

Primary GECD SB HPE Pacing Guide Term 2: 2021-2022

Primary Division Health and Physical Education	Expectations Continually Assessed: <ul style="list-style-type: none"> • Strand A – Social Emotional Learning • Strand B – B1.1 (Active Participation), B2.1 (DPA), B3.1, B3.2 (Safety and Concussion learning) 		
Expectations	Key Concepts to Explore	Sample Strategies	Suggested Time
Strand A: Social-Emotional Learning A1.1 Identification and Management of Emotion A1.2 Stress Management and Coping A1.3 Positive Motivation and Perseverance A1.4 Healthy Relationships A1.5 Self-Awareness and Sense of Identity A1.6 Critical and Creative Thinking	<ul style="list-style-type: none"> • Begin to develop their sense of self • Identify and manage their emotions and feelings • Development of skills related to self-awareness, identifying and managing emotions, and learning to cope with challenges • Development of relationship skills • Ways to communicate respectfully with others • Critical and creative thinking and basic problem-solving processes 	Applying strategies such as: <ul style="list-style-type: none"> • “Feelings chart” to learn words to express feelings • Use a “feelings thermometer” or pictures to gauge intensity of emotion • Deep breathing, guided imagery, and mindfulness • Stretching • Growth mindset mentor texts and resources • Pausing and reflecting • “Unplugging” before sleep • Share positive messages for peers, reframe statements and use positive language • Use personal affirmations • Seek opportunities to help others • Use role play to practice language and actions • Monitor progress and skill development (e.g., checklists) • Reflect on strengths and accomplishments • Use web diagrams and graphic organizers to help identify connections and interrelationships • Use organizational strategies and tools • Use goal setting frameworks 	Throughout the year, embedded into all other HPE strands

Expectations	Primary Key Concepts to Explore	Specific Expectations	Suggested Time
Strand B: Active Living <ul style="list-style-type: none"> B1. Active Participation B2. Physical Fitness B3. Safety 	<ul style="list-style-type: none"> Development of skills and knowledge needed to participate regularly and safely in physical activity Develop understanding of the factors that contribute to their enjoyment of physical activity Understand the health benefits of being physically active and the benefits of daily physical activity Understand how to develop and enhance their own personal fitness Develop and act on personal fitness and physical activity goals Assessment and monitoring of health-related fitness Learn about the connections between physical activity and mental health Understand the behaviours to maximize the safety of self and others Learn how to minimize the risk of concussion, environmental health risks Responding to emergencies, accidents, injuries, and concussions 	Grade 1: B1.1 B1.3 B2.1 B2.2 B2.3 B3.1 B3.2	Embed in lessons throughout the term
		Grade 2: B1.1 B1.3 B2.1 B2.3 B2.4 B3.1 B3.2	
		Grade 3: B1.1 B1.3 B2.1 B2.3 B2.4 B3.1 B3.2	
Strand C: Movement Competence <ul style="list-style-type: none"> Movement Skills and Concepts Movement Strategies 	<ul style="list-style-type: none"> Development of fundamental movement skills, stability skills, and locomotor skills Development of simple manipulation skills (send and receive objects) Development of movement concepts (e.g., body and spatial awareness) Develop understanding of the concepts of physical activities – skills, equipment, rules, and conventions of fair play and etiquette Use of simple tactics to enhance success Development of self-confidence and sense of self as they participant in a variety of activities 	Grade 1: C1.2 C1.3 C1.4 C1.5 C2.1 C2.2	Embed in lessons throughout the term
		Grade 2: C1.3 C1.4 C1.5 C2.1 C2.2	
		Grade 3: C1.3 C1.4 C1.5 C2.1 C2.2	

Expectations	Primary Key Concepts to Explore	Specific Expectations for Healthy Eating & Substance Use, Addictions, Related Behaviours, Human Development and Sexual Health	Suggested Time
<p>Strand D: Healthy Living Strand</p> <p>Topics: Healthy Eating & Substance Use, Addictions, Related Behaviours and Human Development and Sexual Health</p>	<ul style="list-style-type: none"> • Applying their knowledge to make decisions about their own overall health • Understand of Canada’s Food Guide • Understand and apply the concepts related to healthy food choices and healthier alternatives • Understand and apply the concepts related to substance use and potentially addictive behaviours 	<p>Grade 1: <u>Healthy Eating & Substance Use, Addictions, Related Behaviours</u></p> <p>D1.1 – Food for healthy bodies and minds D2.1 – Canada’s Food Guide D2.2 – Hunger and thirst cues D3.2 – Unhealthy habits, healthy alternatives</p> <p>Human Development and Sexual Health</p> <p>D1.3 – Body parts D1.4 – Senses and functions D2.5 – Hygienic procedures</p> <p>Grade 2: <u>Healthy Eating & Substance Use, Addictions, Related Behaviours</u></p> <p>D2.1 – Healthy eating patterns D2.2 – Food choices (snacks, meals) D1.3 – Prescription / Non-prescription D3.2 – Medication, healthy alternatives</p> <p>Human Development and Sexual Health</p> <p>D1.4 – Stages of development D1.5 – Body appreciation D2.4 – Oral health</p> <p>Grade 3: <u>Healthy Eating & Substance Use, Addictions, Related Behaviours</u></p> <p>D1.1 – Food origins, nutritional value, and environmental impact D2.1 – Oral health, food choices</p>	<p>30% of the HPE instructional time is the recommended amount of time for Healthy Living learning.</p>

		<p>D3.1 – Local and cultural foods, eating choices</p> <p>D1.3 – Impact of use of legal / illegal substances</p> <p>D2.3 – Decision making - substance use / behaviours</p> <p><u>Human Development and Sexual Health</u></p> <p>D1.4 – Healthy relationships, bullying, consent</p> <p>D1.5 – Physical and social-emotional development</p> <p>D3.3 – Visible, invisible differences, respect</p>	
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Resources:

OPHEA <https://www.ophea.net/>

PHE Canada Resources – PHE Learning Centre - <https://phecanada.ca/>

School Mental Health Ontario – Everyday Classroom Mental Health Resources <https://smh-assist.ca/emhc/>

School Mental Health Ontario - <https://smho-smso.ca/>

Ministry of Education – Supporting Minds Document - <http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>

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Junior GECDSB HPE Pacing Guide Term 2 2021-2022

Junior Division Health and Physical Education	Expectations Continually Assessed: <ul style="list-style-type: none"> • Strand A – Social Emotional Learning • Strand B – B1.1 (Active Participation), B2.1 (DPA), B3.1, B3.2 (Safety and Concussion learning) 		
Expectations	Key Concepts to Explore	Sample Strategies	Suggested Time
Strand A: Social-Emotional Learning A1.1 Identification and Management of Emotion A1.2 Stress Management and Coping A1.3 Positive Motivation and Perseverance A1.4 Healthy Relationships A1.5 Self-Awareness and Sense of Identity A1.6 Critical and Creative Thinking	<ul style="list-style-type: none"> • Development of relationship skills • Development of communication skills, social skills, and interpersonal skills • Development of their sense of self and their identity • Development of skills in identifying and managing emotions, managing stress • Development of skills in to build resilience and perseverance • Express gratitude and embrace optimism and positive motivation, and reframing negative thoughts and emotions • Development of critical and creative thinking skills needed for making decisions, setting goals, and solving problems 	Applying strategies such as: <ul style="list-style-type: none"> • Deep breathing, guided imagery, and mindfulness • Stretching • Growth mindset mentor texts and resources • Pausing and reflecting • “Unplugging” before sleep • Share positive messages for peers, reframe statements and use positive language • Use personal affirmations • Seek opportunities to help others • Use role play to practice language and actions • Monitor progress and skill development (e.g., checklists) • Reflect on strengths and accomplishments • Use web diagrams and graphic organizers to help identify connections and interrelationships • Use organizational strategies and tools • Use goal setting frameworks 	Throughout the year, embedded into all other HPE strands

Expectations	Junior Key Concepts to Explore	Specific Expectations	Suggested Time
Strand B: Active Living <ul style="list-style-type: none"> B1. Active Participation B2. Physical Fitness B3. Safety 	<ul style="list-style-type: none"> Development of skills and knowledge needed to participate regularly and safely in physical activity Develop understanding of the factors that contribute to their enjoyment of physical activity Understand the health benefits of being physically active and the benefits of daily physical activity Understand how to develop and enhance their own personal fitness Develop and act on personal fitness and physical activity goals Assessment and monitoring of health-related fitness Learn about the connections between physical activity and mental health Understand the behaviours to maximize the safety of self and others Learn how to minimize the risk of concussion, environmental health risks Responding to emergencies, accidents, injuries, and concussions 	Grade 4: B1.1 B1.3 B2.1 B2.2 B2.3 B3.1 B3.2	Embed in lessons throughout the term
		Grade 5: B1.1 B1.3 B2.1 B2.2 B2.3 B2.4 B3.1 B3.2	
		Grade 6: B1.1 B1.3 B2.1 B2.2 B2.3 B2.4 B3.1 B3.2	
Strand C: Movement Competence <ul style="list-style-type: none"> Movement Skills and Concepts Movement Strategies 	<ul style="list-style-type: none"> Development of fundamental movement skills, stability skills, and locomotor skills Development of manipulation skills (e.g., send and receive objects) Development of movement concepts (e.g., body and spatial awareness) Develop understanding of the concepts of physical activities – skills, equipment, rules, and conventions of fair play and etiquette Use of simple tactics to enhance success Development of self-confidence and sense of self as they participant in a variety of activities 	Grade 4: C1.3 C1.4 C1.5 C2.1 C2.2 C2.3	Embed in lessons throughout the term
		Grade 5: C1.4 C1.5 C2.1 C2.3 C2.4	
		Grade 6: C1.3 C1.4 C2.1 C2.2 C2.3	

Expectations	Junior Key Concepts to Explore	Specific Expectations for Healthy Eating & Substance Use, Addictions, Related Behaviours and Human Development and Sexual Health	Suggested Time
Strand D: Healthy Living Strand Topics: Healthy Eating & Substance Use, Addictions, Related Behaviours and Human Development and Sexual Health	<ul style="list-style-type: none"> • Healthy eating decisions as they deepen their nutrition knowledge • Nutritional labelling • Learning how to understand and manage their food choices and set healthy eating goals • Hazards of tobacco, vaping, alcohol, cannabis and other drugs • Addictive behaviours • Developing decision-making and communication skills to resist pressures to engage in substance use and ways of challenging these 	Grade 4: <u>Healthy Eating & Substance Use, Addictions and Related Behaviours</u> D1.1 – Nutrients D2.1 – Personal eating habits D3.1 – Healthier eating in various settings D1.4 – Tobacco and vaping D2.3 – Decisions about smoking and vaping D3.2 – Short- and long-term effects of smoking and vaping <u>Human Development and Sexual Health</u> D1.5 – Puberty – changes; emotional, social impact D2.4 – Puberty – personal hygiene and care	30% of the HPE instructional time is the recommended amount of time for Healthy Living learning.
		Grade 5: <u>Healthy Eating & Substance Use, Addictions and Related Behaviours</u> D2.1 – Nutrition fact tables, food labels D3.1 – Media influences – food choices D1.2 – Short- and long-term effects of alcohol use D2.3 – Refusal skills – alcohol use and other behaviours D3.3 – Decision to drink alcohol, use cannabis; influences <u>Human Development and Sexual Health</u> D1.3 – Reproductive System D1.4 – Menstruation, spermatogenesis D2.4 – Self-concept, sexual orientation D2.5 – Emotional, interpersonal stresses - puberty	

		<p>Grade 6: <u>Healthy Eating & Substance Use, Addictions and Related Behaviours</u></p> <ul style="list-style-type: none">D2.1 – Influences on healthy eatingD2.2 – Eating cues and guidelinesD3.1 – Benefits of healthy eating / active livingD1.2 – Effects of cannabis, drugsD2.4 – Strategies, safe choices, influences, alcohol, tobacco, cannabis <p><u>Human Development and Sexual Health</u></p> <ul style="list-style-type: none">D1.3 – Sexually explicit mediaD2.5 – Understanding of puberty changes, healthy relationshipsD2.6 – Decision making, consentD3.3 – Stereotypes and assumptions – impacts and strategies for responding	
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Intermediate GECD SB HPE Pacing Guide Term 2: 2021-2022

Intermediate Division Health and Physical Education	Expectations Continually Assessed: <ul style="list-style-type: none"> • Strand A – Social Emotional Learning • Strand B – B1.1 (Active Participation), B2.1 (DPA), B3.1, B3.2 (Safety and Concussion learning) 		
Expectations	Key Components to Explore	Sample Strategies	Suggested Time
Strand A: Social-Emotional Learning A1.1 Identification and Management of Emotion A1.2 Stress Management and Coping A1.3 Positive Motivation and Perseverance A1.4 Healthy Relationships A1.5 Self-Awareness and Sense of Identity A1.6 Critical and Creative Thinking	<ul style="list-style-type: none"> • Development of relationship skills • Development of communication skills, social skills, and interpersonal skills • Develop an awareness of emotions, intentions, and motivations as they communicate and interact with others • Development of self-awareness and self-confidence in order to nurture a sense of identity and belonging • Express gratitude and embrace optimism • Development of skills in recognizing and coping with stress and challenges in positive ways • Development of skills in to build resilience and perseverance • Development of the importance of an attitude of positive motivation • Application of critical and creative thinking skills in deeper and more complex ways for making decisions, setting goals, solving problems, and resolving conflicts 	Applying strategies such as: <ul style="list-style-type: none"> • Deep breathing, guided imagery, and mindfulness • Stretching • Growth mindset mentor texts and resources • Pausing and reflecting • “Unplugging” before sleep • Sharing positive messages for peers, reframe statements and use positive language • Use personal affirmations • Seek opportunities to help others • Discuss community sources of support for mental health challenges or substance abuse • Use role play to practice language and actions • Monitor progress and skill development (e.g., checklists) • Reflect on strengths and accomplishments • Use web diagrams and graphic organizers to help identify connections and interrelationships • Use organizational strategies and tools • Goal setting frameworks 	Throughout the year, embedded into all other HPE strands

Expectations	Intermediate Key Concepts to Explore	Specific Expectations	Suggested Time
Strand B: Active Living <ul style="list-style-type: none"> B1. Active Participation B2. Physical Fitness B3. Safety 	<ul style="list-style-type: none"> Development of skills and knowledge needed to participate regularly and safely in physical activity Develop understanding of the factors that contribute to their enjoyment of physical activity Understand the health benefits of being physically active and the benefits of daily physical activity Understand how to develop and enhance their own personal fitness Develop and act on personal fitness and physical activity goals Assessment and monitoring of health-related fitness Learn about the connections between physical activity and mental health Understand the behaviours to maximize the safety of self and others Learn how to minimize the risk of concussion, environmental health risks Responding to emergencies, accidents, injuries, and concussions 	Grade 7: B1.1 B1.3 B2.1 B2.3 B2.4 B3.1 B3.2	Embed in lessons throughout the term
		Grade 8: B1.1 B1.3 B2.1 B2.3 B2.4 B3.1 B3.2	
Strand C: Movement Competence <ul style="list-style-type: none"> Movement Skills and Concepts Movement Strategies 	<ul style="list-style-type: none"> Development of fundamental movement skills, stability skills, and locomotor skills Development of manipulation skills (e.g., send and receive objects) Development of movement concepts (e.g., body and spatial awareness) Develop understanding of the concepts of physical activities – skills, equipment, rules, and conventions of fair play and etiquette Use of simple tactics to enhance success Development of self-confidence and sense of self as they participant in a variety of activities 	Grade 7: C1.2 C1.3 C1.4 C2.1 C2.2 C2.3	Embed in lessons throughout the term
		Grade 8: C1.2 C1.3 C1.4 C2.1 C2.2 C2.3	

Expectations	Intermediate Key Concepts to Explore	Specific Expectations for Healthy Eating & Substance Use, Addictions, Related Behaviours and Human Development and Sexual Health	Suggested Time
<p>Strand D: Healthy Living Strand</p> <p>Topics: Healthy Eating & Substance Use, Addictions, Related Behaviours, Human Development and Sexual Health</p>	<ul style="list-style-type: none"> • Deepen understanding of healthy eating practices and the relationship between eating patterns and disease, making healthier food choices, and promoting healthy eating to others • Linkages between mental health and stress • Expand their understanding of the personal and social consequences of addictions • Examine how concerns with body image can lead to problematic substance use 	<p><u>Grade 7: Healthy Eating & Substance Use, Addictions and Related Behaviours</u></p> <p>D2.1 – Eating patterns and health problems D3.1 – Personal, external factors in food choices D1.2 – Mental health, substances, support D2.3 – Body image, substance use D3.2 – Implications of substance use, addictions, and related behaviours</p> <p><u>Human Development and Sexual Health</u></p> <p>D1.3 – Delaying sexual activity D1.4 – Sexually transmitted and blood-borne infections (STBBIs) D1.5 – STBBIs and pregnancy prevention D2.4 – Sexual health and decision making D3.3 – Relationship changes at puberty</p> <p><u>Grade 8: Healthy Eating & Substance Use, Addictions and Related Behaviours</u></p> <p>D2.1 – Personal eating behaviours D3.1 – Promoting healthy eating D1.3 – Warning signs, consequences</p> <p><u>Human Development and Sexual Health</u></p> <p>D1.4 – Decisions about sexual activity; supports D1.5 – Gender identity, gender expression, sexual orientation, self-concept D2.3 – Decision making considerations and skills D3.3 – Relationships and intimacy</p>	<p>30% of the HPE instructional time is the recommended amount of time for Healthy Living learning.</p>

Resources

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