**BC Logo Min of EdArea of Learning: PHYSICAL AND HEALTH EDUCATION Grade 9**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  **Physical literacy**   * **PL11** Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments * **PL10** Develop and apply a variety of movement concepts and strategies  in different physical activities * **PL9** Apply methods of monitoring and adjusting exertion levels in  physical activity * **PL3** Develop and demonstrate safety, fair play, and leadership in  physical activities * **PL8** Identify and describe preferred types of physical activity   **Healthy and active living**   * **HAL23** Participate daily in physical activity designed to enhance and maintain health components of fitness * **HAL25** Describe how students’ participation in physical activities at school, at home, and in the community can influence their health and fitness * **HAL33** Propose healthy choices that support lifelong health and well-being * **HAL32** Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour * **HAL29** Identify and apply strategies to pursue personal healthy-living goals * **HAL30** 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 |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| **Social and community health**   * **SCH15** Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations * **SCH17** Analyze strategies for responding to discrimination, stereotyping, and bullying * **SCH16** Propose strategies for developing and maintaining  healthy relationships * **SCH14** Create strategies for promoting the health and well-being of the school and community   **Mental well-being**   * **MW18** Analyze strategies for promoting mental well-being, for self  and others * **MW19** Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others * **MW20** Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence * **MW21** Explore and describe factors that shape personal identities,  including social and cultural factors |  |