

## JK-Grade 3 Best Foot Forward Curriculum Connections

Grade	Subject	Specific Expectations
K	<b><u>Social Development</u></b> Personal and Social Development	<b>3.2</b> Recognize places and buildings within their community, both natural and human-made, and talk about their functions
1	<b><u>Science &amp; Technology</u></b> Understanding Life Systems: Needs and Characteristics of Living Things	<b>B1.2</b> Identify actions that can be taken to contribute to a healthy environment
1	<b><u>Science &amp; Technology</u></b> Understanding Earth and Space Systems Daily and Seasonal Changes	<b>E1.1</b> Assess the impact of daily and seasonal changes on human outdoor activities, and identify innovations that enable people to engage in various activities year-round
1	<b><u>Health &amp; Physical Education</u></b> Understanding: Active Living	<p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background) as they participate in a wide variety of individual and small-group activities</p> <p><b>B1.3</b> Identify a variety of ways to be physically active at school and at home every day (e.g., at school: playing actively at recess; participating in a variety of physical activities in class, including DPA; participating in after-school physical activities; at home: helping with outdoor activities like gardening, raking, or shovelling snow; going for a walk with family members; playing in the park; riding bikes on the community trail)</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and</p>

		lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body)
1	<b><u>Health &amp; Physical Education</u></b> Understanding: Healthy Living	<p><b>D1.2</b> Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, youth worker, or other trusted adult; knowing routines for safe pickup from school or activities)</p> <p><b>D2.4</b> Apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school)</p> <p><b>D3.1</b> Demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, when online, and outdoors (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, unstable furniture, candles, toys; road, water, and playground hazards; the danger of landing on websites that are not age-appropriate; weather and sun hazards)</p>
1	<b><u>Social Studies, History, and Geography</u></b>	<p><b>B1.3</b> Create a plan that outlines some specific ways in which they can responsibly interact with the built and/or</p>

	Understanding: People and Environments: The Local Community	natural environment in the local community (e.g., map out the location of garbage and recycling cans in parks so they can properly dispose of their waste; help plan and grow a sustainable garden at home, composting in the school, or other ways of reducing their environmental footprint; plan ways to participate in clean-up days), and describe how their actions might enhance the features of the local environment
2	<b><u>Health &amp; Physical Education</u></b> Understanding: Active Living	<b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background) as they participate in a wide variety of individual and small-group activities <b>B2.4</b> Participate in setting and achieving realistic personal and group goals related to physical activity (e.g., a personal goal of doing a physical activity for a specified period of time, a group goal of completing a collective number of class star jumps in a given time frame) [A1.3 Motivation, 1.6 Thinking] <b>B3.1</b> 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 (e.g., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body)

2	<b><u>Health &amp; Physical Education</u></b> Understanding: Healthy Living	<b>D1.1</b> Demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands), outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true)
3	<b><u>Health &amp; Physical Education</u></b> Understanding: Active Living	<b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities (e.g., individual and small-group activities, dancing to music, cooperative games), while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity; knowing what to do; demonstrating appropriate interpersonal skills, such as active listening, communicating with respect, and providing help to and asking for help from group members) <b>B1.3</b> describe the physical and mental benefits of participating in physical activity every day (e.g., physical benefits, such as better sleep, more energy, reduced risk of getting sick; social benefits, such as improved interaction with peers, greater empathy, stronger interpersonal skills, improved independence; emotional/mental benefits, such as stress release, greater self-confidence, improved concentration)

		<p><b>B2.4</b> develop and act on personal goals related to physical activity (e.g., jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend)</p> <p><b>B3.1</b> 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 (e.g., self-monitoring, being in control of themselves and aware of their surroundings, cooperating with others, abiding by rules and playing fair, communicating positively to help others be safe, using equipment appropriately both in class and on the playground)</p>
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