

Physical and Health Education SCOPE AND SEQUENCE AY 24-25

STRAND	STANDARDS/SKILLS (Common Core)	9th	10th	11th	12th
ACTIVE LIVING	<p>A1. Active Participation</p> <p>A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives</p>	<p>A1.1 actively participate in all aspects of the program</p>	<p>A1.1 actively participate in all aspects of the program</p>	<p>A1.1 actively participate in all aspects of the program A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives</p>	<p>A1.1 actively participate in all aspects of the program A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives</p>
	<p>A2. Physical Fitness</p> <p>A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living</p>	<p>A2.1 participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes</p>	<p>A2.1 participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes</p>	<p>A2.1 participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes</p>	<p>A2.1 participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes</p>

Movement Competence

	<p>A3. Safety</p> <p>A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p>	<p>A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others</p>	<p>A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others</p>	<p>A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others</p>	<p>A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others</p>
	<p>B1. Movement Skills and Concepts</p> <p>B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;</p>	<p>B1.3 demonstrate an understanding of the phases of movement.</p>	<p>B2.2 apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities</p>	<p>B2.1 demonstrate an understanding of the components of a range of physical activities</p>	<p>B1.1 perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli</p>
	<p>B2. Movement Strategies</p> <p>B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>	<p>B2.1 demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette</p>	<p>B2.1 demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette</p>	<p>B2.2 apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities</p>	<p>B2.3 explain how developing personal competence in physical activities can increase confidence and encourage lifelong participation in physical activities</p>

<p>C1. Understanding Health Concepts</p> <p>C1. demonstrate an understanding of factors that contribute to healthy development;</p>	<p>C1.1 explain how active living and healthy eating contribute to a person's physical health and mental, emotional, and spiritual well-being</p>	<p>C2.1 explain how their knowledge of physical and emotional factors that influence personal eating habits</p>	<p>C1.1 describe the impact of various diseases and health conditions (e.g., Crohn's disease, celiac disease, diabetes, cancer, anemia, allergies and food sensitivities, vitamin deficiency) on nutrient requirements, food choices, and meal planning</p>	<p>C1.1 demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations</p>
<p>C2. Making Healthy Choices</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p>	<p>C2.1 apply their knowledge of basic nutrition principles and healthy eating practices</p>	<p>C2.2 assess the nutritional implications of a variety of dietary choices, including those reflecting current dietary trends, and explain how they can make</p>	<p>C2.3 demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making</p>	<p>C2.1 describe behaviours and strategies (e.g., thinking before acting, making independent decisions, using workplace safety checklists, wearing protective gear, investigating</p>

			<p>personal choices that will provide the nutritional requirements for a healthy, active life</p>	<p>problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation,</p>	<p>legal requirements, following guidelines, planning before making decisions, using communications skills to sustain respectful and responsible relationships, using refusal and assertiveness skills to question and refuse to participate in unsafe situations, supporting peers in making safer decisions) that can be applied to make safer choices in a variety of situations and settings (e.g., at school, at home, in the workplace, in the community) and reduce the risk of personal injury or death</p>
	<p>C3. Making Connections for Healthy Living</p> <p>C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p>	<p>C3.1 analyse the influence of social and environmental factors on food and beverage choices (e.g.,</p>	<p>C3.1 demonstrate an understanding of how they, as consumers, can have an</p>	<p>C3.1 identify current issues that involve food either directly or indirectly (e.g., issues</p>	<p>C3.1 assess the food requirements and available food choices of people in a variety of life</p>



	<p>financial status, culture, religion, media influence, peer influence, family food traditions, accessibility of different kinds of food, restaurant choices, proximity to where food was produced, environmental impact of food production methods)</p>	<p>impact on food and beverage choices at school and in the community</p>	<p>involving food safety or quality, such as pesticide use, genetic modification of crops, the sale of non-pasteurized milk products; issues involving food marketing and advertising; environmental issues, such as climate change, packaging and waste reduction, water pollution, biodiversity, long-range transportation of food; issues involving agricultural practices, such as humane treatment of animals, labour and trading practices), and explain how healthy eating choices are related to these issues</p>	<p>situations (e.g., the elderly, children, people with chronic diseases, women who are pregnant, families with low income, residents of remote northern communities, urban residents living in “food deserts” without ready access to fresh and local foods, shift workers, workers in sedentary occupations, individuals training to be elite athletes), and describe the options available to them for maintaining a healthy diet</p>
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