

**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
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Physical literacy</b></p> <ul style="list-style-type: none"> <li>• Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments</li> <li>• Describe the body’s reaction to participating in physical activity in a variety of environments</li> <li>• Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul> <p><b>Healthy and active living</b></p> <ul style="list-style-type: none"> <li>• Participate daily in physical activity at moderate to vigorous intensity levels</li> <li>• Identify opportunities to be physically active at school, at home, and in the community</li> <li>• Identify and explore a variety of foods and describe how they contribute to health</li> <li>• Identify opportunities to make choices that contribute to health and well-being</li> <li>• Identify sources of health information</li> </ul> <p><b>Social and community health</b></p> <ul style="list-style-type: none"> <li>• Identify and describe a variety of unsafe and/or uncomfortable situations</li> <li>• Develop and demonstrate respectful behaviour when participating in activities with others</li> <li>• Identify caring behaviours among classmates and within families</li> </ul> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"> <li>• Identify and describe practices that promote mental well-being</li> <li>• Identify and describe feelings and worries</li> <li>• Identify personal skills, interests, and preferences</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• proper technique for fundamental movement skills, including <b>non-locomotor</b>, <b>locomotor</b>, and <b>manipulative</b> skills</li> <li>• how to participate in different types of physical activities, including <b>individual and dual activities</b>, <b>rhythmic activities</b>, and <b>games</b></li> <li>• <b>relationships between food, hydration, and health</b></li> <li>• <b>practices</b> that promote health and well-being</li> <li>• names for <b>parts of the body</b>, including male and female private parts</li> <li>• <b>appropriate</b> and <b>inappropriate</b> ways of being touched</li> <li>• different types of <b>substances</b></li> <li>• <b>hazards and potentially unsafe situations</b></li> <li>• <b>caring behaviours</b> in groups and families</li> <li>• emotions and their causes and effects</li> <li>• reliable <b>sources</b> of health information</li> </ul>

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<p><i>Students are expected to be able to do the following:</i></p> <p><b>Physical literacy</b></p> <ul style="list-style-type: none"> <li>• Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments</li> <li>• Describe the body's reaction to participating in physical activity in a variety of environments</li> <li>• Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul> <p><b>Healthy and active living</b></p> <ul style="list-style-type: none"> <li>• Participate daily in physical activity at moderate to vigorous intensity levels</li> <li>• Identify opportunities to be physically active at school, at home, and in the community</li> <li>• Identify and explore a variety of foods and describe how they contribute to health</li> <li>• Identify opportunities to make choices that contribute to health and well-being</li> <li>• Recognize basic health information from a variety of sources</li> </ul> <p><b>Social and community health</b></p> <ul style="list-style-type: none"> <li>• Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations</li> <li>• Develop and demonstrate respectful behaviour when participating in activities with others</li> <li>• Identify caring behaviours among classmates and within families</li> </ul> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"> <li>• Identify and describe practices that promote mental well-being</li> <li>• Identify and describe feelings and worries</li> <li>• Identify personal skills, interests, and preferences</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• proper technique for fundamental movement skills, including <b>non-locomotor</b>, <b>locomotor</b>, and <b>manipulative</b> skills</li> <li>• how to participate in different types of physical activities, including <b>individual and dual activities</b>, <b>rhythmic activities</b>, and <b>games</b></li> <li>• <b>relationships between food, hydration, and health</b></li> <li>• <b>effects</b> of different activities on the body</li> <li>• <b>practices</b> that promote health and well-being</li> <li>• names for <b>parts of the body</b>, including male and female private parts</li> <li>• <b>appropriate</b> and <b>inappropriate</b> ways of being touched</li> <li>• different types of <b>substances</b> and how to safely use or avoid them</li> <li>• <b>hazards and potentially unsafe situations</b></li> <li>• <b>caring behaviours</b> in groups and families</li> <li>• emotions and their causes and effects</li> <li>• reliable <b>sources</b> of health information</li> </ul>

## 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
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Physical literacy</b></p> <ul style="list-style-type: none"> <li>Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments</li> <li>Apply methods of monitoring exertion levels in physical activity</li> <li>Develop and demonstrate safety, fair play, and leadership in physical activities</li> <li>Identify and explain factors that contribute to positive experiences in different physical activities</li> </ul> <p><b>Healthy and active living</b></p> <ul style="list-style-type: none"> <li>Participate daily in physical activity at moderate to vigorous intensity levels</li> <li>Identify and describe opportunities to be physically active at school, at home, and in the community</li> <li>Explore strategies for making healthy eating choices</li> <li>Describe ways to access information on and support services for a variety of health topics</li> <li>Explore and describe components of healthy living</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>proper technique for fundamental movement skills, including <b>non-locomotor</b>, <b>locomotor</b>, and <b>manipulative</b> skills</li> <li>ways to <b>monitor physical exertion levels</b></li> <li>how to participate in different types of physical activities, including <b>individual and dual activities</b>, <b>rhythmic activities</b>, and <b>games</b></li> <li><b>effects</b> of physical activity on the body</li> <li>practices that promote health and well-being, including those relating to <b>physical activity</b>, <b>nutrition</b>, and <b>illness prevention</b></li> <li><b>strategies for accessing health information</b></li> <li><b>strategies and skills to use in potentially hazardous, unsafe, or abusive situations</b></li> <li>effects of different <b>substances</b>, and strategies for preventing personal harm</li> <li>managing and expressing emotions</li> <li><b>factors that influence self-identity</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Social and community health</b></p> <ul style="list-style-type: none"> <li>• Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</li> <li>• Develop and demonstrate respectful behaviour when participating in activities with others</li> <li>• Identify and describe characteristics of positive relationships</li> <li>• Explain how participation in outdoor activities supports connections with the community and environment</li> </ul> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"> <li>• Identify and apply strategies that promote mental well-being</li> <li>• Identify and describe feelings and worries, and strategies for dealing with them</li> <li>• Identify personal skills, interests, and preferences and describe how they influence self-identity</li> </ul>	

## 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
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Physical literacy</b></p> <ul style="list-style-type: none"> <li>• Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments</li> <li>• Apply a variety of movement concepts and strategies in different physical activities</li> <li>• Apply methods of monitoring exertion levels in physical activity</li> <li>• Develop and demonstrate safety, fair play, and leadership in physical activities</li> <li>• Identify and explain factors that contribute to positive experiences in different physical activities</li> </ul> <p><b>Healthy and active living</b></p> <ul style="list-style-type: none"> <li>• Participate daily in physical activity at moderate to vigorous intensity levels</li> <li>• Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community</li> <li>• Explore and describe strategies for making healthy eating choices in a variety of settings</li> <li>• Describe ways to access information on and support services for a variety of health topics</li> <li>• Explore and describe strategies for pursuing personal healthy-living goals</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• proper technique for fundamental movement skills, including <b>non-locomotor</b>, <b>locomotor</b>, and <b>manipulative</b> skills</li> <li>• <b>movement concepts</b> and <b>strategies</b></li> <li>• ways to <b>monitor physical exertion levels</b></li> <li>• different types of physical activities, including <b>individual and dual activities</b>, <b>rhythmic activities</b>, and <b>games</b></li> <li>• practices that promote health and well-being, including those relating to <b>physical activity</b>, <b>sleep</b>, and <b>illness prevention</b></li> <li>• <b>nutrition</b> and <b>hydration</b> choices to support different activities and overall health</li> <li>• <b>strategies for accessing health information</b></li> <li>• <b>strategies and skills to use in potentially hazardous, unsafe, or abusive situations</b></li> <li>• <b>nature and consequences of bullying</b></li> <li>• effects of different <b>substances</b>, and strategies for preventing personal harm</li> <li>• relationship between worries and fears</li> <li>• <b>factors that influence self-identity</b></li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Social and community health</b></p> <ul style="list-style-type: none"> <li>• Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</li> <li>• Describe and apply strategies for developing and maintaining positive relationships</li> <li>• Explain how participation in outdoor activities supports connections with the community and environment</li> </ul> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"> <li>• Identify and apply strategies that promote mental well-being</li> <li>• Describe physical, emotional, and social changes as students grow older</li> <li>• Describe factors that influence mental well-being and self-identity</li> </ul>	

## 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
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Physical literacy</b></p> <ul style="list-style-type: none"> <li>• Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments</li> <li>• Apply a variety of movement concepts and strategies in different physical activities</li> <li>• Apply methods of monitoring exertion levels in physical activity</li> <li>• Develop and demonstrate safety, fair play, and leadership in physical activities</li> <li>• Identify and describe preferred types of physical activity</li> </ul> <p><b>Healthy and active living</b></p> <ul style="list-style-type: none"> <li>• Participate daily in physical activity at moderate to vigorous intensity levels</li> <li>• Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community</li> <li>• Explain the relationship of healthy eating to overall health and well-being</li> <li>• Identify and describe factors that influence healthy choices</li> <li>• Examine and explain how health messages can influence behaviours and decisions</li> <li>• Identify and apply strategies for pursuing personal healthy-living goals</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• proper technique for fundamental movement skills, including , <b>non-locomotor</b>, <b>locomotor</b>, and <b>manipulative</b> skills</li> <li>• <b>movement concepts</b> and <b>strategies</b></li> <li>• ways to <b>monitor physical exertion levels</b></li> <li>• how to participate in different types of physical activities, including <b>individual and dual activities</b>, <b>rhythmic activities</b>, and <b>games</b></li> <li>• <b>benefits</b> of physical activity and exercise</li> <li>• practices that promote health and well-being, including those relating to <b>physical activity</b>, <b>sleep</b>, <b>healthy eating</b>, and <b>illness prevention</b></li> <li>• food portion sizes and <b>number of servings</b></li> <li>• <b>communicable</b> and <b>non-communicable</b> illnesses</li> <li>• <b>media messaging</b> and body image</li> <li>• <b>strategies and skills to use in potentially hazardous, unsafe or abusive situations</b>, including identifying common <b>lures or tricks used by potential abusers</b></li> <li>• <b>strategies for responding to bullying, discrimination, and violence</b></li> <li>• potential effects of <b>psychoactive substance</b> use, and strategies for preventing personal harm</li> <li>• factors that influence self-identity, including <b>body image</b> and <b>social media</b></li> <li>• <b>physical</b>, <b>emotional</b>, and <b>social</b> changes that occur during puberty, including those involving <b>sexuality</b> and <b>sexual identity</b></li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Social and community health</b></p> <ul style="list-style-type: none"> <li>• Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</li> <li>• Describe and assess strategies for responding to discrimination, stereotyping, and bullying</li> <li>• Describe and apply strategies for developing and maintaining positive relationships</li> <li>• Describe and apply strategies that promote a safe and caring environment</li> </ul> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"> <li>• Describe and assess strategies for promoting mental well-being</li> <li>• Describe and assess strategies for managing problems related to mental well-being and substance use</li> <li>• Explore and describe strategies for managing physical, emotional, and social changes during puberty</li> <li>• Describe factors that positively influence mental well-being and self-identity</li> </ul>	



## 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
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Physical literacy</b></p> <ul style="list-style-type: none"> <li>• Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments</li> <li>• Develop and apply a variety of movement concepts and strategies in different physical activities</li> <li>• Apply methods of monitoring and adjusting exertion levels in physical activity</li> <li>• Develop and demonstrate safety, fair play, and leadership in physical activities</li> <li>• Identify and describe preferred types of physical activity</li> </ul> <p><b>Healthy and active living</b></p> <ul style="list-style-type: none"> <li>• Participate daily in physical activity designed to enhance and maintain health components of fitness</li> <li>• Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community</li> <li>• Analyze and describe the connections between eating, physical activity, and mental well-being</li> <li>• Describe the impacts of personal choices on health and well-being</li> <li>• Describe strategies for communicating medical concerns and getting help with health issues</li> <li>• Identify, apply, and reflect on strategies used to pursue personal healthy-living goals</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• proper technique for fundamental movement skills, including <b>non-locomotor</b>, <b>locomotor</b>, and <b>manipulative</b> skills</li> <li>• <b>movement concepts</b> and <b>strategies</b></li> <li>• ways to <b>monitor and adjust physical exertion levels</b></li> <li>• how to participate in different types of physical activities including <b>individual and dual activities</b>, <b>rhythmic activities</b>, and <b>games</b></li> <li>• differences between the <b>health components of fitness</b></li> <li>• training principles to enhance personal fitness levels, including the <b>FITT principle</b></li> <li>• <b>benefits</b> of physical activity and exercise</li> <li>• <b>food choices</b> to support active lifestyles and overall health</li> <li>• practices that promote health and well-being, including those that <b>prevent communicable</b> and <b>non-communicable illnesses</b></li> <li>• <b>sources of health information and support services</b></li> <li>• <b>strategies to protect themselves and others</b> from potential abuse, exploitation, and harm in a variety of settings</li> <li>• factors influencing use of <b>psychoactive substances</b>, and potential harms</li> <li>• <b>physical</b>, <b>emotional</b>, and <b>social</b> changes that occur during puberty, including those involving <b>sexuality</b> and <b>sexual identity</b>, and changes to relationships</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Social and community health</b></p> <ul style="list-style-type: none"> <li>• Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations</li> <li>• Describe and assess strategies for responding to discrimination, stereotyping, and bullying</li> <li>• Describe and apply strategies for developing and maintaining healthy relationships</li> <li>• Describe and apply strategies that promote a safe and caring environment</li> </ul> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"> <li>• Describe and assess strategies for promoting mental well-being, for self and others</li> <li>• Describe and assess strategies for managing problems related to mental well-being and substance use, for others</li> <li>• Explore and describe strategies for managing physical, emotional, and social changes during puberty</li> <li>• Explore and describe how personal identities adapt and change in different settings and situations</li> </ul>	