Eco-Adventures 306 Collective: Curriculum Connections

*Outcomes are in student friendly language with titles being hyperlinked to the Saskatchewan curriculum for full outcome and indicator descriptions.*

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| **Grade** | **Outcomes** | **Indicators** | **Planning Ideas** | **Resources** |
| **PE 7** | **7.6** | [**Biomechanics:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=7&outcome=1.6) I can improve my ability to move objects, my travelling and non-travelling skills using principles of balance, stability, spin and rotation. | a, b, e, n |  |  |
| **7.9** | [**Alternate Environment & Body Management:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=7&outcome=1.9) I can use the appropriate movement skills and in combination to participate in a variety of alternate environment & body management activities. | a, c, e, f |  |  |
| **7.11** | [**Influences:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=7&outcome=1.11) I can identify what might affect opportunities for people to participate in physical activity and develop physical skills. | a, d, e |  |  |
| **7.12** | [**Safety & Rules:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=7&outcome=1.12) I can develop an appreciation for the impact of safety & rules on myself and others after analyzing those related to...alternate environment & body management activities. | a, c, d |  |  |
| **7.13** | [**Relationship Skills:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=7&outcome=1.13) I can show responsible and caring behaviors for personal growth while participating in activities. | a, b |  |  |

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| **Grade** | **Outcomes** | **Indicators** | **Planning Ideas** | **Resources** |
| **Wellness 10** | **W1** | [**Understanding of Wellness:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=wellness10)Evaluate one’s understanding of wellness while participating in various learning opportunities that balance the dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental). | a, e, k, m |  |  |
| **W2** | [**Service Learning:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=wellness10&outcome=1.2) Assess, through participation in service learning opportunities and other means (e.g., interviews, discussions, observations), how service learning enhances the well-being of the volunteer and to the individual or organization/community. | c, d |  |  |
| **W3** | [**Individual/Partner Movement Activities:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=wellness10&outcome=1.3) Plan for and engage in movement activity to increase confidence, competence, and sustainability in self-selected individual and/or partner movement activities from each of the following categories:* Body Management Activities (e.g., dance, yoga, pilates, martial arts, aerobics)
* Alternate Environment Activities (e.g., cycling, snowshoeing, cross-country skiing, swimming, hiking, skating, canoeing, trapping, weight lifting/going to a fitness centre)
 | a, d, g, h, l, m |  |  |
| **W4** | [**Mental Well-Being:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=wellness10&outcome=1.4) Assess the impact of mental health on overall well-being of self, family, and community. | e, i, l |  |  |

Eco-Adventures 306 Collective: Curriculum Connections (cont’d)

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| **Wellness 10****(cont’d)** | **W5** | [**Self-Awareness & Self-Management:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=wellness10&outcome=1.5) Assess one’s self-awareness (i.e., one’s ability to perceive own emotions and tendencies) and self-management (i.e., ability to stay flexible and positively direct personal behaviour) for the purpose of enhancing well- being of self and others. | a, e, h, i, k |  |  |
| **W6** | [**Culture of Safety:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=wellness10&outcome=1.6) Model and promote a local culture/norm of safety and injury prevention (i.e., physical safety, social safety, psychological safety, spiritual safety, environmental safety) to optimize well-being of self, family, community, and the environment. | b, e, f, h, i,  |  |  |
| **W7** | [**Physical Fitness:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=wellness10&outcome=1.7) Promote sustainable well-being by planning for and engaging in movement activities, alone and with others, that enhance the health-related (i.e., cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition) and skill-related (i.e., power, agility, speed, reaction time, balance, and co-ordination) components of fitness. | b, g, m |  |  |
| **W8** | [**Relationships:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=wellness10&outcome=2.1) Assess how relationships (e.g., with self, peers, family, teachers, teammates, opponents, coaches, employers) influence all dimensions of wellness. | c, h, l |  |  |
| **W12** | [**Spirituality:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=physical_education&level=wellness10&outcome=2.5) Investigate the connection to and importance of spirituality on wellness. | a, c, d, f, g, h |  |  |