**Area of Learning: PHYSICAL AND HEALTH EDUCATION Kindergarten**

**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**

|  |  |
| --- | --- |
| **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
 |

**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**

|  |  |
| --- | --- |
| **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
 |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 2**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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**
 |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 2**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **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
 |  |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 3**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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**
 |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 3**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **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
 |  |

**Area 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**

|  |  |
| --- | --- |
| **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**
 |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 4**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **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
 |  |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 5**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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
 |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 5**

**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
* 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
 |  |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 6**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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
 |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 6**

**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
* 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
 |  |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 7**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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
 |

**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
 |  |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 8**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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
 |

**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
 |

**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 9**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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
 |

**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
 |  |