BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Kindergarten**

**BIG IDEAS**

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| Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. |  | Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. |  | Knowing about our bodies and making healthy choices helps us look after ourselves. |  | Good health comprises physical, mental, and emotional well-being. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  **Physical literacy**   * Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments * Describe the body’s reaction to participating in physical activity in a variety of environments * Develop and demonstrate safety, fair play, and leadership in physical activities   **Healthy and active living**   * Participate daily in physical activity at moderate to vigorous intensity levels * Identify opportunities to be physically active at school, at home, and in the community * Identify and explore a variety of foods and describe how they contribute to health * Identify opportunities to make choices that contribute to health and well-being * Identify sources of health information   **Social and community health**   * Identify and describe a variety of unsafe and/or uncomfortable situations * Develop and demonstrate respectful behaviour when participating in activities with others * Identify caring behaviours among classmates and within families   **Mental well-being**   * Identify and describe practices that promote mental well-being * Identify and describe feelings and worries * Identify personal skills, interests, and preferences | *Students are expected to know the following:*   * 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** * **relationships between food, hydration,  and health** * **practices** that promote health and well-being * names for **parts of the body**, including male and female private parts * **appropriate** and **inappropriate** ways of being touched * differenttypes of **substances** * **hazards and potentially unsafe situations** * **caring behaviours** in groups and families * emotions and their causes and effects * reliable **sources** of health information |

BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 1**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. |  | Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. |  | Knowing about our bodies and making healthy choices helps us look after ourselves. |  | Good health comprises physical, mental, and emotional well-being. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  **Physical literacy**   * Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments * Describe the body’s reaction to participating in physical activity in a variety of environments * Develop and demonstrate safety, fair play, and leadership in physical activities   **Healthy and active living**   * Participate daily in physical activity at moderate to vigorous intensity levels * Identify opportunities to be physically active at school, at home, and in the community * Identify and explore a variety of foods and describe how they contribute to health * Identify opportunities to make choices that contribute to health and well-being * Recognize basic health information from a variety of sources   **Social and community health**   * Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations * Develop and demonstrate respectful behaviour when participating in activities with others * Identify caring behaviours among classmates and within families   **Mental well-being**   * Identify and describe practices that promote mental well-being * Identify and describe feelings and worries * Identify personal skills, interests, and preferences | *Students are expected to know the following:*   * 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** * **relationships between food, hydration,  and health** * **effects** of different activities on the body * **practices** that promote health and well-being * names for **parts of the body**, including male  and female private parts * **appropriate** and **inappropriate** ways of being touched * different types of **substances** and how to safely use or avoid them * **hazards and potentially unsafe situations** * **caring behaviours** in groups and families * emotions and their causes and effects * reliable **sources** of health information |

BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 2**

**BIG IDEAS**

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| Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. |  | Learning how to participate and move our bodies  in different physical  activities helps us develop physical literacy. |  | Adopting healthy personal practices and safety strategies protects ourselves and others. |  | Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships. |  | Our physical, emotional, and mental health are interconnected. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  **Physical literacy**   * Develop and demonstrate a variety of fundamental movement skills in a variety  of physical activities and environments * Apply methods of monitoring exertion levels in physical activity * Develop and demonstrate safety, fair play, and leadership in physical activities * Identify and explain factors that contribute to positive experiences in different physical activities   **Healthy and active living**   * Participate daily in physical activity at moderate to vigorous intensity levels * Identify and describe opportunities to be physically active at school, at home,  and in the community * Explore strategies for making healthy eating choices * Describe ways to access information on and support services for a variety  of health topics * Explore and describe components of healthy living | *Students are expected to know the following:*   * 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 * practices that promote health and well-being, including those relating to **physical activity**, **nutrition**, and **illness prevention** * **strategies for accessing health information** * **strategies and skills to use in potentially hazardous, unsafe, or abusive situations** * effects ofdifferent **substances**, and strategies for preventing  personal harm * managing and expressing emotions * **factors that influence self-identity** |

BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 2**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| **Social and community health**   * Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations * Develop and demonstrate respectful behaviour when participating in activities with others * Identify and describe characteristics of positive relationships * Explain how participation in outdoor activities supports connections with the community and environment   **Mental well-being**   * Identify and apply strategies that promote mental well-being * Identify and describe feelings and worries, and strategies for dealing with them * Identify personal skills, interests, and preferences and describe how they influence self-identity |  |

BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 3**

**BIG IDEAS**

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| Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. |  | Movement skills and strategies help us learn how to participate in different types of physical activity. |  | Adopting healthy personal practices and safety strategies protects ourselves and others. |  | Having good communication skills and managing our emotions enables us  to develop and maintain healthy relationships. |  | Our physical, emotional, and mental health are interconnected. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  **Physical literacy**   * Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments * Apply a variety of movement concepts and strategies in different  physical activities * Apply methods of monitoring exertion levels in physical activity * Develop and demonstrate safety, fair play, and leadership in physical activities * Identify and explain factors that contribute to positive experiences in different physical activities   **Healthy and active living**   * Participate daily in physical activity at moderate to vigorous intensity levels * Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community * Explore and describe strategies for making healthy eating choices in a variety of settings * Describe ways to access information on and support services for a variety of health topics * Explore and describe strategies for pursuing personal healthy-living goals | *Students are expected to know the following:*   * 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** * 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 * **strategies for accessing health information** * **strategies and skills to use in potentially hazardous, unsafe,  or abusive situations** * **nature and consequences of bullying** * effects ofdifferent **substances**, and strategies for preventing  personal harm * relationship betweenworries and fears * **factors that influence self-identity** |

BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 3**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| **Social and community health**   * Identify and describe avoidance or assertiveness strategies to use in unsafe  and/or uncomfortable situations * Describe and apply strategies for developing and maintaining positive relationships * Explain how participation in outdoor activities supports connections with the community and environment   **Mental well-being**   * Identify and apply strategies that promote mental well-being * Describe physical, emotional, and social changes as students grow older * Describe factors that influence mental well-being and self-identity |  |

**BC Logo Min of EdArea of Learning: PHYSICAL AND HEALTH EDUCATION Grade 4**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. |  | Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle. |  | Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. |  | Personal choices and social and environmental factors influence our health and well-being. |  | Developing healthy relationships helps us feel connected, supported, and valued. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  **Physical literacy**   * Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments * Apply a variety of movement concepts and strategies in different  physical activities * Apply methods of monitoring exertion levels in physical activity * Develop and demonstrate safety, fair play, and leadership in  physical activities * Identify and describe preferred types of physical activity   **Healthy and active living**   * Participate daily in physical activity at moderate to vigorous  intensity levels * Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community * Explain the relationship of healthy eating to overall health and  well-being * Identify and describe factors that influence healthy choices * Examine and explain how health messages can influence behaviours and decisions * Identify and apply strategies for pursuing personal healthy-living goals | *Students are expected to know the following:*   * 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 * 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 * **media messaging** and body image * **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 * 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** |

BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 4**

**Learning Standards (continued)**

|  |  |
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| **Curricular Competencies** | **Content** |
| **Social and community health**   * Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations * Describe and assess strategies for responding to discrimination, stereotyping, and bullying * Describe and apply strategies for developing and maintaining  positive relationships * Describe and apply strategies that promote a safe and  caring environment   **Mental well-being**   * Describe and assess strategies for promoting mental well-being * Describe and assess strategies for managing problems related to mental well-being and substance use * Explore and describe strategies for managing physical, emotional, and social changes during puberty * Describe factors that positively influence mental well-being and  self-identity |  |

**BC Logo Min of EdArea of Learning: PHYSICAL AND HEALTH EDUCATION Grade 5**

**BIG IDEAS**

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| Daily physical activity enables us to practice skillful movement and helps us develop personal fitness. |  | Knowing what we enjoy doing and knowing about our opportunities to participate  in those activities helps us develop an active lifestyle. |  | Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. |  | Personal choices  and social and environmental factors influence our health  and well-being. |  | Developing healthy relationships helps us feel connected, supported, and valued. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  **Physical literacy**   * Develop and apply a variety of fundamental movement skills in a variety  of physical activities and environments * Develop and apply a variety of movement concepts and strategies in  different physical activities * Apply methods of monitoring and adjusting exertion levels in physical activity * Develop and demonstrate safety, fair play, and leadership in physical activities * Identify and describe preferred types of physical activity   **Healthy and active living**   * Participate daily in physical activity designed to enhance and maintain  health components of fitness * Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home,  and in the community * Analyze and describe the connections between eating, physical activity,  and mental well-being * Describe the impacts of personal choices on health and well-being * Describe strategies for communicating medical concerns and getting help with health issues * Identify, apply, and reflect on strategies used to pursue personal  healthy-living goals | *Students are expected to know the following:*   * 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 principlesto enhance personal fitness levels, including the **FITT principle** * **benefits** of physical activity and exercise * **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** * **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 * **physical**, **emotional**, and **social** changes that occur during puberty, including those involving **sexuality** and **sexual identity**, and changes to relationships |

BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 5**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| **Social and community health**   * Identify and describe strategies for avoiding and/or responding to  potentially unsafe, abusive, or exploitive situations * Describe and assess strategies for responding to discrimination,  stereotyping, and bullying * Describe and apply strategies for developing and maintaining  healthy relationships * Describe and apply strategies that promote a safe and caring environment   **Mental well-being**   * Describe and assess strategies for promoting mental well-being, for self  and others * Describe and assess strategies for managing problems related to mental  well-being and substance use, for others * Explore and describe strategies for managing physical, emotional, and social changes during puberty * Explore and describe how personal identities adapt and change in different settings and situations |  |

**BC Logo Min of EdArea of Learning: PHYSICAL AND HEALTH EDUCATION Grade 6**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
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| Daily physical activity enables us to practice skillful movement and helps us develop personal fitness. |  | Physical literacy and fitness contribute to our success in and enjoyment of physical activity. |  | We experience many changes in our lives that influence how we see ourselves and others. |  | Healthy choices influence our  physical, emotional, and mental well-being. |  | Learning about similarities and differences in individuals and groups influences community health. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  **Physical literacy**   * Develop, refine, and apply fundamental movement skills in a variety of  physical activities and environments * Develop and apply a variety of movement concepts and strategies in different physical activities * Apply methods of monitoring and adjusting exertion levels in physical activity * Develop and demonstrate safety, fair play, and leadership in physical activities * Identify and describe preferred types of physical activity   **Healthy and active living**   * Participate daily in physical activity designed to enhance and maintain health components of fitness * Describe how students’ participation in physical activities at school, at home, and in the community can influence their health and fitness * Explore and plan food choices to support personal health and well-being * Describe the impacts of personal choices on health and well-being * Analyze health messages and possible intentions to influence behaviour * Identify, apply, and reflect on strategies used to pursue personal  healthy-living goals | *Students are expected to know the following:*   * 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 principlesto enhance personal fitness levels, including the  **FITT principle** and the **SAID principle** * influences on **food choices** * practices that reduce the risk of contracting **sexually transmitted  infections** and **life-threatening communicable diseases** * **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 * consequences of bullying, stereotyping, and discrimination * strategies for managing personal and social risks related to **psychoactive substances** and potentially addictive behaviours * **physical**, **emotional**, and **social** changes that occur during puberty  and adolescence * influences on individual identity, including **sexual identity**, gender,  values, and beliefs |

BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 6**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| **Social and community health**   * Identify and describe strategies for avoiding and/or responding to  potentially unsafe, abusive, or exploitive situations * Describe and assess strategies for responding to discrimination,  stereotyping, and bullying * Describe and apply strategies for developing and maintaining  healthy relationships * Explore strategies for promoting the health and well-being of the school  and community   **Mental well-being**   * Describe and assess strategies for promoting mental well-being, for self  and others * Describe and assess strategies for managing problems related to mental  well-being and substance use, for others * Explore and describe strategies for managing physical, emotional, and  social changes during puberty and adolescence * Explore and describe how personal identities adapt and change in  different settings and situations |  |

**BC Logo Min of EdArea of Learning: PHYSICAL AND HEALTH EDUCATION Grade 7**

**BIG IDEAS**

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| Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. |  | Physical literacy and fitness contribute to our success in and enjoyment of physical activity. |  | We experience many changes in our lives that influence how we see ourselves and others. |  | Healthy choices influence our physical, emotional, and mental well-being. |  | Learning about similarities and differences in individuals and groups influences community health. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  **Physical literacy**   * Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments * Develop and apply a variety of movement concepts and strategies in different physical activities * Apply methods of monitoring and adjusting exertion levels in physical activity * Develop and demonstrate safety, fair play, and leadership in physical activities * Identify and describe preferred types of physical activity   **Healthy and active living**   * Participate daily in physical activity designed to enhance and maintain health components of fitness * Describe how students’ participation in physical activities at school, at home, and in the community can influence their health and fitness * Investigate and analyze influences on eating habits * Identify factors that influence healthy choices and explain their potential  health effects * Assess and communicate health information for various health issues * Identify and apply strategies to pursue personal healthy-living goals * Reflect on outcomes of personal healthy-living goals and assess strategies used | *Students are expected to know the following:*   * 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 principlesto enhance personal fitness levels, including the  **FITT principle**, **SAID principle**, and **specificity** * **effects** of different types of physical activity on the body * factors that influence **personal eating choices** * practices that reduce the risk of contracting **sexually transmitted infections** and **life-threatening communicable diseases** * **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 * 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 |

BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 7**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| **Social and community health**   * Identify and describe strategies for avoiding and/or responding to  potentially unsafe, abusive, or exploitive situations * Describe and assess strategies for responding to discrimination,  stereotyping, and bullying * Describe and apply strategies for developing and maintaining  healthy relationships * Explore strategies for promoting the health and well-being of the  school and community   **Mental well-being**   * Describe and assess strategies for promoting mental well-being, for self  and others * Describe and assess strategies for managing problems related to mental  well-being and substance use, for others * Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence * Explore the impact of transition and change on identities |  |

**BC Logo Min of EdArea of Learning: PHYSICAL AND HEALTH EDUCATION Grade 8**

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. |  | Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. |  | Healthy choices influence our physical, emotional, and mental well-being. |  | Healthy relationships can help us lead rewarding and fulfilling lives. |  | Advocating for the  health and well-being  of others connects us to our community. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  **Physical literacy**   * Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments * Develop and apply a variety of movement concepts and strategies in different physical activities * Apply methods of monitoring and adjusting exertion levels in physical activity * Develop and demonstrate safety, fair play, and leadership in physical activities * Identify and describe preferred types of physical activity   **Healthy and active living**   * Participate daily in physical activity designed to enhance and maintain health components of fitness * Describe how students’ participation in physical activities at school, at home, and in the community can influence their health and fitness * Develop strategies for promoting healthy eating choices in different settings * Assess factors that influence healthy choices and their potential health effects * Identify factors that influence health messages from a variety of sources,  and analyze their influence on behaviour * Identify and apply strategies to pursue personal healthy-living goals * Reflect on outcomes of personal healthy-living goals and assess strategies used | *Students are expected to know the following:*   * 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 principlesto enhance personal fitness levels including the **FITT principle**, **SAID principle**, and **specificity** * **effects of different types of physical activity on the body** * **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 * **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 |

BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 8**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| **Social and community health**   * Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations * Propose strategies for responding to discrimination, stereotyping, and bullying * Propose strategies for developing and maintaining healthy relationships * Create strategies for promoting the health and well-being of the school  and community   **Mental well-being**   * Describe and assess strategies for promoting mental well-being, for self  and others * Describe and assess strategies for managing problems related to mental  well-being and substance use, for others * Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence * Explore and describe the impact of transition and change on identities | * consequences of bullying, stereotyping,and discrimination * media and social influences related to **psychoactive substance** use and potentially addictive behaviours * **signs and symptoms** **of stress, anxiety, and depression** * influences of **physical**, **emotional**, and **social** changes on identities and relationships |

**BC Logo Min of EdArea of Learning: PHYSICAL AND HEALTH EDUCATION Grade 9**

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. |  | Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. |  | Healthy choices influence our physical, emotional, and mental well-being. |  | Healthy relationships can help us lead rewarding and fulfilling lives. |  | Advocating for the  health and well-being  of others connects us to our community. |

**Learning Standards**

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| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  **Physical literacy**   * Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments * Develop and apply a variety of movement concepts and strategies  in different physical activities * Apply methods of monitoring and adjusting exertion levels in  physical activity * Develop and demonstrate safety, fair play, and leadership in  physical activities * Identify and describe preferred types of physical activity   **Healthy and active living**   * Participate daily in physical activity designed to enhance and maintain health components of fitness * Describe how students’ participation in physical activities at school, at home, and in the community can influence their health and fitness * Propose healthy choices that support lifelong health and well-being * Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour * Identify and apply strategies to pursue personal healthy-living goals * Reflect on outcomes of personal healthy-living goals and assess strategies used | *Students are expected to know the following:*   * 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 principlesto enhance personal fitness levels, including the **FITT principle**, **SAID principle**, and **specificity** * **effects of different types of physical activity on the body** * 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 * **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 * consequences of bullying, stereotyping,and discrimination * physical, emotional, and social aspects of **psychoactive substance**  use and potentially addictive behaviours * **signs and symptoms** **of stress, anxiety, and depression** * influences of **physical**, **emotional**, and **social** changes on identities  and relationships |

BC Logo Min of Ed**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 9**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| **Social and community health**   * Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations * Analyze strategies for responding to discrimination, stereotyping, and bullying * Propose strategies for developing and maintaining  healthy relationships * Create strategies for promoting the health and well-being of the school and community   **Mental well-being**   * Analyze strategies for promoting mental well-being, for self  and others * Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others * Create and evaluate strategies for managing physical, emotional,  and social changes during puberty and adolescence * Explore and describe factors that shape personal identities,  including social and cultural factors |  |