**Area 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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**Area of Learning: PHYSICAL AND HEALTH EDUCATION Grade 9**

**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
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