3.1 Act and talk with peers and adults by expressing and accepting positive messages. 4.1 Base a variety of strategies to solve problems, including problems arising in social situations. 5.1 Demonstrate respect and consideration for individual differences and alternative points of view. 25.1 Recognize personal interests, strengths, and accomplishments. 29.4 Participate in environmentally friendly experiences in the classroom and the schoolyard.</p> <p>4.4 Self- Regulation and Well-Being 1.3 Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond. 1.6 Use language to communicate their thinking, to reflect, and to solve problems. 1.8 Ask questions for a variety of and in different contexts. 2.1 Demonstrate self-reliance and a sense of responsibility. 2.2 Demonstrate a willingness to try new experiences and to adapt to new situations. 2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks. 2.5 Develop empathy for others and acknowledge and respond to each other’s feelings.</p>

		<p>3.2 Demonstrate the ability to take turns during activity and discussions.</p> <p>3.3 Demonstrate an awareness of ways of making and keeping friends.</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</p> <p>7.1 Participate actively in creative movement and other daily physical activities.</p> <p>7.2 Demonstrate persistence while engaged in activities that require the use of both large and small muscles.</p> <p>7.3 Demonstrate strategies for engaging in cooperative play in a variety of games and activities.</p> <p>8.1 Demonstrate spatial awareness in activities that require the use of large muscles.</p> <p>8.2 Demonstrate control of large muscles with and without equipment.</p> <p>8.3 Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.</p> <p>8.4 Demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.</p> <p>8.5 Demonstrate spatial awareness by doing activities that require the use of small muscles.</p>
<p>KG</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>4.3 Belonging and Contributing</p> <p>1.2 Listen and respond to others, both verbally and non-verbally for a variety of purposes <i>and</i> in a variety of contexts.</p> <p>3.1 Act and talk with peers and adults by expressing and accepting positive messages.</p> <p>4.1 Base a variety of strategies to solve problems, including problems arising in social situations.</p> <p>5.1 Demonstrate respect and consideration for individual differences and alternative points of view.</p> <p>25.1 Recognize personal interests, strengths, and accomplishments.</p> <p>29.4 Participate in environmentally friendly experiences in the classroom and the schoolyard.</p> <p>4.4 Self- Regulation and Well-Being</p> <p>1.3 Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond.</p> <p>1.6 Use language to communicate their thinking, to reflect, and to solve problems.</p> <p>1.8 Ask questions for a variety of and in different contexts.</p> <p>2.1 Demonstrate self-reliance and a sense of responsibility.</p> <p>2.2 Demonstrate a willingness to try new experiences and to adapt to new situations.</p> <p>2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks.</p> <p>2.5 Develop empathy for others and acknowledge and respond to each other’s feelings.</p> <p>3.2 Demonstrate the ability to take turns during activity and discussions.</p> <p>3.3 Demonstrate an awareness of ways of making and keeping friends.</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</p> <p>7.1 Participate actively in creative movement and other daily physical activities.</p> <p>7.2 Demonstrate persistence while engaged in activities that require the use of both large and small muscles.</p> <p>7.3 Demonstrate strategies for engaging in cooperative play in a variety of games and activities.</p> <p>8.1 Demonstrate spatial awareness in activities that require the use of large muscles.</p> <p>8.2 Demonstrate control of large muscles with and without equipment.</p> <p>8.3 Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.</p>

		<p>8.4 Demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.</p> <p>8.5 Demonstrate spatial awareness by doing activities that require the use of small muscles.</p>
KG	<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>4.3 Belonging and Contributing</p> <p>1.2 Listen and respond to others, both verbally and non-verbally for a variety of purposes <i>and</i> in a variety of contexts.</p> <p>3.1 Act and talk with peers and adults by expressing and accepting positive messages.</p> <p>4.1 Base a variety of strategies to solve problems, including problems arising in social situations.</p> <p>5.1 Demonstrate respect and consideration for individual differences and alternative points of view.</p> <p>25.1 Recognize personal interests, strengths, and accomplishments.</p> <p>29.4 Participate in environmentally friendly experiences in the classroom and the schoolyard.</p> <p>4.4 Self- Regulation and Well-Being</p> <p>1.3 Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond.</p> <p>1.6 Use language to communicate their thinking, to reflect, and to solve problems.</p> <p>1.8 Ask questions for a variety of and in different contexts.</p> <p>2.1 Demonstrate self-reliance and a sense of responsibility.</p> <p>2.2 Demonstrate a willingness to try new experiences and to adapt to new situations.</p> <p>2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks.</p> <p>2.5 Develop empathy for others and acknowledge and respond to each other’s feelings.</p> <p>3.2 Demonstrate the ability to take turns during activity and discussions.</p> <p>3.3 Demonstrate an awareness of ways of making and keeping friends.</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</p> <p>7.1 Participate actively in creative movement and other daily physical activities.</p> <p>7.2 Demonstrate persistence while engaged in activities that require the use of both large and small muscles.</p> <p>7.3 Demonstrate strategies for engaging in cooperative play in a variety of games and activities.</p> <p>8.1 Demonstrate spatial awareness in activities that require the use of large muscles.</p> <p>8.2 Demonstrate control of large muscles with and without equipment.</p> <p>8.3 Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.</p> <p>8.4 Demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.</p> <p>8.5 Demonstrate spatial awareness by doing activities that require the use of small muscles.</p>

Camp Kintail – Ontario Curriculum Links – Primary (Grade 1)

Grade	Program/Activity/Session	Curriculum Connections
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<p>1</p>	<p><i>Low Ropes/Adventure</i></p>	<p>Ontario Curriculum Document – <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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.</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>B3.2 Identify environmental factors that pose safety risks, including the risk of concussion, during their participation in physical activity and describe ways of preparing themselves to enjoy outdoor activities safely.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances, using different body parts at different levels.</p> <p>C1.2 Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them.</p> <p>C1.3 Perform a variety of locomotor movements, travelling in different directions and using different body parts.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p>
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		C2.2 Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities.
1	<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 A1.1 Use movements that are part of their daily experience in a variety of ways in dance phrases. A1.2 Use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes. A1.3 Create dance phrases using a variety of ways to connect movements. A1.4 Use varied and/or contrasting body shapes to communicate different types of messages.</p> <p>DRAMA → Creating and Presenting B1.1 Engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places. B1.2 Demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played. B1.3 Plan and shape dramatic play by building on the ideas of others, both in and out of role. B1.4 Communicate feelings and ideas to a familiar audience using a few simple visual or technological aids to support and enhance their drama work.</p> <p>MUSIC → Creating and Performing C1.1 Sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods. C1.2 Apply the elements of music when singing, playing, and moving.</p>
1	<i>Nature Hike</i>	<p>Ontario Curriculum Document – <u><i>Science and Technology 2007 – Grades 1-8</i></u></p> <p>UNDERSTANDING LIFE SYSTEMS: NEEDS AND CHARACTERISTICS OF LIVING THINGS → Relating to Science and Technology to Society and the Environment 1.2 Describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life of view into consideration. → Developing investigation and Communication Skills 2.1 Follow established safety procedures and humane practices during science and technology investigations. 2.2 Investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources. 2.3 Investigate and compare the physical characteristics of a variety of plants and animals, including humans.</p>

2.4 Investigate the physical characteristics of plants and explain how they help the plant meet its basic using a variety of methods and resources.

→ Understanding Basic Concepts

3.1 Identify environment as the area in which something or someone exists or lives.

3.2 Identify the physical characteristics of a variety of plants and animals.

3.4 Describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment.

3.5 Describe how showing care and respect for all living things helps to maintain a healthy environment.

3.6 Identify what living things provide for other living things.

3.7 Describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms.

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

SOCIAL-EMOTIONAL LEARNING SKILLS

→ Positive Motivation and Perseverance

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

→ Healthy Relationships

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

→ Self-Awareness and Sense of Identity

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

→ Critical and Creative Thinking

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

ACTIVE LIVING

→ Active Participation

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

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.

→ 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>B3.2 Identify environmental factors that pose safety risks, including the risk of concussion, during their participation in physical activity and describe ways of preparing themselves to enjoy outdoor activities safely.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances, using different body parts at different levels.</p> <p>C1.2 Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them.</p> <p>C1.3 Perform a variety of locomotor movements, travelling in different directions and using different body parts.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities.</p>
1	Beach Study	<p>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8</u></p> <p>UNDERSTANDING LIFE SYSTEMS: NEEDS AND CHARACTERISTICS OF LIVING THINGS</p> <p>→ Relating to Science and Technology to Society and the Environment</p> <p>1.2 Describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life of view into consideration.</p> <p>→ Developing investigation and Communication Skills</p> <p>2.1 Follow established safety procedures and humane practices during science and technology investigations.</p> <p>2.2 Investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources.</p> <p>2.3 Investigate and compare the physical characteristics of a variety of plants and animals, including humans.</p> <p>2.4 Investigate the physical characteristics of plants and explain how they help the plant meet its basic using a variety of methods and resources.</p> <p>→ Understanding Basic Concepts</p> <p>3.2 Identify the physical characteristics of a variety of plants and animals.</p> <p>3.4 Describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment.</p> <p>Ontario Curriculum Document – <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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. → 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>B3.2 Identify environmental factors that pose safety risks, including the risk of concussion, during their participation in physical activity and describe ways of preparing themselves to enjoy outdoor activities safely.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances, using different body parts at different levels.</p> <p>C1.2 Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them.</p> <p>C1.3 Perform a variety of locomotor movements, travelling in different directions and using different body parts. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities.</p>
1	Canoeing and Kayaking	<p>Ontario Curriculum Document – <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS → Positive Motivation and Perseverance</p>

		<p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education. → Healthy Relationships</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. → 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>B3.2 Identify environmental factors that pose safety risks, including the risk of concussion, during their participation in physical activity and describe ways of preparing themselves to enjoy outdoor activities safely.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances, using different body parts at different levels.</p> <p>C1.2 Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them.</p> <p>C1.3 Perform a variety of locomotor movements, travelling in different directions and using different body parts. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities.</p>
1	<i>Arts and Crafts</i>	Ontario Curriculum Document – <i>The Arts 2009 – Grades 1-8</i>

		<p>VISUAL ARTS → Creating and Presenting D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences. D1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic. D1.3 Use elements of design in art works to communicate ideas, messages, and personal understandings. D1.4 Use a variety of materials, tools, and techniques to respond to design challenges.</p>
<p>1</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 – <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS → Positive Motivation and Perseverance A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education. → Healthy Relationships A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. → Self-Awareness and Sense of Identity A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. → Critical and Creative Thinking A1.6 Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</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. → Safety B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity. B3.2 Identify environmental factors that pose safety risks, including the risk of concussion, during their participation in physical activity and describe ways of preparing themselves to enjoy outdoor activities safely.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Competence</p>

		<p>C1.1 Perform a variety of static balances, using different body parts at different levels.</p> <p>C1.2 Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them.</p> <p>C1.3 Perform a variety of locomotor movements, travelling in different directions and using different body parts.</p> <p>C1.4 Send objects of different shapes and sizes at different levels and in different ways, using different body parts.</p> <p>C1.5 Receive objects of different shapes and sizes at different levels and in different ways, using different body parts.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities.</p>
<p>1</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 LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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.</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>B3.2 Identify environmental factors that pose safety risks, including the risk of concussion, during their participation in physical activity and describe ways of preparing themselves to enjoy outdoor activities safely.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances, using different body parts at different levels.</p> <p>C1.2 Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them.</p> <p>C1.3 Perform a variety of locomotor movements, travelling in different directions and using different body parts.</p> <p>C1.4 Send objects of different shapes and sizes at different levels and in different ways, using different body parts.</p> <p>C1.5 Receive objects of different shapes and sizes at different levels and in different ways, using different body parts.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities.</p>
<p>1</p>	<p><i>Small and Large Group Games</i></p> <ul style="list-style-type: none"> - <i>Get-to-know-you games</i> - <i>Partner games</i> - <i>Warmup games</i> 	<p>Ontario Curriculum Document – <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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.</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>B3.2 Identify environmental factors that pose safety risks, including the risk of concussion, during their participation in physical activity and describe ways of preparing themselves to enjoy outdoor activities safely.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances, using different body parts at different levels.</p> <p>C1.2 Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them.</p> <p>C1.3 Perform a variety of locomotor movements, travelling in different directions and using different body parts.</p> <p>C1.4 Send objects of different shapes and sizes at different levels and in different ways, using different body parts.</p> <p>C1.5 Receive objects of different shapes and sizes at different levels and in different ways, using different body parts.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities.</p>
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Camp Kintail – Ontario Curriculum Links – Primary (Grade 2)

Grade	Program/Activity/Session	Curriculum Connections
2	<i>Low Ropes/Adventure</i>	<p>Ontario Curriculum Document – <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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. → 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. → 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>B3.2 Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances with and without equipment using different body parts at different levels and making different body shapes.</p> <p>C1.2 Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet.</p> <p>C1.3 Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
2	<i>Dance, Drama, and Music</i>	<p>Ontario Curriculum Document – <i>The Arts 2009 – Grades 1-8</i></p> <p>DANCE → Creating and Presenting</p> <p>A1.1 Develop short movement phrases inspired by a variety of activities in their community and incorporating different pathways, directions, and shapes.</p> <p>A1.2 Use dance as a language to represent the main ideas in poems and stories, with a focus on body and space.</p> <p>A1.3 Create distinct beginnings and endings for dance phrases in a variety of ways.</p>

		<p>A1.4 Use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them.</p> <p>DRAMA → Creating and Presenting</p> <p>B1.1 Engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places.</p> <p>B1.2 Demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played.</p> <p>B1.3 Plan and shape the direction of a dramatic play or role play, building on their own and others' ideas both in and out of role, with support.</p> <p>B1.4 Communicate feelings and ideas to a familiar audience, using several simple visual or technological aids to support and enhance their drama work.</p> <p>MUSIC → Creating and Performing</p> <p>C1.1 Sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods.</p> <p>C1.2 Apply the elements of music when singing, playing an instrument, and moving.</p>
2	Nature Hike	<p>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8</u></p> <p>UNDERSTANDING LIFE SYSTEMS: GROWTH AND CHANGES IN ANIMALS</p> <p>→ Relating Science and Technology to Society and the Environment</p> <p>1.1 Identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced.</p> <p>1.2 Identify positive and negative impacts that different kinds of human activity have on animals and where they live form an opinion about one of them and suggest ways in which the impact can be minimized or enhanced.</p> <p>→ Developing Investigation and Communication Skills</p> <p>2.1 Follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations</p> <p>2.2 Observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources.</p> <p>2.3 Investigate the life cycle of a variety of animals using a variety of methods and resources.</p> <p>2.4 Observe and compare changes in the appearance and activity of animals as they go through a complete life cycle.</p> <p>2.5 Investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods.</p> <p>→ Understanding Basic Concepts</p> <p>3.1 Identify and describe major physical characteristics of different types of animals.</p>

3.2 Describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment.

3.3 Identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live.

3.4 Identify ways in which animals can be harmful to humans.

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

SOCIAL-EMOTIONAL LEARNING SKILLS

→ Positive Motivation and Perseverance

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

→ Healthy Relationships

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

→ Self-Awareness and Sense of Identity

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

→ Critical and Creative Thinking

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

ACTIVE LIVING

→ Active Participation

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

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.

→ Safety

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

B3.2 Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Competence

C1.1 Perform a variety of static balances with and without equipment using different body parts at different levels and making different body shapes.

C1.2 Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet.

		<p>C1.3 Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
<p>2</p>	<p><i>Beach Study</i></p>	<p>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8</u></p> <p>UNDERSTANDING LIFE SYSTEMS: GROWTH AND CHANGES IN ANIMALS → Relating Science and Technology to Society and the Environment</p> <p>1.1 Identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced.</p> <p>1.2 Identify positive and negative impacts that different kinds of human activity have on animals and where they live form an opinion about one of them and suggest ways in which the impact can be minimized or enhanced. → Developing Investigation and Communication Skills</p> <p>2.1 Follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations</p> <p>2.2 Observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources.</p> <p>2.3 Investigate the life cycle of a variety of animals using a variety of methods and resources.</p> <p>2.5 Investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods. → Understanding Basic Concepts</p> <p>3.3 Identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live.</p> <p>Ontario Curriculum Document – <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS → Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education. → Healthy Relationships</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.</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.</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>B3.2 Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances with and without equipment using different body parts at different levels and making different body shapes.</p> <p>C1.2 Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet.</p> <p>C1.3 Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
2	<i>Canoeing and Kayaking</i>	<p>Ontario Curriculum Document – <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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. → 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. → 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>B3.2 Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances with and without equipment using different body parts at different levels and making different body shapes.</p> <p>C1.3 Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
2	<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 works of art that express feelings and ideas inspired by activities in their community or observations of nature.</p> <p>D1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.</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, and techniques to respond to design challenges.</p>

<p>2</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 – <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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.</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>B3.2 Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances with and without equipment using different body parts at different levels and making different body shapes.</p> <p>C1.2 Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet.</p> <p>C1.3 Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways.</p> <p>C1.4 Send objects of different shapes and sizes at different levels and in different ways, using different body parts.</p> <p>C1.5 Receive objects of different shapes and sizes at different levels and in various ways, using different body parts.</p>
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		<p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
<p>2</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 LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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.</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>B3.2 Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances with and without equipment using different body parts at different levels and making different body shapes.</p> <p>C1.2 Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet.</p>

		<p>C1.3 Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways.</p> <p>C1.4 Send objects of different shapes and sizes at different levels and in different ways, using different body parts.</p> <p>C1.5 Receive objects of different shapes and sizes at different levels and in various ways, using different body parts. → Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
<p>2</p>	<p><i>Small and Large Group Games</i></p> <ul style="list-style-type: none"> - <i>Get-to-know-you games</i> - <i>Partner games</i> - <i>Warmup games</i> 	<p>Ontario Curriculum Document – <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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.</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>B3.2 Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p>

		<p>→ Movement Skills and Competence</p> <p>C1.1 Perform a variety of static balances with and without equipment using different body parts at different levels and making different body shapes.</p> <p>C1.2 Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet.</p> <p>C1.3 Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways.</p> <p>C1.4 Send objects of different shapes and sizes at different levels and in different ways, using different body parts.</p> <p>C1.5 Receive objects of different shapes and sizes at different levels and in various ways, using different body parts.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
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Camp Kintail – Ontario Curriculum Links – Primary (Grade 3)

Grade	Program/Activity/Session	Curriculum Connections
3	Rock Wall	<p>Ontario Curriculum Document – <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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.</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>B3.2 Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control.</p> <p>C1.3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
3	Low Ropes/Adventure	<p>Ontario Curriculum Document – <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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 active as they participate in a wide variety of individual and small-group activities. → Safety B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity. B3.2 Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts C1.1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment. C1.2 Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control. C1.3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions. → Movement Strategies C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities. C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
3	<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 A1.1 Imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrase. A1.2 Use dance as a language to represent ideas from diverse literature sources, with a focus on time and energy. A1.3 Create dance phrases using a variety of pattern forms. A1.4 Demonstrate how dance elements can be used to create and expand the movement vocabulary within different sections of a larger pattern.</p> <p>DRAMA → Creating and Presenting</p>

		<p>B1.1 Engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places.</p> <p>B1.2 Demonstrate an understanding of how the element of time and place can support the development of role.</p> <p>B1.3 Plan and shape the direction of a dramatic play or role play by building on their own and others' ideas, both in and out of role.</p> <p>B1.4 Communicate feelings and ideas to a familiar audience using audio, visual, and/or technological aids to support or enhance their drama work.</p> <p>MUSIC</p> <p>→ Creating and Performing</p> <p>C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods.</p> <p>C1.2 apply the elements of music when singing, playing an instrument, and moving.</p> <p>C1.3 create compositions for a specific purpose and a familiar audience.</p>
3	Nature Hike	<p>Ontario Curriculum Document – <u>Science and Technology 2007 – Grades 1-8</u></p> <p>UNDERSTANDING LIFE SYSTEMS: GROWTH AND CHANGES IN PLANTS</p> <p>→ Relation Science and Technology to Society and the Environment</p> <p>1.1 Assess ways in which plants are important to humans and other living things, taking different points of view into consideration and suggest ways in which humans can protect plants.</p> <p>1.2 Assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects.</p> <p>→ Developing Investigation and Communication Skills</p> <p>2.1 Follow established safety procedures during science and technology investigations.</p> <p>2.2 Observe and compare the parts of a variety of plants.</p> <p>→ Understanding Basic Concepts</p> <p>3.1 Describe the basic needs of plants, including air, water, light, warmth, and space.</p> <p>3.3 Describe the changes that different plants undergo in their life cycles.</p> <p>3.4 Describe how most plants get energy to live directly from the sun and how plants help other living things to get energy from the sun.</p> <p>3.6 Describe ways in which plants and animals depend on each other.</p> <p>3.8 Identify examples of environmental conditions that may threaten plant and animal survival.</p> <p>Ontario Curriculum Document – <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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.</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. B3.2 Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts C1.1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment. C1.2 Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control. C1.3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.</p> <p>→ Movement Strategies C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities. C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
3	Beach Study	<p>Ontario Curriculum Document – <u><i>Science and Technology 2007 – Grades 1-8</i></u></p> <p>UNDERSTANDING LIFE SYSTEMS: GROWTH AND CHANGES IN PLANTS</p>

→ Relation Science and Technology to Society and the Environment

1.1 Assess ways in which plants are important to humans and other living things, taking different points of view into consideration and suggest ways in which humans can protect plants.

1.2 Assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects.

→ Developing Investigation and Communication Skills

2.1 Follow established safety procedures during science and technology investigations.

2.2 Observe and compare the parts of a variety of plants.

→ Understanding Basic Concepts

3.8 Identify examples of environmental conditions that may threaten plant and animal survival.

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

SOCIAL-EMOTIONAL LEARNING SKILLS

→ Positive Motivation and Perseverance

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

→ Healthy Relationships

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

→ Self-Awareness and Sense of Identity

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

→ Critical and Creative Thinking

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

ACTIVE LIVING

→ Active Participation

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

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.

→ Safety

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

B3.2 Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.

		<p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control.</p> <p>C1.3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
<p>3</p>	<p><i>Disc Golf</i></p>	<p>Ontario Curriculum Document – <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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.</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>B3.2 Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control.</p> <p>C1.3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.</p> <p>C1.4 Send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment.</p> <p>C1.5 Retain objects of different shapes and sizes in different ways, using different body parts and equipment.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
<p>3</p>	<p><i>Canoeing and Kayaking</i></p>	<p>Ontario Curriculum Document – <u>Health and Physical Education 2019 – Grades 1-8</u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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.</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>B3.2 Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control.</p> <p>C1.3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
3	<p><i>Arts and Crafts</i></p>	<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 personal feelings and ideas inspired by the environment or that have the community as their subject.</p> <p>D1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.</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, and techniques to respond to design challenges.</p>
3	<p><i>Sports and Games</i></p> <ul style="list-style-type: none"> - Soccer - Basketball - Volleyball - Gaga Ball 	<p>Ontario Curriculum Document – <u><i>Health and Physical Education 2019 – Grades 1-8</i></u></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p>

- *Ultimate Frisbee*

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

→ Healthy Relationships

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

→ Self-Awareness and Sense of Identity

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

→ Critical and Creative Thinking

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

ACTIVE LIVING

→ Active Participation

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

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.

→ Safety

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

B3.2 Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

→ Movement Skills and Concepts

C1.1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.

C1.2 Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control.

C1.3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.

C1.4 Send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment.

C1.5 Retain objects of different shapes and sizes in different ways, using different body parts and equipment.

→ Movement Strategies

C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.

		C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.
3	<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 LEARNING SKILLS</p> <p>→ Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education.</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.</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>B3.2 Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>→ Movement Skills and Concepts</p> <p>C1.1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control.</p> <p>C1.3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.</p>

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<p>3</p>	<p><i>Small and Large Group Games</i></p> <ul style="list-style-type: none"> - <i>Get-to-know-you games</i> - <i>Partner games</i> - <i>Warmup games</i> 	<p>Ontario Curriculum Document – <i>Health and Physical Education 2019 – Grades 1-8</i></p> <p>SOCIAL-EMOTIONAL LEARNING SKILLS → Positive Motivation and Perseverance</p> <p>A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education. → Healthy Relationships</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. → 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>B3.2 Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.</p> <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES → Movement Skills and Concepts</p>

		<p>C1.1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.</p> <p>C1.2 Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control.</p> <p>C1.3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.</p> <p>C1.4 Send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment.</p> <p>C1.5 Retain objects of different shapes and sizes in different ways, using different body parts and equipment.</p> <p>→ Movement Strategies</p> <p>C2.1 Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities.</p> <p>C2.2 Apply a variety of simple tactics to increase their chances of success during physical activities.</p>
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