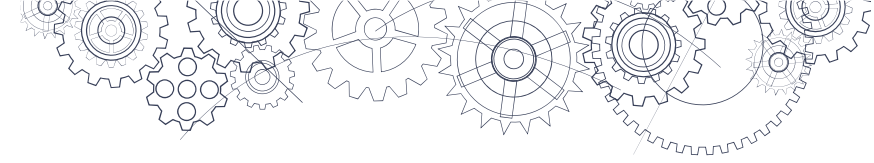


Physical and Health Education K-10 – Content

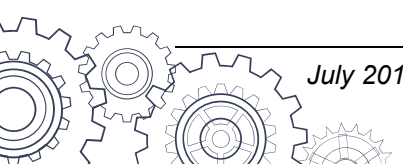
| Grade | | | | |
|-------|---|--|---|---|
| K | <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games | <ul style="list-style-type: none"> relationships between food, hydration, and health practices that promote health and well-being | | <ul style="list-style-type: none"> different types of substances hazards and potentially unsafe situations reliable sources of health information |
| 1 | <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games effects of different activities on the body | <ul style="list-style-type: none"> names for parts of the body, including male and female private parts appropriate and inappropriate ways of being touched | <ul style="list-style-type: none"> caring behaviours in groups and families emotions and their causes and effects | <ul style="list-style-type: none"> different types of substances and how to safely use or avoid them hazards and potentially unsafe situations reliable sources of health information |
| 2 | <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills ways to monitor physical exertion levels how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games effects of physical activity on the body | <ul style="list-style-type: none"> practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention | <ul style="list-style-type: none"> managing and expressing emotions factors that influence self-identity | |
| 3 | <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills movement concepts and strategies ways to monitor physical exertion levels different types of physical activities, including individual and dual activities, rhythmic activities, and games | <ul style="list-style-type: none"> practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention nutrition and hydration choices to support different activities and overall health | <ul style="list-style-type: none"> nature and consequences of bullying relationship between worries and fears factors that influence self-identity | <ul style="list-style-type: none"> strategies for accessing health information strategies and skills to use in potentially hazardous, unsafe, or abusive situations effects of different substances, and strategies for preventing personal harm |

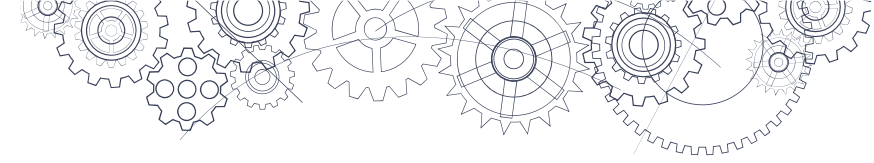




Physical and Health Education K-10 – Content – *continued*

| Grade | | | | |
|-------|---|--|--|--|
| 4 | <ul style="list-style-type: none"> proper technique for fundamental movement skills, including, non-locomotor, locomotor, and manipulative skills movement concepts and strategies ways to monitor physical exertion levels how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games benefits of physical activity and exercise | <ul style="list-style-type: none"> practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention food portion sizes and number of servings communicable and non-communicable illnesses | <ul style="list-style-type: none"> media messaging and body image factors that influence self-identity, including body image and social media physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity | <ul style="list-style-type: none"> strategies and skills to use in potentially hazardous, unsafe or abusive situations, including identifying common lures or tricks used by potential abusers strategies for responding to bullying, discrimination, and violence potential effects of psychoactive substance use, and strategies for preventing personal harm |
| 5 | <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills movement concepts and strategies ways to monitor and adjust physical exertion levels how to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games differences between the health components of fitness training principles to enhance personal fitness levels, including the FITT principle benefits of physical activity and exercise | <ul style="list-style-type: none"> food choices to support active lifestyles and overall health practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses | <ul style="list-style-type: none"> physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships | <ul style="list-style-type: none"> sources of health information and support services strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings factors influencing use of psychoactive substances, and potential harms |
| 6 | <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills movement concepts and strategies ways to monitor and adjust physical exertion levels | <ul style="list-style-type: none"> influences on food choices practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases | <ul style="list-style-type: none"> consequences of bullying, stereotyping, and discrimination physical, emotional, and social changes that occur during puberty and adolescence influences on individual identity, including sexual identity, gender, values, and beliefs | <ul style="list-style-type: none"> sources of health information strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings basic principles for responding to emergencies |

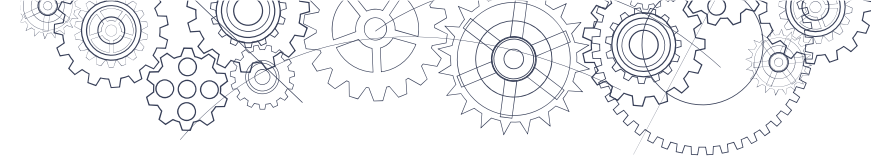




Physical and Health Education K-10 – Content – *continued*

| Grade | | | | |
|-------|---|--|--|--|
| 6 | <ul style="list-style-type: none"> • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • training principles to enhance personal fitness levels, including the FITT principle and the SAID principle | | | <ul style="list-style-type: none"> • strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours |
| 7 | | <ul style="list-style-type: none"> • factors that influence personal eating choices • practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases | | <ul style="list-style-type: none"> • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings |
| 8 | <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity | <ul style="list-style-type: none"> • healthy sexual decision making • marketing and advertising tactics aimed at children and youth, including those involving food and supplements • potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines | <ul style="list-style-type: none"> • consequences of bullying, stereotyping, and discrimination • signs and symptoms of stress, anxiety, and depression • influences of physical, emotional, and social changes on identities and relationships | <ul style="list-style-type: none"> • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • media and social influences related to psychoactive substance use and potentially addictive behaviours |
| 9 | <ul style="list-style-type: none"> • effects of different types of physical activity on the body | <ul style="list-style-type: none"> • healthy sexual decision making • potential short- and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines | | <ul style="list-style-type: none"> • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours |





Physical and Health Education K-10 – Content – *continued*

| Grade | | | | |
|-------|--|---|--|--|
| 10 | <ul style="list-style-type: none">proper technique for movement skillsmovement concepts and strategiesways to monitor and adjust physical exertion levelshealth benefits of physical activitiesindividual and dual activities, rhythmic activities, games, and outdoor activitiestraining principles, including the FITT principle, SAID principle, and specificity | <ul style="list-style-type: none">healthy sexual decision makingpotential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology | <ul style="list-style-type: none">consequences of bullying, stereotyping, and discriminationsigns and symptoms of stress, anxiety, and depressioninfluences of physical, emotional, and social changes on identities and relationshipsstrategies for goal-setting and self-motivation | <ul style="list-style-type: none">sources of health informationbasic principles for responding to emergencies, including Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) learningstrategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settingsphysical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours |

