المدرسة الأمريكية الدولية
American International School

MIDDLE SCHOOL

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

PHYSICAL AND HEALTH EDUCATION
AY 26-27

STRAND	STANDARDS/SKILLS (Ontario Curriculum)		GRADE 5	GRADE 6	GRADE 7	GRADE 8
SOCIAL AND EMOTIONAL LEARNING SKILLS (A)	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 strands for this grade.	1.1 Identification and Management of Emotions	Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others			
		1.2 Stress Management and Coping	Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience			
		1.3 Positive Motivation and Perseverance	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, in order to promote a sense of optimism and hope			
		1.4 Healthy Relationships	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			
		1.5 Self Awareness and Sense of Identity	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			
		1.6 Critical and Creative Thinking	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 (B)	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	1.1			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	
		1.2	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games			
		1.3			Demonstrate an understanding of the factors that motivate or impede participation in	

					physical activity every day	
	B2 demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living	2.1		Daily Physical Activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day	Daily Physical Activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day	
		2.2	Identify the components of health-related fitness and the benefits associated with developing and maintaining each of them	Explain how participation in physical activities affects personal health-related fitness	Identify factors that can affect health-related fitness and describe how training principles can be applied to develop fitness	Recognize the difference between health-related components of personal fitness and skill-related components and explain how to use training principles to enhance both components
		2.3	Assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time	Assess their level of health-related fitness as they participate in various physical activities and monitor changes in their physical fitness over time	Assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time	assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time
		2.4	Develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests	Develop and implement plans of action based on both their assessments of their health-related components of fitness and their interests, in order to achieve personal fitness goals	Develop, implement, and revise a personal plan to meet short-term, health-related fitness goals	Develop, implement, and revise a personal plan to meet short- and long-term health related fitness and physical activity goals
MOVEMENT COMPETENCE (C)	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.	1.1		Perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance	Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance	
		1.2	Demonstrate the ability to jump in control for height or	Perform a wide variety of locomotor	Perform a wide variety of	Perform a wide variety of locomotor

			distance, using a variety of body actions	movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment	locomotor movements, with and without equipment, while responding to a variety of external stimuli	movements, with and without equipment, while responding to a variety of external stimuli
		1.3	Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways	Send and receive a variety of objects adjusting for speed and distance, while applying basic principles of movement	Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement	Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement
		1.4	Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement	Retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment	Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities	Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities
		1.5	Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment			
	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.	2.1	Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities		Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments	Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments
		2.2		Describe common features of specific categories of physical activities and describe	Describe and compare different categories of physical activities	Demonstrate an understanding of how movement skills, concepts, and

				strategies that they found effective while participating in a variety of physical activities in different categories	and describe strategies that they found effective while participating in a variety of physical activities in different categories	strategies are transferable across different physical activities within various categories and identify skills, concepts, and strategies that they found effective while participating in a variety of physical activities in different categories
		2.3		Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities	Apply a variety of tactical solutions to increase chances of success as they participate in physical activities	Apply a variety of tactical solutions to increase chances of success as they participate in physical activities
	D1 Demonstrate an understanding of factors that contribute to healthy development	1.1 Personal Safety and Injury Prevention			Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies and identify protective responses	
		1.2 Substance Use, Addictions, and Related Behaviours			Demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as brain development, and identify school and community resources that can provide support for mental health concerns relating to substance use, addictions, and related behaviours	

		1.4 Mental Health Literacy		Demonstrate an understanding of the interconnections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health		
	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;	2.1 Healthy Eating	Explain how to use nutrition fact tables and ingredient lists on food labels to make informed choices about healthy and safe foods	Apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating	Demonstrate the ability to develop healthier eating patterns, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders	
				Apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink to develop personal guidelines for healthier eating		
		2.3 Substance Use, Addictions, and Related Behaviours		Use decision-making strategies and skills to make safe personal choices about the use of drugs such as tobacco, and about activities such as vaping, including the choice to abstain		
		2.4 Human Development and Health		Make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills		
	D3 demonstrate the ability to make connections that relate to health and well-being – how their choices	3.1 Healthy Eating	Describe how advertising, food marketing, and media affect food choices and	Explain how healthy eating and active living work together to		

	and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.		explain how these influences can be evaluated to help people make healthier choices	improve a person's overall physical and mental health and well-being and how the benefits of both can be promoted to others		
		3.4 Mental Health Literacy	Demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma			Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma