

Class: _____

Overall Expectations

Health and Physical Education

1 - demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade

C1 - demonstrate an understanding of factors that contribute to healthy development

C2 - demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

C3 - 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

Language - Media Literacy

M3 - create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques

Specific Expectations

Health and Physical Education: 1.3, 1.5, C1.2, C2.3, C2.6, C3.2

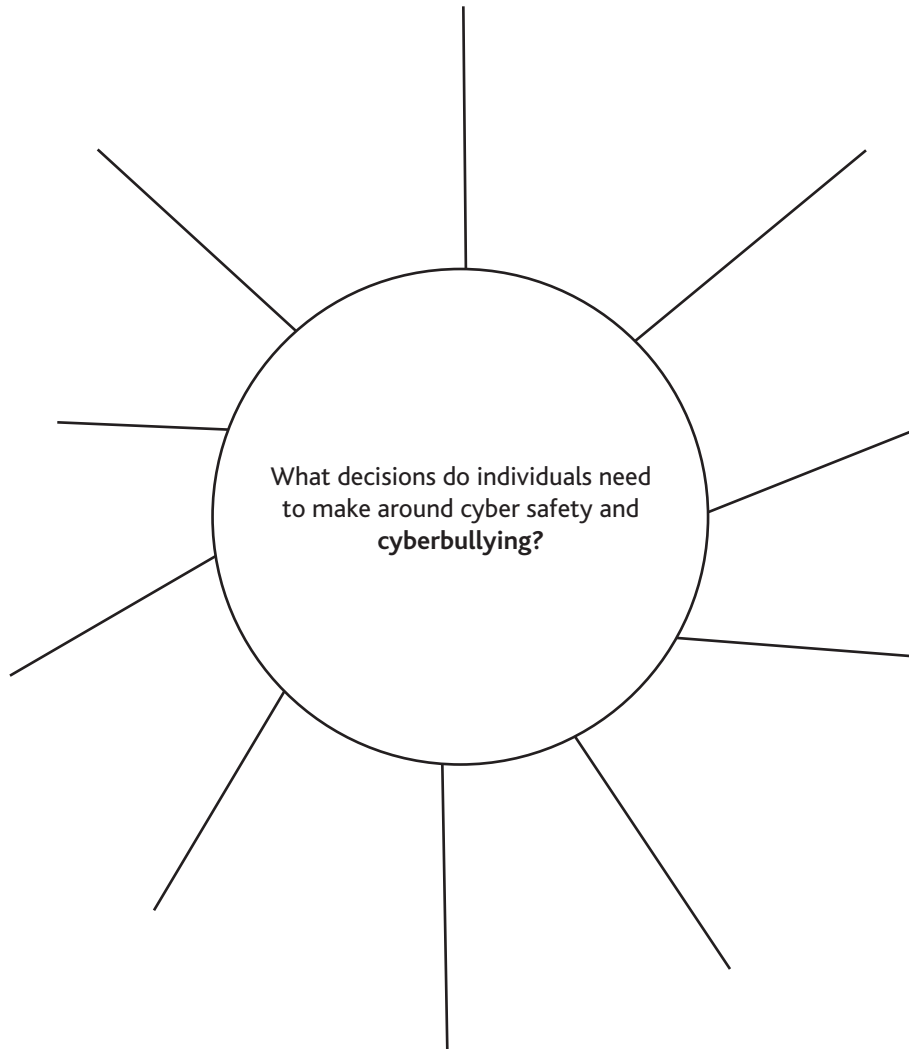
Language – Media Literacy: 3.4

Success Criteria	Level 1 (Limited)	Level 2 (Some)	Level 3 (Considerable)	Level 4 (High Degree)
Communication Managing Conflicts Online 1.3 C2.3, C2.6 <ul style="list-style-type: none"> uses correct vocabulary and terminology to discuss cyberbullying uses assertiveness and refusal skills to avoid or manage online conflict 	The student uses conventions, vocabulary, and terminology with limited effectiveness.	The student uses conventions, vocabulary, and terminology with some effectiveness.	The student uses conventions, vocabulary, and terminology with considerable effectiveness.	The student uses conventions, vocabulary, and terminology with a high degree of effectiveness.

Success Criteria	Level 1 (Limited)	Level 2 (Some)	Level 3 (Considerable)	Level 4 (High Degree)
Application Conflict Resolution 1.5, C2.3, C2.6 <ul style="list-style-type: none"> applies cyberbullying concepts in the Choice Board product analyzes problems in order to come up with an appropriate solution understands how to manage or avoid conflict in social situations (e.g., knows who and where to turn for help, understands how to follow the decision making model when faced with difficult situations, uses appropriate personal and interpersonal skills to resolve the situation) makes choices that demonstrate respect for themselves and others 	The student applies knowledge and skills in familiar contexts with limited effectiveness.	The student applies knowledge and skills in familiar contexts with some effectiveness.	The student applies knowledge and skills in familiar contexts with considerable effectiveness.	The student applies knowledge and skills in familiar contexts with a high degree of effectiveness.
Knowledge and Understanding Support Services C1.2 <ul style="list-style-type: none"> identifies who and where in the community to turn for help when faced with addictive behaviours like too much gaming 	The student demonstrates limited knowledge of content.	The student demonstrates some knowledge of content.	The student demonstrates considerable knowledge of content.	The student demonstrates thorough knowledge of content.
Application Issue of Cyberbullying C3.2 <ul style="list-style-type: none"> applies connections between cyberbullying concepts (e.g., knows what to do if someone else is being cyberbullied) applies cyberbullying concepts to personal experiences in school and beyond (e.g., contains message about how to respond to situations that will help make a safer school community) 	The student applies knowledge and skills in familiar contexts with limited effectiveness.	The student applies knowledge and skills in familiar contexts with some effectiveness.	The student applies knowledge and skills in familiar contexts with considerable effectiveness.	The student applies knowledge and skills in familiar contexts with a high degree of effectiveness.

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1. Select one of the presentation options to complete from the Healthy Living Choice Board to demonstrate your knowledge and understanding of factors that contribute to healthy human development (e.g., risks associated with technology and precautions or strategies for using technology safely; bullying and abuse including bullying using technology; creating a safe online community)
2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (e.g., decision making process to assess risk and make safe decisions in a variety of situations including chatting online; posting pictures online; gaming—consider ways to be safe, consider pros and cons of each option, consider whether they need to check with an adult)
3. 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 wellbeing. Making connections within and between various contexts, connections between cyberbullying concepts are applied, (cyber bullying concepts are applied to personal experiences in and beyond school)

Visual learners Prefer reading it/seeing it for themselves. Prefer to write or draw	Auditory learners Prefer listening to someone. Prefer to discuss.	Kinesthetic learners Prefer experiencing it through an activity. Prefer to manipulate, touch or create.
Diary entry: Students will write a diary entry that highlights how one of the characters from the Connect[ED] video may have felt during a conflict.	Game Show: Students will create and present a trivia game show highlighting the key understandings from the Connect[ED] video.	Song: Students will write and perform a rap, ballad or song highlighting the key understandings from the Connect[ED] video.
Brochure/Pamphlet: Students will write a brochure or pamphlet highlighting the key understandings of the Connect[ED] video.	Powerpoint: Students will create and present a PowerPoint/Interactive White Board presentation highlighting the key understandings of the Connect[ED] video.	Scenario: Students will write and respond to a scenario that highlights the key understandings of the Connect[ED] video.
Comic Strip: Students will write a comic strip highlighting the key understandings of the Connect[ED] video.	News Program Special Report: Students will write and perform for video a news program special report highlighting the key understandings of the Connect[ED] video.	Memory box/Scrapbook: Students will create a memory box/ scrap book that highlights the key understandings of the Connect[ED] video.