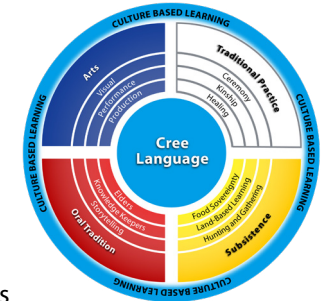





Physical Education and Wellness





NOTE: The *italicized* learning outcomes in the Grade 3-9 physical education and wellness curriculum contain topics related to gender identity, sexual orientation or human sexuality. Where classroom content includes subject-matter that deals primarily and explicitly with gender identity, sexual orientation, or human sexuality, school authorities must notify parents at least 30 calendar days in advance and provide parents the option to opt-in their child, rather than opt-out, for this instruction. This requirement does not apply to other subjects or incidental references to these topics.






Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Active Living (AL): Developing physical literacy through movement and active living supports well-being across a lifespan.				
GUIDING QUESTION				
How can motivation support engagement in active living?				
LEARNING OUTCOME				
6AL 1.1 Students analyze motivation and its relationship to personal development and active living.				
<p>Motivation is supported by setting goals and monitoring progress toward those goals.</p> <p>Training principles include</p> <ul style="list-style-type: none"> • frequency • intensity • time • type <p>Frequency is how often an individual is engaged in physical activity.</p> <p>Intensity is the level of physical exertion experienced during physical activity.</p> <p>Time is how long an individual is engaged in physical activity.</p> <p>Type is the physical activity selected.</p> <p>[continued]</p>	<p>Motivation in physical activity can support different training principles.</p> <p>Motivation can support individual physical activity routines to improve well-being.</p>	<p>Connect daily routines and planned physical activities with active living goals.</p> <p>Examine how training principles can contribute to active living.</p> <p>Participate in a variety of moderate to vigorous physical activities that support training principles.</p>	<p> Videos by Season Series: Most videos in this series share outdoor activities across the seasons (e.g., Birch Tree Tapping in the spring and Harvesting Medicines in the summer and fall) and can be used to meet active living KUSPs.</p> <p> Powwow and Dance Series (11 videos)</p>	

Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued]</p> <p>Physical activity guidelines recommend between 30 to 60 minutes of moderate to vigorous daily physical activity.</p> <p>Individuals can engage in moderate to vigorous physical activities from the following activity dimensions:</p> <ul style="list-style-type: none"> • rhythmic • gymnastic • expressive • individual and group • challenge and adventure • cultural activities and games 				
LEARNING OUTCOME 6AL 1.2 Students analyze motivation and its relationship to personal development and active living.				
<p>Motivation can lead to development of movement skills.</p> <p>Motivation can lead to exposure to a variety of physical activities.</p>	<p>Motivation can lead to accomplishment and performance across various physical activities.</p> <p>Feedback and self-reflection can support motivation.</p>	<p>Recognize the influence of motivation on movement skill development and proficiency in various physical activities.</p>		
LEARNING OUTCOME 6AL 1.3 Students analyze motivation and its relationship to personal development and active living.				
<p>Motivation can lead to commitment, personal development, and increased levels of engagement.</p> <p>Motivation can be supported by members of the community, such as</p> <ul style="list-style-type: none"> • parents and caregivers • community organizations • teachers and coaches • spiritual leaders • Elders • Knowledge Keepers 	<p>Active living in the community occurs when individuals are encouraged and supported.</p>	<p>Describe personal and community supports associated with motivation for active living.</p>		


Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Movement Skill Development (MSD): Developing physical literacy through movement and active living supports well-being across a lifespan.				
GUIDING QUESTION				
How does structure bring organization to physical activity?				
LEARNING OUTCOME				
6MSD 1.1 Students examine and demonstrate an understanding of structure in physical activity.				
<p>Structural components of physical activities can have various characteristics and features, such as</p> <ul style="list-style-type: none"> • rules and guidelines • protocols • purpose or intent • number and roles of participants • required equipment <p>Structure has commonalities and varying levels of complexity across various physical activities.</p>	<p>Structure provides an objective or purpose to the physical activity.</p>	<p>Describe the structure of physical activities performed in the learning environment.</p> <p>Apply structure in the creation and playing of games.</p>	 <p>Many games listed in the Instructional Supports - Resources (Games Section) resource on the Indigenous Culture Based Learning website can be used to meet several movement KUSPs.</p>	
LEARNING OUTCOME				
6MSD 1.2 Students examine and demonstrate an understanding of structure in physical activity.				
<p>Structure can be modified to meet the needs of participants by</p> <ul style="list-style-type: none"> • changing equipment size and type • adjusting playing area • adjusting time • changing target size and distance 	<p>Structure provides parameters to support safety, engagement, and inclusion of all participants.</p>	<p>Modify physical activities and games to improve safety, engagement, and inclusivity.</p>		
LEARNING OUTCOME				
6MSD 1.3 Students examine and demonstrate an understanding of structure in physical activity.				
<p>Strategies and tactics are supported through an understanding of the structure of physical activities and games.</p>	<p>Structure provides parameters that support opportunities for critical and creative thinking.</p>	<p>Utilize understandings of structure to inform strategies and tactics.</p>		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION				
In what ways can movement patterns function to improve performance?				
LEARNING OUTCOME				
6MSD 2.1 Students adapt and apply movement patterns in controlled and dynamic physical activities.				
<p>Similar patterns exist across a variety of physical activities.</p> <p>Patterns can be customized to enhance proficiency of movement.</p> <p>Patterns are essential to the development of specialized movement skills in a variety of physical activities.</p> <p>First Nations, Métis, and Inuit physical activities and games provide opportunities to develop and enhance skill through engagement in unique and diverse movement patterns.</p>	<p>Patterns can be transferred across a variety of physical activities for individual or group success.</p>	<p>Demonstrate how movement patterns are applied across various physical activities.</p> <p>Identify ways movement patterns experienced through physical activities can support skill development.</p>		
LEARNING OUTCOME				
6MSD 2.2 Students adapt and apply movement patterns in controlled and dynamic physical activities.				
<p>Controlled physical activities can be activities that are structured, individual, or partnered.</p> <p>Controlled physical activities allow for repeated practice of movement skills.</p> <p>Dynamic physical activities are limited in structure yet fluid and changing.</p> <p>Dynamic physical activities require immediate decision making and refinement of movement skills.</p>	<p>Controlled and dynamic physical activities can support movement skill patterns in a variety of physical activities.</p>	<p>Adapt movement patterns to improve accuracy, speed, and proficiency in a variety of controlled and dynamic physical activities.</p>		
LEARNING OUTCOME				
6MSD 2.3 Students adapt and apply movement patterns in controlled and dynamic physical activities.				
<p>Creativity in movement can be supported by including objects and changing tempo and rhythm.</p> <p>Patterns are movements that enable the body to move in response to a stimulus.</p>	<p>Movement combinations, patterns, and sequences can be adapted using creativity.</p>	<p>Implement movement patterns in response to a variety of physical, verbal, visual, and musical stimuli.</p>	<p> Powwow and Dance Series (11 videos)</p>	






Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How can conflict resolution support engagement in physical activity?				
LEARNING OUTCOME 6MSD 3.1 Students analyze and apply conflict resolution in physical activity.				
<p>Team success can be influenced by conflict.</p> <p>Practices to manage conflict include</p> <ul style="list-style-type: none"> • acknowledging emotions • clarifying facts and understanding • listening to understand • discussing possible outcomes • proposing solutions 	<p>Team effectiveness can be influenced by the ability to manage conflict.</p> <p>Teamwork requires collaboration when coming to a resolution.</p> <p>Successful teams develop practices to manage conflict.</p>	<p>Practise conflict resolution.</p> <p>Reflect on practices used to resolve conflict.</p>	 <p>Sharing and Talking Circles</p>	
LEARNING OUTCOME 6MSD 3.2 Students analyze and apply conflict resolution in physical activity.				
<p>Individuals and groups in both cooperative and competitive situations can experience conflict differently.</p>	<p>Cooperative and competitive situations may require group members to adjust thinking or actions to resolve conflict.</p>	<p>Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict.</p>		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Character Development (CD): Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.				
GUIDING QUESTION				
How can lifelong learning be supported?				
LEARNING OUTCOME				
6CD 1.1 Students connect strategies for well-being to life opportunities and lifelong learning.				
<p>Insight into life roles can be supported by knowledge of</p> <ul style="list-style-type: none"> • talents • assets • virtues • strengths • interests <p>Independence includes having the confidence and ability to make decisions to try new or challenging activities.</p> <p>Independence supports the development of initiative.</p>	<p>Changing life roles may require increased independence to develop personal talents.</p>	<p>Relate personal skills and interests to various life roles.</p>	<p>   Tipi Teachings Series: Each pole teaches us a different aspect of character and life and can be used to support character development KUSPs.</p> <p>  Trickster Stories: Select from and use these stories and legends to support character development KUSPs.</p>	
LEARNING OUTCOME				
6CD 1.2 Students connect strategies for well-being to life opportunities and lifelong learning.				
<p>Learning can occur through challenging and adverse experiences.</p> <p>Involvement in a variety of activities can provide opportunities for personal development.</p>	<p>Personal potential develops over time and can evolve from experiences.</p> <p>Learning is a lifelong process.</p>	<p>Examine changes in personal interests, strengths, and skills.</p> <p>Reflect on personal skills and interests for continued development and growth.</p>		


Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6CD 1.3 Students connect strategies for well-being to life opportunities and lifelong learning.				
Strategies for learning and personal development include <ul style="list-style-type: none"> managing time prioritizing tasks clarifying expectations asking questions reflecting establishing routines 	Individuals can apply a variety of strategies to maximize learning potential and support personal development.	Develop and apply personal strategies to support learning and development.		
LEARNING OUTCOME				
6CD 1.4 Students connect strategies for well-being to life opportunities and lifelong learning.				
Exposure to a variety of volunteerism experiences provides options when making decisions about life and career opportunities.	Volunteerism provides possibilities for social connectedness.	Discuss the effects of volunteerism on self and the community. Plan for potential volunteerism opportunities in the school and community.		
LEARNING OUTCOME				
6CD 1.5 Students connect strategies for well-being to life opportunities and lifelong learning.				
Self-discipline includes taking proactive steps to improve well-being and responding positively to successes and challenges.	Self-discipline encourages a positive future and an inclination to expect favourable life outcomes.	Identify experiences in which self-discipline can have a positive effect on well-being.		
LEARNING OUTCOME				
6CD 1.6 Students connect strategies for well-being to life opportunities and lifelong learning.				
Motivation strategies include <ul style="list-style-type: none"> focusing on positive aspects of situations or events reflecting on gratitude seeking positive encouragement and supports 	Hope can be cultivated through applying motivation strategies.	Apply motivation strategies in a variety of contexts.		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6CD 1.7 Students connect strategies for well-being to life opportunities and lifelong learning.				
<p>Goal-achievement strategies that can build hope include</p> <ul style="list-style-type: none"> • listing personal priorities • setting specific goals • organizing goals into small steps • developing creative ways to overcome obstacles 	<p>Hope can be cultivated through applying strategies to achieve goals.</p>	<p>Relate strategies to achieving goals in a variety of contexts.</p>		
ORGANIZING IDEA				
Safety (S): A lifetime of optimal well-being is supported by prioritizing health and safety.				
GUIDING QUESTION				
In what ways might risk influence the outcome of an action?				
LEARNING OUTCOME				
6S 1.1 Students examine risk and identify the factors that influence action.				
<p>Risk is the overall assessment and identification of hazards related to personal safety and vulnerability.</p> <p>Considering possible outcomes can inform decisions regarding consent in risk-taking activities.</p> <p>Risk involves taking action that may evoke a variety of feelings, such as</p> <ul style="list-style-type: none"> • independence • fulfillment • uncertainty • vulnerability <p>Digital privacy is important to protect personal information.</p> <p>Individuals can seek assistance when experiencing unwanted attention, communication, or images.</p> <p>[continued]</p>	<p>Measured risks can be taken in stages and are more likely when individuals feel safe, respected, and trusted.</p> <p>Safe online, digital technology, and social media practices can reduce risk.</p>	<p>Discuss how feelings associated with risk taking affect actions and decisions.</p> <p>Assess safety and vulnerability risks associated with use of digital technology.</p> <p>Identify potential harms from online and social media use.</p> <p>Explain how to deal with unwanted attention, communication, or images.</p>	<p> Tipi Teachings Series: Videos in this series can be used to support safety KUSPs.</p>	

Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued]</p> <p>Safety risks associated with use of digital technology include</p> <ul style="list-style-type: none"> • intrusion of privacy • bullying • misinformation • inability to properly request, obtain, or give consent • exploitation <p>The Internet and social media can expose an individual to unwanted communication or images and information.</p> <p>Sharing explicit or graphic images can have significant consequences, including being illegal under the Criminal Code of Canada.</p>				
<p>LEARNING OUTCOME</p> <p>6S 1.2 Students examine risk and identify the factors that influence action.</p>				
<p>Short-term and long-term risk can be managed or reduced through planning, rehearsal, and evaluation.</p>	<p>Risk can lead to an increased likelihood of complications in various contexts.</p>	<p>Describe situations where responsible leadership supports the safety and well-being of self and others.</p>		
<p>LEARNING OUTCOME</p> <p>6S 1.3 Students examine risk and identify the factors that influence action.</p>				
<p>Risks of substance use include</p> <ul style="list-style-type: none"> • addiction • impaired brain development • decreased mental health • impaired thinking 	<p>Several risks connected to substance use can have short-term and long-term effects.</p>	<p>Recognize the risks associated with substance use.</p> <p>Identify positive choices and actions that can reduce risks associated with substance use.</p>		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6S 1.4 Students examine risk and identify the factors that influence action.				
Aspects of life impacted by risk include <ul style="list-style-type: none"> • mental health • physical well-being • safety 	Risk has potential to positively or negatively impact several aspects of life.	Reflect on the positive and negative impacts of risk taking in a variety of contexts.		
ORGANIZING IDEA				
Healthy Eating (HE): A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.				
GUIDING QUESTION				
How might access to food affect nutrition?				
LEARNING OUTCOME				
6HE 1.1 Students examine access to food and its effect on making decisions related to nutrition.				
Factors that affect access to food include <ul style="list-style-type: none"> • season • cost of food • budget • food-preparation skills • location <p>Access to food includes</p> <ul style="list-style-type: none"> • the land • farms and gardens • grocery stores • farmers' markets • restaurants <p>Whole foods can be more expensive than processed foods.</p>	Access to nutritious and traditional foods is different for individuals and is affected by a variety of factors.	Identify factors that affect access to food.	  13 Moons Teachings	
LEARNING OUTCOME				
6HE 1.2 Students examine access to food and its effect on making decisions related to nutrition.				
Access to food includes availability of food that meets individual dietary and cultural needs and food preferences.	Access to food affects nutritional intake and an individual's ability to make balanced food choices.	Discuss the effects of limited nutritional food choices on physical and mental well-being.	   Tipi Teachings Series: Videos in this series teach about self-care and love before all else.	
Lack of access to food can affect well-being				

Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6HE 1.3 Students examine access to food and its effect on making decisions related to nutrition.				
<p>Contexts where nutritional choices may be affected include</p> <ul style="list-style-type: none"> • restaurants • social and recreational events • learning environments <p>Cost of food can vary depending on context.</p> <p>Energy-dense fast foods are easier to access than nutritious foods.</p>	<p>Access and cost within a variety of contexts can affect nutritional choices.</p>	<p>Examine how access affects nutritional choices in a variety of contexts.</p> <p>Compare cost of food in a variety of contexts.</p>		
ORGANIZING IDEA				
Healthy Relationships (HR): Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.				
GUIDING QUESTION				
How can perspectives influence healthy relationships?				
LEARNING OUTCOME				
6HR 1.1 Students consider and describe a variety of perspectives that support the development of healthy relationships.				
<p>Positive social behaviours include</p> <ul style="list-style-type: none"> • respecting others • helping others • being honest • acknowledging diversity 	<p>Healthy relationships and pro-social behaviours can be enhanced by considering the perspectives of others.</p>	<p>Demonstrate positive social behaviours to develop and maintain healthy relationships.</p>		
LEARNING OUTCOME				
6HR 1.2 Students consider and describe a variety of perspectives that support the development of healthy relationships.				
<p>Perspectives of others within relationships should be clarified rather than assumed.</p> <p>Consideration of perspectives includes recognizing and appreciating the points of view of others.</p> <p>Empathy involves trying to understand or share the feelings of another person</p>	<p>Healthy relationships require consideration for different opinions, thoughts, feelings, beliefs, and needs.</p>	<p>Consider ways in which diverse perspectives align or differ.</p> <p>Identify how the consideration of others' perspectives contributes to empathy.</p>		

Knowledge	Understanding	Skills & Procedures	ᑕᐱᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6HR 1.3 Students consider and describe a variety of perspectives that support the development of healthy relationships.				
Recognition and appreciation of social and cultural perspectives can contribute to acceptance, inclusion, and the common good.	Perspectives can contribute to a sense of belonging and interconnectedness.	Examine the connections between perspectives and social and emotional well-being.		
LEARNING OUTCOME				
6HR 1.4 Students consider and describe a variety of perspectives that support the development of healthy relationships.				
Empathy can be improved through <ul style="list-style-type: none"> • role modelling • practice • reflection 	Development of empathy can reduce bullying behaviours.	Examine how empathy toward others with different perspectives supports healthy relationships.		
ORGANIZING IDEA				
Growth and Development (GD): Decision making that optimizes personal health and well-being is informed by understanding growth and development.				
GUIDING QUESTION				
How can decision making support change during maturation?				
LEARNING OUTCOME				
6GD 1.1 Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.				
An individual can experience social changes during maturation, such as <ul style="list-style-type: none"> • curiosity in trying new things • increased importance of peers • changes in self-knowledge and self-image • language used to describe themselves • increased expectation of responsibility Self-image develops over time and can evolve from experiences.	<p>Knowledge and awareness of changes that can occur during maturation support holistic well-being.</p> <p>Maturation can result in an individual's increase in ability, adaptability, and capacity in a variety of contexts.</p>	Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence.	 <p>Tipi Teachings Series: Each pole teaches us a different aspect of character and life and can be used to support growth and development KUSPs.</p>	

Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6GD 1.2 Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.				
<p>Maturation can be supported through decision making related to personal and environmental factors, such as</p> <ul style="list-style-type: none"> • stress reduction • mental health • body image • immunization • daily physical activity • substance use • rest and sleep • nutrition 	<p>Maturation can be supported through various personal and environmental factors.</p>	<p>Identify personal and environmental factors that can influence well-being and maturation during adolescence.</p> <p>Connect personal and environmental factors to decision making during adolescence.</p>		
LEARNING OUTCOME				
6GD 1.1 Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.				
<p>Fluctuations in physical needs during maturation can result in</p> <ul style="list-style-type: none"> • fatigue and changes in sleep patterns • changing energy levels • increased nutritional demands • increased appetite 	<p>Growth associated with maturation can lead to increased physical needs.</p>	<p>Connect physical needs to maturation changes during adolescence.</p>		
GUIDING QUESTION				
<i>How can human reproduction support growth and development?</i>				
LEARNING OUTCOME				
6GD 2.1 Students investigate human reproduction from fertilization to birth.				
<p><i>Pregnancy can occur as a result of sexual intercourse.</i></p> <p><i>Pregnancy can be confirmed by a test.</i></p> <p><i>Abstinence means choosing not to have sexual intercourse.</i></p> <p><i>Any sexual activity always requires consent.</i></p> <p><i>[continued]</i></p>	<p><i>Pregnancy is a natural human process.</i></p> <p><i>Abstinence is the most effective way to prevent pregnancy.</i></p> <p><i>[continued]</i></p>	<p><i>Identify effective ways to prevent pregnancy and sexually transmitted infections.</i></p>		

Knowledge	Understanding	Skills & Procedures	ᑕᐱᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p><i>[continued]</i></p> <p><i>Self-control can support decision making related to human reproduction.</i></p> <p><i>Different types of birth control can have varying levels of effectiveness and risks.</i></p> <p><i>Sexual activity can expose individuals to sexually transmitted infections and blood-borne infections.</i></p> <p><i>Some birth control measures can lower the risk of sexually transmitted infections and blood-borne infections.</i></p>	<p><i>[continued]</i></p> <p><i>Sexual activity without consent is sexual assault and can have physical, emotional, social, and/or legal consequences.</i></p> <p><i>Birth control and natural family planning can help prevent pregnancy and sexually transmitted infections.</i></p>			
LEARNING OUTCOME 6GD 2.2 Students investigate human reproduction from fertilization to birth.				
<p><i>Factors that influence reproductive decisions include</i></p> <ul style="list-style-type: none"> <i>• age</i> <i>• financial preparedness</i> <i>• health</i> <i>• family, caregiver, and community supports</i> 	<p><i>In Canada, individuals have the right to make decisions about reproductive health and can decide if, when, and how often to reproduce.</i></p>	<p><i>Examine factors that can influence decisions related to reproductive health.</i></p>		
LEARNING OUTCOME 6GD 2.3 Students investigate human reproduction from fertilization to birth.				
<p><i>The length of a pregnancy is approximately 40 weeks and is divided into three stages called trimesters.</i></p> <p><i>A child born before 37 weeks of pregnancy is called a pre-term birth.</i></p> <p><i>Fetal development during pregnancy can be adversely affected by</i></p> <ul style="list-style-type: none"> <i>• poor nutrition</i> <i>• smoking</i> <i>• alcohol use</i> <i>• drug use</i> 	<p><i>Fetal development occurs in stages throughout a pregnancy.</i></p>	<p><i>Examine fetal development in each of the three trimesters.</i></p> <p><i>Examine factors that can adversely affect fetal development.</i></p>		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6GD 2.4 Students investigate human reproduction from fertilization to birth.				
<p><i>Supportive health practices during pregnancy include</i></p> <ul style="list-style-type: none"> • <i>eating nutritious foods</i> • <i>engaging in physical activity</i> • <i>getting adequate sleep and rest</i> • <i>attending early and consistent medical visits</i> 	<p><i>Supportive health practices can enhance reproductive health, a healthy pregnancy, and safe childbirth.</i></p>	<p><i>Identify health practices that support a healthy pregnancy.</i></p>		
LEARNING OUTCOME				
6GD 2.5 Students investigate human reproduction from fertilization to birth.				
<p><i>Reproductive health information can be provided by credible sources, such as</i></p> <ul style="list-style-type: none"> • <i>parents and caregivers</i> • <i>health professionals</i> • <i>teachers</i> • <i>spiritual leaders</i> • <i>Knowledge Keepers</i> • <i>Elders</i> 	<p><i>Credible sources can provide accurate information on reproductive health and support healthy reproductive decisions.</i></p>	<p><i>Identify credible sources of reproductive health information.</i></p>		
LEARNING OUTCOME				
6GD 2.6 Students investigate human reproduction from fertilization to birth.				
<p><i>There are diverse traditional, cultural, and religious beliefs regarding reproductive health.</i></p>	<p><i>Traditional, cultural, and religious beliefs can affect understandings of human reproduction.</i></p>	<p><i>Consider ways that human reproduction can be influenced by traditional, cultural, and religious beliefs.</i></p>		

Knowledge	Understanding	Skills & Procedures	ᑕᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Financial Literacy (FL): Informed financial decision making contributes to the well-being of individuals, groups, and communities.				
GUIDING QUESTION How can personal finances be enhanced?				
LEARNING OUTCOME 6FL 1.1 Students investigate borrowing and investing in a variety of situations.				
<p>A loan is money that is borrowed with an agreement to pay it back.</p> <p>A loan can come from a variety of sources, such as</p> <ul style="list-style-type: none"> • banks • financial institutions • family • friends <p>The decision to borrow money may be based on</p> <ul style="list-style-type: none"> • ability to repay • intended purpose • additional costs • short-term and long-term goals • impact on budget <p>Decisions by banks or financial institutions to loan money may be based on</p> <ul style="list-style-type: none"> • ability to repay • previous loan history • other existing debts • intended purpose <p>Borrowing money through loans can cost money in the form of interest on the amount borrowed and over the term of the agreement.</p> <p>Interest is a fee paid to the bank or financial institution that loaned the money.</p>	<p>Borrowing money to buy goods and services can have financial risks and benefits.</p> <p>Borrowing money can support financial goals if done appropriately.</p>	<p>Analyze the risks and benefits of borrowing money in a variety of situations.</p> <p>Identify situations where an individual can responsibly take on debt.</p>		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6FL 1.2 Students investigate borrowing and investing in a variety of situations.				
<p>Investing is purchasing something that is expected to earn additional money or increase in value.</p> <p>Individuals can make a variety of investments, such as</p> <ul style="list-style-type: none"> • real estate • stocks • digital currencies • bonds • mutual funds 	<p>Investing money can have financial risks and benefits.</p>	<p>Analyze the risks and benefits of investing in a variety of situations.</p>		