**PHE K-9 CONTINUUM OF CURRICULAR COMPETENCIES (DO)**

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| **Competency Themes** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| **Physical Literacy** | Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments. | Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments. | Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments. |
| Apply a variety of movement concepts and strategies in different physical activities. | Develop and apply a variety of movement concepts and strategies in different physical activities. |
| Describe the body's reaction to participating in physical activity in a variety of environments. | Apply methods of monitoring exertion levels in physical activity. | Apply methods of monitoring and adjusting exertion levels in physical activity. |
| Develop and demonstrate safety, fair play, and leadership in physical activities. | Develop and demonstrate safety, fair play, and leadership in physical activities. |
|  | Identify and explain factors that contribute to positive experiences in different 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. | Participate daily in physical activity designed to enhance and maintain health components of fitness. |
| Identify opportunities to be physically active at school, at home, and in the community. | Identify and describe opportunities to be physical active at school, at home, and in the community. | Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community. | Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community. | Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness. |
| Identify and explore a variety of foods and describe how they contribute to health. | Explore strategies for making healthy eating choices. | Explore and describe strategies for making healthy eating choices in a variety of settings. | Explain the relationship of healthy eating to overall health and well-being. | Analyze and describe the connections between eating, physical activity, and mental well-being. | Explore and plan food choices to support personal health and well-being. | Investigate and analyze influences on eating habits. | Develop strategies for promoting healthy eating choices in different settings. | Propose healthy choices that support lifelong health and well-being. |
| Identify opportunities to make choices that contribute to health and well-being. | Describe ways to access information on and support services for a variety of health topics. | Identify and describe factors that influence healthy choices. | Describe the impacts of personal choices on health and well-being. | Identify factors that influence healthy choices and explain their potential health effects. | Assess factors that influence healthy choices and their potential health effects. |  |
|  | Examine and explain how health messages can influence behaviours and decisions. | Describe strategies for communicating medical concerns and getting help with health issues. | Analyze health messages and possible intentions to influence behaviour. | Assess and communicate health information for various health issues. | Identify factors that influence health messages from a variety of sources and analyze their influence on behavior. |
| Identify sources of health information. | Recognize basic health information from a variety of sources. | Explore and describe components of healthy living. | Explore and describe strategies for pursuing personal healthy-living goals. | Identify and apply strategies for pursuing personal healthy-living goals. | Identify, apply, and reflect on strategies used to pursue personal healthy-living goals. | Identify and apply strategies to pursue healthy-living goals. |
|  | Reflect on outcomes of personal healthy-living goals and assess strategies used. |
| Social and Community Health | Identify and describe a variety of unsafe and/or uncomfortable situations. | Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations. | Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations. | Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations. | Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations. |
| Develop and demonstrate respectful behavior when participating in activities with others. |  | Describe and assess strategies for responding to discrimination, stereotyping, and bullying. | Propose strategies for responding to discrimination, stereotyping, and bullying. | Analyze strategies for responding to discrimination, stereotyping, and bullying. |
| Identify caring behaviours among classmates and within families. | Identify and describe characteristics of positive relationships. | Describe and apply strategies for developing and maintaining positive relationships. | Propose strategies for developing and maintaining healthy relationships. |
| Explain how participation in outdoor activities supports connections with the community and environment. | Describe and apply strategies that promote a safe and caring environment. | Explore strategies for promoting the health and well-being of the school and community. | Create strategies for promoting the health and well-being of the school and community. |
| **Mental Well-Being** | Identify and describe practices that promote mental well-being. | Identify and apply strategies that promote mental well-being. | Describe and assess strategies for promoting mental well-being. | Describe and assess strategies for promoting mental well-being, for self and others. | Describe and assess strategies for promoting mental well-being, for self and others. | Analyze 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. | Describe and assess strategies for managing problems related to mental well-being and substance use, for others. | Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others. |
| Identify and describe feelings and worries. | Identify and describe feeling and worries, and strategies for dealing with them. | Describe physical, emotional, and social changes as students grow older. | Explore and describe strategies for managing physical, emotional, and social changes during puberty. | Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence. | Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence. | Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence. |
| Identify personal skills, interests, and preferences. | Identify personal skills, interests, and preferences and describe how they influence self-identity. | Describe factors that influence mental well-being and self-identity. | Explore and describe how personal identities adapt and change in different settings and situations. | Explore the impact of transition and change on identities. | Explore and describe the impact of transition and change on identities. | Explore and describe factors that shape personal identities, including social and cultural factors. |