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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. | | | | | | | | | | | |
|  | |  | 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 | | | | |
| **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 | | | | |