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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3****Physical and Health Education K-9 CONTENT Continuum OCONTENT (KNOW)** | **4** | **5** | **6** | **7** | **8** | **9** |
| **Physical** **Literacy** | Proper technique for fundamental movement skills, including:* Non-locomotor Skills: balancing, bending, twisting, and lifting.
* Locomotor Skills: rolling, jumping, hopping, running, and galloping.
* Manipulative Skills: bouncing, throwing, catching, kicking, and striking.
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|  |  | Movement concepts and strategies:* Body awareness (e.g., parts of the body, weight transfer)
* Spatial awareness (e.g., general spacing, directions, pathways)
* Effort awareness (e.g., speed, force)
* Relationships to/with others and objects
 |
| Ways to monitor physical exertion levels:E.g. using a 1-5 rating scale where 1=cold, 2=getting warmer, 3=warm, 4=getting hot, and 5=very hot. | Ways to monitor and adjust physical exertion levels:* Using a 1-5 rating scale where 1=cold, 2=getting warmer, 3=warm, 4=getting hot, and 5=very hot.
* Using heart rate monitors
* Checking pulse
 |
|  | Training principles to enhance personal fitness levels, including the FITT principle:* Frequency – how many days/week
* Intensity – how hard one exercises in the activity (e.g., percentage of maximum heart rate)
* Type – the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance)

Time – how long the exercise session lasts | Training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity:* SAID: Specific Adaptation to Imposed Demand – the body will react and respond to the type of demand placed on it
* Specificity: the types of exercises chosen will determine the kinds of fitness improvements
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| **Healthy and Active Living** | Different types of physical activities, including:* Individual/dual activities: jumping rope, swimming, running, bicycling, hula hoop.
* Rhythmic activities: dance, gymnastics.
* Games: tag, parachute activities, co-operative challenges, Simon Says, team games, traditional Aboriginal games.
 |
| Relationships between food, hydration, and health:* Food gives us energy and helps us grow.
* Different types of foods provide different health benefits.
* Water is the best choice for staying hydrated.
 |  | Nutrition and hydration choices to support different activities and overall health:* Types of roles of nutrients
* Eating three meals and two to three snacks each day
* Limiting food high in fat, sodium, and sugar
* Water is the best choice for hydration
 | Food portion sizes and number of servings for students 9-13:* 6 servings of vegetables and fruit
* 6 servings of grain products
* 3-4 servings of mild and alternatives
* 1-2 servings of meat and alternatives
 | Food choices to support active lifestyles and overall health:* Local and seasonal foods
* Whole / natural foods versus processed foods
 | Influences on food choices:* Access to locally grown food
* Access to seasonal foods
* Differing options in various settings (e.g., school vending machines)
 | Factors that influence personal eating choices:* Food options at home
* Personal preference
* Cultural heritage
* Food allergies
 | Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines. |
|  | Effects of different activities on the body:* Increased breathing
* Increased thirst
* Sweating
* Using our muscles

Feeling good |  | Benefits of physical activity and exercise:* Developing a stronger heart, muscles, and bones
* Burning off excess energy
* Helping focus attention in class
* Promoting optimal growth and development
* Helping us feel good
* Lowering stress levels
* Having fun with friends
 |  | Effects of different types of physical activity on the body:* Strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., circuits, jumping and landing)
* Strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking)
* Reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate
 |
| Practices that promote health and well-being:* Getting adequate sleep
* Participating in physical activity
* Making healthy eating choices
* Participating in relaxing activities
* Illness prevention through washing hands and proper hygiene
 | Practices that promote health and well-being, including:* **Physical activity**: 60-90 minutes of moderate to vigorous physical activity each day
* **Nutrition**: getting the recommended nutrients from the different food groups each day
* **Illness prevention**: washing hands, covering mouth when coughing, resting when sick, staying away from others when sick
 | Practices that promote health and well-being, including:* **Physical activity**: 60-90 minutes of moderate to vigorous physical activity each day
* **Sleep**: getting approximately 10-11 hours of sleep each night
* **Illness prevention**: washing hands, covering mouth when coughing, resting when sick, staying away from others when sick
 | Practices that promote health and well-being, including:* **Physical activity**: 60-90 minutes of moderate to vigorous intensity levels
* **Sleep**: getting approximately 10-11 hours of sleep each night
* **Healthy eating**: choosing a variety of foods from the different food groups
* **Illness prevention**: washing hands, covering mouth when coughing, resting when sick, staying away from others when sick
 | Differences between the health components of fitness:* 1. Muscular strength
* 2. Muscular endurance
* 3. Cardiovascular endurance
* 4. Flexibility
* 5. Body composition
 |  |
| **Social and Community Health** | Names for parts of the body:* Male and female private parts
* Arms
* Legs
* Heart
* Muscles
 | Strategies for accessing health information:* Speaking to a trusted adult
* Speaking to a medical professional

Looking for health and safety signs | Communicable and non-communicable illnesses:* Illnesses that can be spread or contracted from person to person
* Illnesses that cannot be "caught" from someone else
 | Practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses:* Hand washing
* Covering mouth when coughing
* Staying away from others when sick
* Regular physical activity
* Healthy eating
* Stress management
* Regular sleep patterns
 | Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases:* Gonorrhea
* Chlamydia
* Herpes
* HIV/AIDS
* Hepatitis B and C

Meningococcal C | Healthy sexual decision making:* Knowing and respecting personal and family values
* Knowing boundaries and being able to communicate them

Being aware of what to do in risky situations |
|  | Media messaging and body image:Health related messages that are communicated through media sources, such as the Internet, magazines, TV | Sources of health information and support services:* Medical professionals
* Trusted adults
* Medical Clinics
* Community support service
 | Sources of health information:* Magazines
* Internet
* Advertisements on TV
* Flyers from health stores
 | Sources of health information:* Medical professionals
* Professionally produced health pamphlets
* eHealth information
* Community support services
 | Sources of health information:* Medical professionals
* Websites
* Magazine and TV advertisements

Retail stores |
| Appropriate and inappropriate ways of being touched:* Welcome and safe (e.g., medical checkups, high-fives)
* Touches that hurt or make us feel uncomfortable (e.g., touching of private parts)
 | Strategies and skills to use in potentially hazardous, unsafe, or abusive situations:* Using a strong voice to say "no", "stop", I don't like this"
* Calling out for help and getting away if possible
* Telling a trusted adult until you get help
* Not giving out personal information (e.g., to strangers, on the Internet)
 | Strategies and skills to use in potentially hazardous, unsafe or abusive situations, including identifying common lures or tricks used by potential abusers:* Using a strong voice to say "no", "stop", I don't like this"
* Calling out for help and getting away if possible
* Telling a trusted adult until you get help
* Not giving out personal information (e.g., to strangers, on the Internet)
 | Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings:* Knowing their right not to be abused
* Being assertive
* Avoiding potentially unsafe situations
* Safe use of the internet
* Identifying tricks and lures used by predators
 | Marketing and advertising tactics aimed at children and youth, including those involving food and supplements:* Using famous people to endorse products
* False and/or misleading health claims
* Colourful and/or distracting advertising to get the attention of youth
 |  |
|  | Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings:* Telling a trusted adult
* Being assertive
* Avoiding potentially unsafe situations
* Safe use of the Internet

Identifying tricks and lures used by predators |
| Caring behaviours in groups and families:* Nurturing
* Providing guidance
* Loving
* Respecting
 |  | Nature and consequences of bullying. | Strategies for responding to bullying, discrimination, and violence:* Assessing the situation
* Avoiding
* Being assertive
* Reporting
* Seeking help
 |  | Consequences of bullying, stereotyping, and discrimination |
| Different types of substances:* Poisons
* Medications
* Psychoactive substances
 | Different types of substances and how to safely use or avoid them:* Poisons
* Medications
* Psychoactive substances
 | Effects of different substances, and strategies for preventing personal harm:* Poisons
* Medications
* Psychoactive substances
 | Potential effects of psychoactive substance use, and strategies for preventing personal harm:* Alcohol
* Tobacco
* Illicit drugs
* Solvents
 | Factors influencing use of psychoactive substances, and potential harms. | Strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours |  | Media and social influences related to psychoactive substance use and potentially addictive behaviours:* Alcohol
* Tobacco
* Illicit drugs
* Solvents
 | Physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours |
| Hazards and potentially unsafe situations:* Cars on the road
* Strangers
 |  | Basic principles for responding to emergencies:* + - * + Following safety guidelines
				+ Having an emergency response plan
				+ Knowing how to get help
 |
| **Mental Well-Being** | Emotions and their causes and effects. | Managing and expressing emotions. | Relationship between worries and fears. | Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity during puberty:* How students' bodies are growing and changing
* How students' thoughts and feelings might evolve or change
* How students interact with others and how their relationships might evolve or change
 | Physical, emotional, and social changes that occur during puberty, including those involving sexuality, sexual identity, and relationships:* How students' bodies are growing and changing during puberty
* How students' thoughts and feelings might evolve or change during puberty
* How students interact with others and how their relationships might evolve or change during puberty
* Having a capacity for sexual feelings
* A component of a person's identity that reflects his or her sexual self-concept
 | Physical, emotional, and social changes that occur during puberty and adolescence, including those involving sexuality, sexual identity, and relationships:* How students' bodies are growing and changing during puberty
* How students interact with others and how their relationships might evolve or change during puberty
* How students' thoughts and feelings might evolve or change during puberty
 |  | Influences of physical, emotional, and social changes on identities and relationships * How students' bodies are growing and changing
* How students' thoughts and feelings might evolve or change
* How students interact with others and how their relationships evolve
 |
| Reliable sources of health information:* Medical professionals
* Safety/medical signs
* Parents
 | Factors that influence self-identity:* Self-esteem
* Self-efficacy
* Cultural heritage
* Body image
 | Factors that influence self-identity:* Cultural heritage
* Interests
* Media
* Peers
 | Factors that influence self-identity, including body image and social media:* How we see and feel about our bodies; can be influenced by the words and actions of others
 |  | Influences on individual identity, including sexual identity, gender, values and beliefs | Signs and symptoms of stress, anxiety, and depression:* Problems sleeping
* Restlessness
* Loss of appetite and energy
* Wanting to be away from friends and/or family
 |