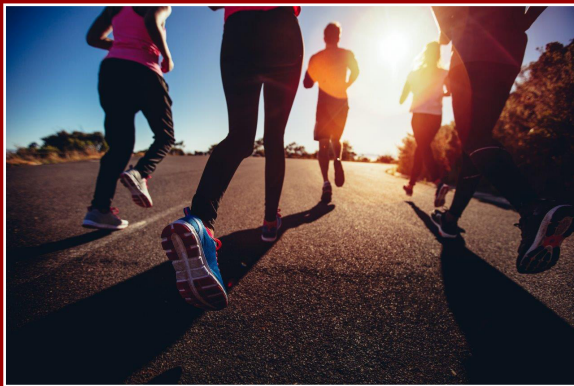


7PHEA

8PHEA

9PHEA



PHYSICAL AND HEALTH EDUCATION

Grade 7

Grade 8

Grade 9



Curriculum Guide

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Essential Graduation Competencies (EGC's)

Curriculum is designed to articulate what students are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Lifelong Learning designs curriculum that is based on the Atlantic Canada Framework for Essential Graduation Competencies released by the Council of Atlantic Ministers of Education and Training (CAMET 2015).

Competencies articulate the interrelated sets of attitudes, skills, and knowledge—beyond foundational literacy and numeracy—that prepare learners to successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technological fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.



Figure 1. *Essential Graduation Competencies*

Essential Graduation Competencies—Definitions

Critical Thinking



Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems;
- recognize that critical thinking is purposeful;
- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment;
- ask powerful questions which support inquiry, decision-making, and problem solving;
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources;
- analyse and evaluate evidence, arguments, and ideas;
- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems;
- reflect critically on thinking processes used and acknowledge assumptions;
- effectively communicate ideas, conclusions, decisions, and solutions; and
- value the ideas and contributions of others who hold diverse points of view.

Technological Fluency



Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts;
- use and interact with technology to create new knowledge;
- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information;
- select and use technology to impact and advance one another; and
- adopt, adapt, and apply technology efficiently, effectively, and productively.

Citizenship



Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues; make decisions and judgments; and solve problems and act as stewards in a local, national, and global context.

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies;
- demonstrate the disposition and skills necessary for effective citizenship;
- consider possible consequences of decisions, judgment, and solutions to problems;
- participate in civic activities that support and promote social and cultural diversity and cohesion;
- promote and protect human rights and equity;
- appreciate the complexity and interconnectedness of factors in analysing issues; and
- demonstrate understanding of sustainable development.

Communication



Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts;
- engage in constructive and critical dialogue;
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;
- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience;
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and
- analyse the impact of information and communication technology.

Personal-Career Development



Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development;
- demonstrate behaviours that contribute to the well-being of self and others;
- build healthy personal and work relationships;
- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being;
- develop strategies to manage career balance and wellness;
- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals; and
- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments.

Creativity and Innovation



Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to

- gather information through all senses to imagine, create, and innovate;
- develop and apply creative abilities to communicate ideas, perceptions, and feelings;
- take responsible risk, accept critical feedback, reflect, and learn from trial and error;
- think divergently, and embrace complexity and ambiguity;
- recognize that creative processes are vital to innovation;
- use creation techniques to generate innovations;
- collaborate to create and innovate;
- critically reflect on creative and innovative works and processes; and
- value the contribution of creativity and innovation.

Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) identify what students are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable student performance and are the basis for the assessment of student achievement across the province. PEI specific curriculum outcomes are developed with consideration of Bloom's Taxonomy of Learning and the Essential Graduation Competencies.

SCOs will begin with the phrase—Learners are expected to... .

Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators that support, define, and demonstrate the depth and breadth of the corresponding SCO. Taken together as a set, AIs support the SCO in defining specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome.

It is important to note that AIs are not a prescriptive checklist to be taught in a sequential manner, are not a prioritized list of instructional activities, and are not a set of prescribed assessment items. Achievement indicators provide clarity and understanding to ensure instructional design is aligned to the SCO.

The set of achievement indicators for a given outcome begins with the phrase—Learners who have achieved this outcome should be able to... .

Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It provides a narrative for the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. This may also include suggestions and/or reference supporting resources that may be helpful for instruction and assessment of the SCO.

Bloom's Taxonomy

Bloom's Taxonomy was published in 1956 as a framework for the purpose of classifying expectations for student learning as indicated by educational outcomes. David Krathwohl's 2002 revision of this taxonomy expands on the original work by defining the relationship between the cognitive process dimension—how we expect students to come to know and think about the outcome—and the knowledge dimension—the category of knowledge expressed by the outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom's Taxonomy will serve students, teachers, and administrators by

- providing a framework for developing the specific curriculum outcomes (SCOs) for a particular course;
- identifying the type of knowledge and cognitive target of the outcome;
- providing a means for the alignment of specific curriculum outcomes with instructional activities and assessments; and
- providing a common language about the curriculum outcomes within all subjects to facilitate communication.

Cognitive Process Dimension

The cognitive process dimension classifies six types of cognition that learners may be expected to demonstrate or use as they work towards proficiency of any given specific curriculum outcome. The verb(s) that begins a specific curriculum outcome identifies the cognitive process dimension.

Table 1. Bloom's Taxonomy—Cognitive Process Dimension

Category	Description
Remembering	Retrieve, recall, and/or recognize specific information or knowledge from memory.
Understanding	Construct meaning from different sources and types of information, and explain ideas and concepts.
Applying	Implement or apply information to complete a task, carry out a procedure through executing or implementing knowledge.
Analysing	Break information into component parts and determine how the parts relate or interrelate to one another or to an overall structure or purpose.
Evaluating	Justify a decision or course of action, problem solve, or select materials and/or methods based on criteria and standards through checking and critiquing.
Creating	Form a coherent functional whole by skillfully combining elements together and generating new knowledge to guide the execution of the work.

SCO Structure

Examining the structure of a specific curriculum outcome is necessary to fully understand its intent prior to planning instruction and assessment. The verb(s) in the outcome relates to the expected level and type of thinking (cognitive process). A noun or noun phrase communicates the type of knowledge (i.e., factual, conceptual, procedural, or metacognitive) that is the focus of the outcome.

verb: develop cognitive process: CREATING

PL1—develop a physical activity plan that adheres to national physical ctivity recommendations.

Curriculum Guide Layout

The curriculum guide layout is designed to highlight the critical elements/features of the provincial curriculum required for a given course.

Table 2. Details of Curriculum Guide Layout

Feature	Description
Unit Name	Appears in the upper left hand corner.
SCO Block	Appears in the coloured box; contains the cognitive process level
AI List	Appears in the body of the page immediately following the SCO.
EGC Map	Appears at the bottom of the page.

Curriculum Design

Name of Curriculum Unit:

9 PL1 - ACTIVE LIVING

Specific curriculum outcome (SCO)

GRADE 7	GRADE 8	GRADE 9 - ACTIVE LIVING			
demonstrate competence, confidence and a desire to be physically active	demonstrate competence, confidence and a desire to be physically active	PL1	<i>Learners are expected to ...</i>		
			develop a physical activity plan that adheres to national physical activity recommendations.		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Set of achievement indicators (AIs) indicating “breadth and depth” of SCO

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify physical activity preferences, and use this knowledge as a basis for a personal physical activity plan;
- set personal physical activity goals and determine a tracking method for achieving them;
- demonstrate progress in achieving physical activity goals, and make adjustments as required;
- identify and describe technology and resources available for activity tracking, such as fitness apps, wearable devices, and online fitness programs;
- demonstrate resilience, persistence, and a growth mindset in the face of challenges and setbacks in achieving personal activity goals;
- support classmates in achieving their physical activity goals (sportsmanship, teamwork, communication, leadership); and
- demonstrate responsible and safe behavior in physical activities, including following rules and guidelines, wearing appropriate gear and equipment, and respecting self and others.

Cognitive process level for this particular SCO

Essential Graduation Competencies Map

Citizenship	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
Communication	Technological Fluency	Creativity and Innovation	

Assessment and Evaluation

Assessment and evaluation are integral components of the teaching and learning process. They are continuous activities that are planned for and derived from specific curriculum outcomes (SCOs) and should be consistent with instruction. Effectively planned assessment and evaluation improves and guides future instruction. It also promotes learning, builds confidence, and develops students' understanding of themselves as learners.

Assessment is the process of gathering evidence about student learning. Assessments need to be reflective of the cognitive process and type of knowledge indicated by the SCO ("Bloom's Taxonomy" on page 6). The achievement indicators inform teachers of the depth and breadth of skills, knowledge, and understandings expected for each SCO.

Assessment has three interrelated purposes:

- assessment for learning to guide and inform instruction (formative)
- assessment as learning to involve students in self-assessment and setting goals for their own learning (formative)
- assessment of learning to determine student progress relative to curriculum outcomes (summative)

Triangulation is a process by which a teacher uses evidence about student learning from three different sources. These sources include conversations, observations, and products. Collecting data from a balance of these sources ensures reliable and valid assessment of student learning.

Evaluation involves analyzing and reflecting upon various forms of evidence of student learning and making judgments or decisions regarding student learning based upon that evidence.

Effective assessment strategies

- must be valid in that they measure what is intended to be measured and are reliable in that they consistently achieve the same results when used again, or similar results with a similar group of students;
- are appropriate for the purpose of instruction and learning strategies used;
- are explicit and communicate to students and parents the expectations and criteria used to determine the level of achievement;
- are comprehensive and enable all students to have diverse and multiple opportunities to demonstrate their learning consistently, independently, and in a range of contexts in everyday instruction;
- accommodate the diverse learning needs and experiences of the students;
- allow for relevant, descriptive, and supportive feedback that gives students clear directions for improvement, and engages students in metacognitive self-assessment and goal setting that can increase their success as learners; and
- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility of learning.

Students should know what they are expected to learn as designated by SCOs and the criteria that will be used to determine the quality of their achievement.

Assessment must provide opportunities for students to reflect on their progress, evaluate their learning, and set goals for future learning.



COURSE DESCRIPTION

The aim of the physical & health education curriculum is to provide opportunities for learners to develop knowledge, skills, and positive attitudes to engage in healthy behaviours, healthy decision making and lead a physically active lifestyle. The curriculum will support learners in acquiring the understandings and skills to be physically literate, health literate and contribute to a healthy community.

The goals of physical & health education are integrated and are of equal importance. The three goals for learners from Grades 7-9 are the following:

- **Physical Literacy** – developing the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

Enjoying and engaging in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

- **Health Literacy** – developing the cognitive and emotional skills which determine the motivation and ability of learners to gain access to, understand and use information in ways which promote and maintain good health. Including developing healthy relationships by balancing self through safe and respectful personal, social, cultural, and environmental interactions.

- **Healthy Community** - connecting our learners to their communities inside and outside of the school to improve their own health and the health of others. Learners will develop goal setting skills, social skills, career development skills and engage in service learning opportunities in their communities.

FORWARD

The health of our children and youth is imperative to our future. According to the Public Health Agency of Canada, childhood overweight and obesity has been rising steadily in Canada in recent decades. In addition, as stated by Healthy Active Living and Obesity (HALO) research group, only 35% of 5- to 17- year-olds are reaching their recommended physical activity levels as outlined in the Canadian 24-Hour Movement Guidelines for Children and Youth. The World Health Organization (WHO) has stated that physical inactivity is the fourth leading risk factor for mortality. It is critical that quality physical and health education is provided to young people, regardless of their socio-economic situation, ethnicity, culture or gender to improve the physical and health literacy of all learners.

Emerging research also shows the connection between physically active youth and academic achievement. Academic performance is influenced by other factors, but nevertheless, the evidence supports the presupposition that if young people achieve at least the recommended daily amount of physical activity there are potentially broad social and academic gains.

Through a quality physical and health education program, students will learn the skills required to be confident and competent movers for life. Students will develop the cognitive and social skills required to understand how to maintain and promote their health. A positive attitude towards physical activity will be instilled in our youth decreasing the chances of young people engaging in risk behaviour and to impact positively on academic performance while providing a platform for wider social inclusion.

INTRODUCTION TO GRADE 7-9 PHYSICAL AND HEALTH EDUCATION

A Quality Physical Education curriculum promotes movement competence to structure thinking, express feelings, and enrich understanding. Through competition and cooperation, learners appreciate the role of rule structures, conventions, values, performance criteria and fair play, and celebrate each other's varying contributions as well as appreciating the demands and benefits of teamwork.

Additionally, the learner understands how to recognize and manage risk, to fulfill assigned tasks, and to accept responsibility for their own behaviour. They learn how to cope with both success and failure and how to evaluate performance against their own and others' previous achievements.

A quality physical education program offers the learner a variety of motor skills that are designed to enhance the physical, mental, social and emotional development of every child. This course provides the continuum of a physical literacy and health literacy journey for the learner. Through participation in a variety of physical activities, the learners will become confident and competent movers with the skills, and understanding to continue participation in physical activity throughout their life course. Through learning a variety of skills related to healthy decision making, the learner will understand their own ability to gain access to and understand information to maintain and promote their health.

By integrating physical and health education as one course this allows the true connection between key components of overall health to emerge throughout the course. Learners will be engaged in the continuous connection of overall well-being; physical, psychological, social and environmental, through all areas of the course.

The curriculum is written to provide flexibility that enables adjustment to different needs, ensuring all learners benefit from a level of quality education, and that gives the teacher freedom to adapt their instructional methods to achieve maximum impact and relevance within their specific class context.

Physical education can play an important role in reducing social tensions and conflicts. Well-designed activities that incorporate the core values of physical education and sports- self-discipline, respect, fair play, teamwork, and adherence to mutually agreed upon rules- help individuals to build the values and communication skills necessary to prevent and resolve conflict in their own lives. Physical Education can also provide an optimal opportunity to promote cultural heritage and celebrate traditional practices, and there is growing evidence that cultural continuity is critical to restoring the social economic and spiritual health of indigenous communities.

A more balanced approach to physical education enables all learners, whatever their particular gifts or abilities, to develop their potential and enhance their physical competence, dramatically expanding the skills that each participant gains. Access to a wellbalanced curriculum enables development across social, cooperative and problem solving competencies. It also facilitates hands on experience in making self-assessments, planning personal programs, setting goals, self-monitoring and decision-making.

When considering the role of physical education in promoting engagement in healthy, active lifestyles through the life course, the development of partnerships- between schools and community-based sports organizations and clubs--is essential to accommodate broader life-long educational outcomes, including health and well-being, as well as personal and social development.

The learning environment is fundamental to good-quality education, and should include safe, healthy and protective physical and social environments for students and teachers to learn and work in.

Physical and Health Education Unit Structure

The specific curriculum outcomes for individual courses are organized into units and provide a lens through which each curriculum outcome may be viewed and understood. Although the outcomes are organized into specific units, they are not intended to be experienced in isolation, but should be considered in ways that allow them to be integrated across units.

The table below provides a short overview of each unit.

Table 5. PHE Units

Units	Description
Physical Literacy	Physical Literacy has been defined by Margaret Whitehead as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.” (Whitehead, 2016). Through grades seven, eight and nine learners will be introduced to a variety of activities, movement concepts and healthy active living strategies to develop the confidence and competence to engage in a physically active life.
Health Literacy	Health Literacy has been defined by the World Health Organization as the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and maintain good health (WHO, 2009) Through grades seven, eight and nine the aim is to have learners work toward health literacy. The learner will be introduced to healthy decision making models that will improve their understanding of how to obtain credible information when it comes to obtaining and maintaining good health and the skills required to make decisions including those related to risk behaviour. Learners will be introduced to developmentally appropriate health related topics and learn the skills required to realize good health.
Healthy Community	Connecting our learners to their communities, inside and outside of school, will improve their health and the health of others. Learners will see benefits such as improved social skills, goal setting, and a sense of purpose and belonging to a health initiative they are connected to. It could be working with the community to take care of the grounds around the local skate park so that their peers have a safe clean place to be active, or understanding the logistics of a school event that improves the health of others such as a campaign on understanding consent or a school sports activity. Learners should be encouraged to pursue a personal interest that contribute to their own health, the health of their peers and community.

7PHEA Outcome Summary

The outcomes for PHE are categorized into three units. These units and associated specific outcomes are designed to provide learners with a holistic introduction to the skills and competencies needed for success. Each outcome, with its related achievement indicators and elaborations, can be found starting with PL1 - Active Living on page 20.

Table 3: Summary of Specific Curriculum Outcomes for 7PHEA

Unit	Code	Learners are expected to ...
Physical Literacy	PL1	participate in physical activities to develop competence, confidence, and a desire to be physically active.
	PL2	demonstrate an understanding of environmental stewardship principles and the benefits of outdoor activities in developing the dimensions of wellness.
	PL3	contribute to a healthy sports culture through active participation in sport.
	PL4	demonstrate strategic thinking and tactics through game play.
	PL5	demonstrate personal and social responsibility through physical activity.
	PL6	perform movement skills with increasing confidence and competence for a range of physical activities.
Health Literacy	HL1	demonstrate an understanding of how nutrition and fitness contribute to overall health.
	HL2	demonstrate an understanding of the effects of alcohol, tobacco and other drugs on overall health.
	HL3	demonstrate an understanding of the knowledge and skills that support the development of healthy relationships.
	HL4	demonstrate an understanding of the human reproductive systems, reproductive processes, and sexual health in relation to overall health and well-being.
	HL5	demonstrate an understanding of mental health, its symptoms, impact, supports available, and its role in overall health.
Healthy Community	HC1	create a personal portfolio that identifies interests, skills, competencies and goals for growth.

7PHEA Assessment Framework

The assessment framework describes the relative weighting of each domain (unit or cluster of outcomes) within a specified course. It is constructed by transforming the depth and breadth of each specific curriculum outcome into an overall instructional time for each domain. The primary purpose of the assessment framework is one of validity - to align curriculum outcomes, instruction, and assessment. As such, the framework should be used to ensure that summative student assessments are representative of the instructional time and complexity of the specific curriculum outcomes for each domain, to inform the specified course reporting structure, and be consulted as a high-level guide for course planning, pacing, and syllabi development.

Table 4: Assessment Framework for 7PHEA

Unit/Domain	Remember	Understand	Apply	Analyse	Evaluate	Create	Unit/ Domain Weight
Physical Literacy			PL1				65%
			PL2				
			PL3				
			PL4				
			PL5				
			PL6				
Health Literacy			HL1				30%
			HL2				
			HL3				
			HL4				
			HL5				
Healthy Community						HC1	5%

8PHEA Outcome Summary

The outcomes for PHE are categorized into three units. These units and associated specific outcomes are designed to provide learners with a holistic introduction to the skills and competencies needed for success. Each outcome, with its related achievement indicators and elaborations, can be found starting with PL1 - Active Living on page 21.

Table 5: Summary of Specific Curriculum Outcomes for 8PHEA

Unit	Code	Learners are expected to ...
Physical Literacy	PL1	demonstrate competence, confidence, and a desire to be physically active.
	PL2	demonstrate an understanding of environmental stewardship principles and the benefits of outdoor activities in developing the dimensions of wellness.
	PL3	contribute to healthy sports culture through active participation in sport.
	PL4	demonstrate strategic thinking and tactics through game play.
	PL5	demonstrate personal and social responsibility through physical activity.
	PL6	perform movement skills with increasing confidence and competence for a range of physical activities.
Health Literacy	HL1	evaluate nutrition and fitness information for its effect on overall health.
	HL2	make healthy decisions related to substance use and addictive behaviors using a variety of skills and strategies
	HL3	analyze factors and skills that support the development of healthy relationships.
	HL4	make informed decisions about personal health and well-being by integrating medically accurate sexual health information with personal values.
	HL5	investigate personal strategies and skills necessary to support positive mental health.
Healthy Community	HC1	show evidence of skill and competency development through a small service learning project.

8PHEA Assessment Framework

The assessment framework describes the relative weighting of each domain (unit or cluster of outcomes) within a specified course. It is constructed by transforming the depth and breadth of each specific curriculum outcome into an overall instructional time for each domain. The primary purpose of the assessment framework is one of validity - to align curriculum outcomes, instruction, and assessment. As such, the framework should be used to ensure that summative student assessments are representative of the instructional time and complexity of the specific curriculum outcomes for each domain, to inform the specified course reporting structure, and be consulted as a high-level guide for course planning, pacing, and syllabi development.

Table 6: Assessment Framework for 8PEA

Unit/Domain	Remember	Understand	Apply	Analyse	Evaluate	Create	Unit/ Domain Weight
Physical Literacy			PL1				65%
			PL2				
			PL3				
			PL4				
			PL5				
			PL6				
Health Literacy					HL1		30%
					HL2		
				HL3			
					HL4		
				HL5			
Healthy Community						HC1	5%

9PHEA Outcome Summary

The outcomes for PHE are categorized into three units. These units and associated specific outcomes are designed to provide learners with a holistic introduction to the skills and competencies needed for success. Each outcome, with its related achievement indicators and elaborations, can be found starting with PL1 - Active Living on page 22.

Table 7: Summary of Specific Curriculum Outcomes for 9PHEA

Unit	Code	Learners are expected to ...
Physical Literacy	PL1	develop a physical activity plan that adheres to national physical activity recommendations.
	PL2	develop an effective outdoor class activity plan involving environmental stewardship and dimensions of wellness goals.
	PL3	contribute to healthy sports culture through active participation in sport.
	PL4	demonstrate movement skills, strategic thinking and tactics through game play.
	PL5	demonstrate personal and social responsibility through physical activity.
	PL6	perform movement skills with increasing confidence and competence for a range of physical activities
Health Literacy	HL1	develop a personal nutrition and fitness plan
	HL2	analyse the impact of substance use and addictive behaviours on social relationships and functioning
	HL3	demonstrate the knowledge, skills, and attitudes necessary to act on personal values in negotiating consent in various contexts
	HL4	demonstrate the knowledge, skills, and attitudes necessary to act on choices that promote positive personal sexual health
	HL5	create a personalized mental health plan.
Healthy Community	HC1	make informed decisions for the transition to senior high school that support well-being and reflects self awareness, career and community.
	HC2	describe the connection between safety and healthy decision making at work and at school.

9PHEA Assessment Framework

The assessment framework describes the relative weighting of each domain (unit or cluster of outcomes) within a specified course. It is constructed by transforming the depth and breadth of each specific curriculum outcome into an overall instructional time for each domain. The primary purpose of the assessment framework is one of validity - to align curriculum outcomes, instruction, and assessment. As such, the framework should be used to ensure that summative student assessments are representative of the instructional time and complexity of the specific curriculum outcomes for each domain, to inform the specified course reporting structure, and be consulted as a high-level guide for course planning, pacing, and syllabi development.

Table 8: Assessment Framework for 9PEA

Unit/Domain	Remember	Understand	Apply	Analyse	Evaluate	Create	Unit/Domain Weight
Physical Literacy						PL1	65%
			PL2				
			PL3				
			PL4				
			PL5				
			PL6				
Health Literacy						HL1	27%
				HL2			
			HL3				
			HL4				
						HL5	
Healthy Community					HC1		8%
			HC2				

7 PL1 - Active Living

GRADE 7 - ACTIVE LIVING				GRADE 8	GRADE 9
PL1	<i>Learners are expected to ...</i>			demonstrate competence, confidence and a desire to be physically active	develop a physical activity plan that adheres to national physical activity recommendations
	demonstate competence, confidence and a desire to be physically active				
	Remembering	Understanding	Applying	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- explain the benefits of physical activity for physical, mental, social and emotional health and wellness;
- identify personal interests and preferences, and seek opportunities to pursue them;
- demonstrate increased competence in a variety of physical activities by showing improvement in skill development, technique and accuracy over time;
- demonstrate increased confidence in participating in physical activities by taking initiative and actively engaging in class activities;
- explain the importance of group activities in developing positive social experiences;
- work cooperatively with classmates during group activities and games by demonstrating positive sportsmanship, teamwork, communication and leadership skills;
- demonstrate their progress in attaining the threshold of the 24 Hour Movement Guidelines and identify factors that impact progress toward achieving them;
- explain the value of using technology and resources, such as fitness apps, wearable devices, and online fitness programs, to monitor and track personal activity progress;
- demonstrate resilience, persistence, and a growth mindset in the face of challenges; and
- demonstrate responsible and safe behavior in physical activities, including following rules and guidelines, wearing appropriate gear and equipment, and respecting self and others.

Citizenship	Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

8 PL1 - Active Living

GRADE 7	GRADE 8 - ACTIVE LIVING					GRADE 9
demonstrate competence, confidence and a desire to be physically active	PL1	<i>Learners are expected to ...</i>				develop a physical activity plan that adheres to national physical activity recommendations
		demonstate competence, confidence and a desire to be physically active				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- explain the benefits of physical activity for physical, mental, social and emotional health and wellness;
- identify personal interests and preferences, and seek opportunities to pursue them;
- demonstrate increased competence in a variety of physical activities by showing improvement in skill development, technique and accuracy over time;
- demonstrate increased confidence in participating in physical activities by taking initiative and actively engaging in class activities;
- explain the importance of group activities in developing positive social experiences;
- work cooperatively with classmates during group activities and games by demonstrating positive sportsmanship, teamwork, communication and leadership skills;
- demonstrate their progress in attaining the threshold of the 24 Hour Movement Guidelines and identify factors that impact progress toward achieving them;
- explain the value of using technology and resources, such as fitness apps, wearable devices, and online fitness programs, to monitor and track personal activity progress;
- demonstrate resilience, persistence, and a growth mindset in the face of challenges; and
- demonstrate responsible and safe behavior in physical activities, including following rules and guidelines, wearing appropriate gear and equipment, and respecting self and others.

Citizenship	Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

PL1 - Active Living

GRADE 7	GRADE 8	GRADE 9 - ACTIVE LIVING			
demonstrate competence, confidence and a desire to be physically active	demonstrate competence, confidence and a desire to be physically active	PL1	<i>Learners are expected to ...</i>		
			develop a physical activity plan that adheres to national physical activity recommendations.		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify physical activity preferences, and use this knowledge as a basis for a personal physical activity plan;
- set personal physical activity goals and determine a tracking method for achieving them;
- demonstrate progress in achieving physical activity goals, and make adjustments as required;
- identify and describe technology and resources available for activity tracking, such as fitness apps, wearable devices, and online fitness programs;
- demonstrate resilience, persistence, and a growth mindset in the face of challenges and setbacks in achieving personal activity goals;
- support classmates in achieving their physical activity goals (sportsmanship, teamwork, communication, leadership); and
- demonstrate responsible and safe behavior in physical activities, including following rules and guidelines, wearing appropriate gear and equipment, and respecting self and others.

Citizenship	Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Physical education aims to promote active living by encouraging regular physical activity for overall health and wellness. Active living involves integrating physical activity into daily routines in an enjoyable and sustainable way that can lead to lifelong habits of physical activity. To achieve this goal, students should participate in a variety of physical activities they enjoy. These activities could include team sports, individual sports, dance, outdoor activities, and other forms of exercise, all from a variety of cultures. Physical education teachers should help students identify activities they enjoy and provide opportunities for them to participate in those activities both in and outside of school.

In addition to participating in class, students should learn about the benefits of regular exercise and make physical activity a regular part of their daily routine. They should learn about the importance of nutrition, sleep, stress management, and strategies for staying motivated and overcoming obstacles to physical activity. Achieving this outcome requires a long-term commitment to physical activity and a healthy lifestyle.

Active living is interwoven throughout all physical literacy and some health literacy outcomes during grades 7, 8, and 9. In grade 7 & 8, students will identify physical activities that interest them, overcome barriers to physical activity, understand the 24-hour movement guidelines, and make informed decisions about their physical activity based on the guidelines and their experiences. In grade 9, students will develop a personal health plan that includes regular physical activity and strategies to overcome barriers. Teachers may wish to have grade 9 students include this plan in a portfolio, along with mental health, nutrition and fitness plans throughout the year.

Throughout all grades, students will manage risk and demonstrate personal safety while being physically active in a range of settings. They will also have opportunities to celebrate and honor cultural diversity through physical activity. To find resources on the 24-hour movement guidelines and related topics, visit learn.edu.pe.ca.

7 PL2 - Outdoor Education

GRADE 7 - OUTDOOR EDUCATION				GRADE 8	GRADE 9
PL2	<i>Learners are expected to ...</i>			demonstrate an understanding of environmental stewardship principles and the benefits of outdoor activities in developing the dimensions of wellness	demonstrate an understanding of environmental stewardship principles and the benefits of outdoor activities in developing the dimensions of wellness
	demonstrate an understanding of environmental stewardship principles and the benefits of outdoor activities in developing the dimensions of wellness.				
	Remembering	Understanding	Applying	Analysing	Evaluating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate competence in a variety of outdoor movement activities (e.g. hiking, orienteering, geocaching, snowshoeing) in natural environments and varied terrains;
- demonstrate respect and appreciation for the natural environment and ecosystems by adhering to the responsible and sustainable principles of Leave No Trace;
- demonstrate an understanding of the ways in which Indigenous peoples interact with, and learn from, the natural environment (physical, emotional, social, spiritual, and intellectual relationship with the land);
- collaborate effectively with peers in outdoor team-building and problem-solving activities, (e.g. building a shelter, navigating a course, planning a camping trip);
- demonstrate an understanding of safety principles and protocols for outdoor activities, including first aid, risk management, appropriate equipment and emergency response; and
- demonstrate an understanding of the physical, emotional, social, spiritual, and intellectual health benefits of outdoor physical activities as a lifelong pursuit.

✓ Citizenship

Critical Thinking

✓ Personal-Career Development

Essential

Graduation

Competencies

✓ Communication

Technological Fluency

Creativity and Innovation

8 PL2 - Outdoor Education

GRADE 7	GRADE 8 - OUTDOOR EDUCATION					GRADE 9
demonstrate an understanding of environmental stewardship principles and the benefits of outdoor activities in developing the dimensions of wellness	<i>Learners are expected to ...</i>					demonstrate an understanding of environmental stewardship principles and the benefits of outdoor activities in developing the dimensions of wellness
	PL2	demonstrate an understanding of environmental stewardship principles and the benefits of outdoor activities in developing the dimensions of wellness				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate competence in a variety of outdoor movement activities (e.g. hiking, orienteering, geocaching, snowshoeing) in natural environments and varied terrains;
- demonstrate respect and appreciation for the natural environment and ecosystems by adhering to the responsible and sustainable principles of Leave No Trace;
- demonstrate an understanding of the ways in which Indigenous peoples interact with, and learn from, the natural environment (physical, emotional, social, spiritual, and intellectual relationship with the land);
- collaborate effectively with peers in outdoor team-building and problem-solving activities, (e.g. building a shelter, navigating a course, planning a camping trip);
- demonstrate an understanding of safety principles and protocols for outdoor activities, including first aid, risk management, appropriate equipment and emergency response; and
- demonstrate an understanding of the physical, emotional, social, spiritual, and intellectual health benefits of outdoor physical activities as a lifelong pursuit

✓ Citizenship	Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

9 PL2 - Outdoor Education

GRADE 7	GRADE 8	GRADE 9 - OUTDOOR EDUCATION			
demonstrate an understanding of environmental stewardship principles and the benefits of outdoor activities in developing the dimensions of wellness	demonstrate an understanding of environmental stewardship principles and the benefits of outdoor activities in developing the dimensions of wellness	PL2	<i>Learners are expected to ...</i>		
			demonstrate an understanding of environmental stewardship principles and the benefits of outdoor activities in developing the dimensions of wellness		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate competence in a variety of outdoor movement activities (e.g. hiking, orienteering, geocaching, snowshoeing) in natural environments and varied terrains;
- demonstrate respect and appreciation for the natural environment and ecosystems by adhering to the responsible and sustainable principles of Leave No Trace;
- demonstrate an understanding of the ways in which Indigenous peoples interact with, and learn from, the natural environment (physical, emotional, social, spiritual, and intellectual relationship with the land);
- collaborate effectively with peers in outdoor team-building and problem-solving activities, (e.g. building a shelter, navigating a course, planning a camping trip);
- demonstrate an understanding of safety principles and protocols for outdoor activities, including first aid, risk management, appropriate equipment and emergency response; and
- demonstrate an understanding of the physical, emotional, social, spiritual, and intellectual health benefits of outdoor physical activities as a lifelong pursuit.

✓ Citizenship	Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Outdoor education is an exceptional way to build skills, develop confidence, and cultivate an appreciation for nature. Proficiency in outdoor movement skills, such as hiking, biking, swimming, kayaking, and rock climbing,

is crucial for success in natural environments and varied terrains. Through practice and training, students can demonstrate mastery of these skills, gaining the confidence to tackle new and challenging outdoor activities.

Respect for the natural environment is a core value of outdoor education. Students learn to adhere to principles of Leave No Trace, which includes minimizing impact on the environment, disposing of waste properly, and respecting wildlife. By showing respect for the natural world, students gain an appreciation for the delicate balance of ecosystems and the importance of preserving them for future generations.

Any Outdoor education outcome should include learning about Indigenous knowledge and practices. These have been developed over thousands of years through close observation and intimate relationships with the natural world. This knowledge offers unique insights into the environment and ways of living sustainably, which can enrich outdoor education experiences for all learners.

The following are 6 key elements of a successful Outdoor Education program;

- 1. Experiential learning:* Outdoor living should involve a wide variety of hands-on, experiential learning opportunities that allow students to explore and engage with the natural world. This can include activities such as field trips to parks or nature preserves, camping trips, or outdoor sports. Students should be encouraged to seek out opportunities to engage in new and challenging outdoor experiences, and develop a personal connection to the natural environment through regular participation in outdoor activities. By embracing a growth mindset, students can cultivate a lifelong passion for outdoor pursuits and reap the many physical and mental health benefits of outdoor physical activity.
- 2. Environmental education:* Students should be taught about the importance of environmental sustainability and how they can take action to protect the environment. This can include lessons on topics such as recycling, composting, climate change and reducing waste. Understanding the natural environment and ecosystems, and showing respect for the environment through responsible and sustainable behavior, is critical to becoming a responsible and conscientious steward of the planet.
- 3. Inclusivity:* Outdoor living programs should be designed to be inclusive of all students, regardless of their background or ability level. This can involve adapting activities to accommodate students with disabilities or providing resources to support students who may not have access to outdoor equipment or gear.
- 4. Safety:* Students must demonstrate an understanding of outdoor safety principles, including identifying and mitigating risks, using appropriate gear and equipment, and responding to emergencies. By developing these skills, students can engage in outdoor activities with confidence, knowing they have the tools and knowledge to keep themselves and their peers safe.
- 5. Using technology and resources:* Students use of maps, GPS, weather apps, and online guides, is an important component of planning and navigating outdoor activities safely and effectively. By utilizing these tools, students can become more self-reliant and gain a deeper appreciation for the power of technology to enhance outdoor experiences.
- 6. Collaboration:* Outdoor living programs can provide opportunities for students to work together and collaborate on projects related to environmental sustainability. This can help students develop important social and teamwork skills while also promoting a sense of shared interests and achievements.

For information on Leave No Trace see learn.edu.pe.ca.

7 PL3 - Sport Education

GRADE 7 - SPORT EDUCATION				GRADE 8	GRADE 9
PL3	<i>Learners are expected to ...</i>			contribute to healthy sports culture through active participation in sport.	contribute to healthy sports culture through active participation in sport.
	contribute to healthy sports culture through active participation in sport.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate an understanding of the values and principles of fair play, sportsmanship, and ethical behavior in sport, and consistently apply these values in practice and competition;
- show respect for teammates, opponents, coaches, officials, and spectators through positive communication;
- participate actively and enthusiastically in all aspects of sport, including skill development, tactical understanding, fitness and conditioning, and competition;
- assume different roles and responsibilities within sport, such as player, coach, referee, scorekeeper, and analyst, and fulfill these roles effectively and responsibly;
- demonstrate an understanding of the rules and regulation of the sport, and apply this knowledge to make informed judgments during game play;
- demonstrate resilience, perseverance, and a growth mindset by applying strategies to deal with adversity in sport (injuries, setbacks, and losses); and
- reflect on personal growth and development in sport, including physical, cognitive, social, and emotional aspects, and sets realistic goals for ongoing learning and improvement in sport and physical education.

✓ Citizenship

Critical Thinking

✓ Personal-Career Development

Essential

Graduation

Competencies

✓ Communication

Technological Fluency

Creativity and Innovation

8 PL3 - Sport Education

GRADE 7	GRADE 8 - SPORT EDUCATION					GRADE 9
contribute to healthy sports culture through active participation in sport.	PL3	<i>Learners are expected to ...</i>				contribute to healthy sports culture through active participation in sport.
		contribute to healthy sports culture through active participation in sport.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate an understanding of the values and principles of fair play, sportsmanship, and ethical behavior in sport, and consistently apply these values in practice and competition;
- show respect for teammates, opponents, coaches, officials, and spectators through positive communication;
- participate actively and enthusiastically in all aspects of sport, including skill development, tactical understanding, fitness and conditioning, and competition;
- assume different roles and responsibilities within sport, such as player, coach, referee, scorekeeper, and analyst, and fulfill these roles effectively and responsibly;
- demonstrate an understanding of the rules and regulation of the sport, and apply this knowledge to make informed judgments during game play;
- demonstrate resilience, perseverance, and a growth mindset by applying strategies to deal with adversity in sport (injuries, setbacks, and losses); and
- reflect on personal growth and development in sport, including physical, cognitive, social, and emotional aspects, and sets realistic goals for ongoing learning and improvement in sport and physical education.

✓ Citizenship

Critical Thinking

✓ Personal-Career Development

Essential
Graduation

✓ Communication

Technological Fluency

Creativity and Innovation

Competencies

9 PL3 - Sport Education

GRADE 7	GRADE 8	GRADE 9 - SPORT EDUCATION			
contribute to healthy sports culture through active participation in sport.	contribute to healthy sports culture through active participation in sport.	PL3	<i>Learners are expected to ...</i>		
			contribute to healthy sports culture through active participation in sport.		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate an understanding of the values and principles of fair play, sportsmanship, and ethical behavior in sport, and consistently apply these values in practice and competition;
- show respect for teammates, opponents, coaches, officials, and spectators through positive communication;
- participate actively and enthusiastically in all aspects of sport, including skill development, tactical understanding, fitness and conditioning, and competition;
- assume different roles and responsibilities within sport, such as player, coach, referee, scorekeeper, and analyst, and fulfill these roles effectively and responsibly;
- demonstrate an understanding of the rules and regulation of the sport, and apply this knowledge to make informed judgments during game play;
- demonstrate resilience, perseverance, and a growth mindset by applying strategies to deal with adversity in sport (injuries, setbacks, and losses); and
- reflect on personal growth and development in sport, including physical, cognitive, social, and emotional aspects, and sets realistic goals for ongoing learning and improvement in sport and physical education.

✓ Citizenship	Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

The Sport Education model is an instructional approach to physical education that aims to develop a deeper understanding and appreciation for sport and sport culture. This model is designed to provide students with a more authentic experience of sport by creating a season-long unit in which students take on different roles and responsibilities, such as players, coaches, referees, scorekeepers, and analysts.

In the Sport Education model, students participate in an entire sport season, including practice sessions, games, and tournaments. Students are placed on teams and play against each other in a competitive but supportive environment. Each team is responsible for choosing their team name, designing team logos, and creating team cheers to foster a sense of team spirit.

One of the key elements of the Sport Education model is the development of student autonomy and leadership skills. Throughout the season, students take on different roles and responsibilities, including coaching, refereeing, and scorekeeping. By taking on these roles, students learn to work collaboratively with their peers, develop communication skills, and develop leadership skills.

The Sport Education model also places an emphasis on the development of the whole student. Students are encouraged to reflect on their experiences and evaluate their personal growth in physical, cognitive, social, and emotional domains. Teachers facilitate reflection through structured debriefing sessions and encourage students to set goals for future learning and performance.

To achieve this outcome, students will actively participate in all aspects of sport, including skill development, tactical understanding, fitness and conditioning, and competition. They will demonstrate an understanding of the rules and regulations of the sport and apply this knowledge to make informed decisions and judgments during play.

Throughout their participation in all aspects of sport, students will be encouraged to manage risk and demonstrate personal safety while being physically active in a range of settings. They will also have opportunities to celebrate and honor cultural diversity through sport. By applying these values and principles of fair play, sportsmanship, and ethical behavior, students will develop the skills and values necessary to live active and fulfilling lives beyond the sport setting.

The Sport Education model works well with a wide variety of sports. While the outcomes and indicators are the same throughout grades 7-9, using this model with a variety of sports from diverse cultures throughout the intermediate years will increase student's learning and appreciation of sport and culture.

For more information on Sports Education, as well as other Physical Education instructional models, see learn.edu.pe.ca.

7 PL4 - Teaching Games for Understanding

GRADE 7 - TEACHING GAMES FOR UNDERSTANDING				GRADE 8	GRADE 9	
PL4	<i>Learners are expected to ...</i>			demonstrate strategic thinking and tactics through game play.	demonstrate strategic thinking and tactics through game play.	
	demonstrate strategic thinking and tactics through game play.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- analyze the key components of game play (e.g. offense, defense, scoring) and apply this knowledge to make strategic decisions during game play;
- assess situations, select appropriate movement strategies, and execute these strategies effectively;
- develop and implement effective tactics and strategies to achieve game objectives (e.g. scoring points, preventing scoring);
- make informed decisions during game play by considering a range of factors (e.g. position of the ball, position of teammates and opponents, time remaining);
- communicate effectively with teammates, demonstrate positive sportsmanship, and work collaboratively to achieve game objectives;
- apply the rules and regulations of specific games correctly and consistently during game play; and
- reflect on their game play performance, identify areas for improvement, and develop strategies to address these areas.

Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

8 PL4 - Teaching Games for Understanding

GRADE 7	GRADE 8 - TEACHING GAMES FOR UNDERSTANDING					GRADE 9
demonstrate strategic thinking and tactics through game play.	PL4	<i>Learners are expected to ...</i>				demonstrate strategic thinking and tactics through game play.
		demonstrate strategic thinking and tactics through game play.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- analyze the key components of game play (e.g. offense, defense, scoring) and apply this knowledge to make strategic decisions during game play;
- assess situations, select appropriate movement strategies, and execute these strategies effectively;
- develop and implement effective tactics and strategies to achieve game objectives (e.g. scoring points, preventing scoring);
- make informed decisions during game play by considering a range of factors (e.g. position of the ball, position of teammates and opponents, time remaining);
- communicate effectively with teammates, demonstrate positive sportsmanship, and work collaboratively to achieve game objectives;
- apply the rules and regulations of specific games correctly and consistently during game play; and
- reflect on their game play performance, identify areas for improvement, and develop strategies to address these areas.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

9 PL4 - Teaching Games for Understanding

GRADE 7	GRADE 8	GRADE 9			
demonstrate strategic thinking and tactics through game play.	demonstrate strategic thinking and tactics through game play.	PL4	<i>Learners are expected to ...</i>		
			demonstrate strategic thinking and tactics through game play.		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- analyze the key components of game play (e.g. offense, defense, scoring) and apply this knowledge to make strategic decisions during game play;
- assess situations, select appropriate movement strategies, and execute these strategies effectively;
- develop and implement effective tactics and strategies to achieve game objectives (e.g. scoring points, preventing scoring);
- make informed decisions during game play by considering a range of factors (e.g. position of the ball, position of teammates and opponents, time remaining);
- communicate effectively with teammates, demonstrate positive sportsmanship, and work collaboratively to achieve game objectives;
- apply the rules and regulations of specific games correctly and consistently during game play; and
- reflect on their game play performance, identify areas for improvement, and develop strategies to address these areas.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

The purpose of this outcome is to address students' inherent desire to play by teaching students games through playing. Teaching games for understanding will develop student's creativity and tactical abilities.

Teaching games for understanding (TGfU) is a child-centered approach that emphasizes the importance of teaching students how to play games through a progression of simplified game-like activities. This approach is a vital aspect of a well-rounded intermediate school physical education curriculum as it focuses on developing students' ability to understand and play a variety of games in a way that promotes physical activity, skill development, teamwork, and strategic thinking.

Students gain the skills and knowledge of strategic thinking and tactics through participation in the following four game categories: Target games, Net/Wall games, Striking/Fielding games, and Territory games. These categories represent games and activities that are similar in structure, and by exposing students to the primary rules, fundamental skills, and tactical problems associated with each category, they become literate in a variety of games, activities, and sports, and develop an understanding and competency of the skills and tactics associated with playing sports.

Students will be provided with opportunities to apply a range of movement skills in different game situations, and will be encouraged to experiment with different tactics and strategies to achieve game objectives. Effective communication and positive sportsmanship will be emphasized, and students will be encouraged to work collaboratively with their teammates to achieve game objectives.

Throughout the unit, teachers will provide opportunities for students to reflect on their game play performance, identify areas for improvement, and develop strategies to address these areas. This can involve structured debriefing sessions and individual goal setting to help students develop their game play knowledge and skills.

The TGfU approach is divided into five elements: Activity Appreciation, Tactical Awareness, Decision Making, Application of Skills, and Performance. By progressing through these elements, students learn common elements of games and tactics needed for success, practice making decisions in action, identify and practice the skills needed to improve play, and apply the skills, decision-making, and tactics in game situations.

To achieve this outcome, students will participate in a range of modified games that reflect the key components of various sports. Teachers will guide students to identify the key components of the game and develop their understanding of the tactical elements involved in achieving game objectives.

For more information on Teaching Games for Understanding, as well as other Physical Education instructional models, see learn.edu.pe.ca.

7 PL5 - Teaching Personal & Social

GRADE 7 - TEACHING PERSONAL AND SOCIAL RESPONSIBILITY				GRADE 8	GRADE 9
PL5	<i>Learners are expected to ...</i>			demonstrate personal and social responsibility through physical activity.	demonstrate personal and social responsibility through physical activity.
	demonstrate personal and social responsibility through physical activity.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate responsibility for their own physical activity participation by consistently attending class, being on time, and bringing appropriate clothing and equipment;
- demonstrate commitment by setting and achieving personal goals related to physical activity;
- demonstrate social responsibility by working cooperatively with others in physical activities, treating others with respect, and showing empathy for the well-being of others;
- develop strategies to overcome challenges or to adapt to changing conditions;
- apply leadership skills by being a positive role model for their peers, encouraging others to participate, and taking initiative to organize and lead physical activities;
- demonstrate sportsmanship by playing fairly, respecting opponents and officials, and accepting both wins and losses with grace and dignity;
- use effective verbal and non-verbal communication skills to convey ideas, instructions, and feedback related to physical activity; and
- demonstrate healthy behaviors by making informed choices related to physical activity and overall health, such as choosing nutritious foods, staying hydrated, and getting enough rest and recovery time.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

8 PL5 - Teaching Personal & Social Responsibility

GRADE 7	GRADE 8 - TEACHING PERSONAL & SOCIAL RESPONSIBILITY					GRADE 9
demonstrate personal and social responsibility through physical activity.	PL5	<i>Learners are expected to ...</i>				demonstrate personal and social responsibility through physical activity.
		demonstrate personal and social responsibility through physical activity.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. demonstrate responsibility for their own physical activity participation by consistently attending class, being on time, and bringing appropriate clothing and equipment;
- b. demonstrate commitment by setting and achieving personal goals related to physical activity;
- c. demonstrate social responsibility by working cooperatively with others in physical activities, treating others with respect, and showing empathy for the well-being of others;
- d. develop strategies to overcome challenges or to adapt to changing conditions;
- e. apply leadership skills by being a positive role model for their peers, encouraging others to participate, and taking initiative to organize and lead physical activities;
- f. demonstrate sportsmanship by playing fairly, respecting opponents and officials, and accepting both wins and losses with grace and dignity;
- g. use effective verbal and non-verbal communication skills to convey ideas, instructions, and feedback related to physical activity; and
- h. demonstrate healthy behaviors by making informed choices related to physical activity and overall health, such as choosing nutritious foods, staying hydrated, and getting enough rest and recovery time.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

9 PL5 - Teaching Personal & Social Responsibility

GRADE 7	GRADE 8	GRADE 9 - TEACHING PERSONAL & SOCIAL RESPONSIBILITY			
demonstrate personal and social responsibility through physical activity.	demonstrate personal and social responsibility through physical activity.	PL5	<i>Learners are expected to ...</i>		
			demonstrate personal and social responsibility through physical activity.		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate responsibility for their own physical activity participation by consistently attending class, being on time, and bringing appropriate clothing and equipment;
- demonstrate commitment by setting and achieving personal goals related to physical activity;
- demonstrate social responsibility by working cooperatively with others in physical activities, treating others with respect, and showing empathy for the well-being of others;
- develop strategies to overcome challenges or to adapt to changing conditions;
- apply leadership skills by being a positive role model for their peers, encouraging others to participate, and taking initiative to organize and lead physical activities;
- demonstrate sportsmanship by playing fairly, respecting opponents and officials, and accepting both wins and losses with grace and dignity;
- use effective verbal and non-verbal communication skills to convey ideas, instructions, and feedback related to physical activity; and
- demonstrate healthy behaviors by making informed choices related to physical activity and overall health, such as choosing nutritious foods, staying hydrated, and getting enough rest and recovery time.

✓ Citizenship

Critical Thinking

✓ Personal-Career Development

Essential

Graduation

Competencies

✓ Communication

Technological Fluency

Creativity and Innovation

ELABORATIONS

The Teaching Personal and Social Responsibility (TPSR) model is an instructional approach used in physical education that aims to promote personal and social responsibility through physical activity. Developed by Don Hellison in the 1990s, the TPSR model is grounded in the idea that physical activity can serve as a platform for teaching life skills and promoting positive behavior.

At its core, the TPSR model emphasizes the importance of developing personal and social responsibility in students. Personal responsibility refers to the ability of individuals to take ownership of their own actions and decisions related to physical activity, such as setting and achieving personal goals and maintaining a healthy lifestyle. Social responsibility, on the other hand, refers to the ability of individuals to work effectively with others, communicate clearly and respectfully, and show empathy and concern for the well-being of others.

The TPSR model is organized around four stages of responsibility: (1) introduction, (2) personal responsibility, (3) social responsibility, and (4) leadership/responsibility beyond the self.

In the introduction stage, students are introduced to the basic concepts of personal and social responsibility and the importance of these concepts in physical activity.

In the personal responsibility stage, students learn how to take responsibility for their own physical activity participation and develop personal goals related to physical activity.

In the social responsibility stage, students learn how to work cooperatively with others and develop empathy and concern for the well-being of others.

In the leadership/responsibility beyond the self stage, students learn how to apply their personal and social responsibility skills to become leaders in their communities and promote positive behavior.

Throughout each stage, the TPSR model emphasizes the importance of reflection, problem-solving, and goal-setting. Teachers using the TPSR model help students reflect on their own behavior and actions related to physical activity, identify areas for improvement, and develop strategies to address these areas. Teachers also help students develop problem-solving skills that can be applied to physical activity situations, such as developing strategies to overcome challenges or adapting to changing conditions. Finally, teachers help students set personal goals related to physical activity and support them in achieving these goals over time.

In all grades, students will learn about and apply personal and social responsibility skills through a variety of physical activities, while being encouraged to set and achieve personal goals related to physical activity. They will also develop leadership skills, learn to problem solve, and practice effective communication skills, all while demonstrating healthy behaviors in and out of the physical education setting.

Ultimately, students should strive for the highest level of responsibility and participate in a service learning opportunity (which is also linked to grade 8 HC1). This opportunity could be met through project-based learning through initiatives that address a need in their community and promote the wellbeing of others.

For more information on Teaching Personal and Social Responsibility, as well as other Physical Education instructional models, see learn.edu.pe.ca.

7 PL6 - Movement Skills

GRADE 7 - MOVEMENT SKILLS				GRADE 8	GRADE 9
PL6	<i>Learners are expected to ...</i>			perform movement skills with increasing confidence and competence for a range of physical activities.	perform movement skills with increasing confidence and competence for a range of physical activities.
	perform movement skills with increasing confidence and competence for a range of physical activities.				
	Remembering	Understanding	Applying	Analysing	Evaluating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate improved proficiency in executing a variety of movement skills such as running, jumping, catching, throwing, and kicking;
- demonstrate proper techniques for fundamental movement skills (E.g., body, spatial and effort awareness);
- demonstrate increased confidence and competence in the biomechanical concepts and movement skills (E.g., balance, stability, and rotation);
- demonstrate increased confidence and competence in a range of locomotor/non-locomotor physical activities with/without manipulatives, including: striking and fielding; net/wall, invasion/territorial, body management activities, rhythmic and dance activities, alternative environment activities and individual pursuits;
- analyse (self-assessment, peer-assessment) movement skills and suggest areas for improvement; and
- manage risk while performing movement skills.

Citizenship

Critical Thinking



Personal-Career Development

Essential

Communication

Technological Fluency

Creativity and Innovation

Graduation

Competencies

8 PL6 - Movement Skills

GRADE 7	GRADE 8 - MOVEMENT SKILLS					GRADE 9
perform movement skills with increasing confidence and competence for a range of physical activities.	PL6	<i>Learners are expected to ...</i>				perform movement skills with increasing confidence and competence for a range of physical activities.
		perform movement skills with increasing confidence and competence for a range of physical activities.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate improved proficiency in executing a variety of movement skills such as running, jumping, catching, throwing, and kicking;
- demonstrate proper techniques for fundamental movement skills (E.g., body, spatial and effort awareness);
- demonstrate increased confidence and competence in the biomechanical concepts and movement skills (E.g., balance, stability, and rotation);
- demonstrate increased confidence and competence in a range of locomotor/non-locomotor physical activities with/without manipulatives, including: striking and fielding; net/wall, invasion/territorial, body management activities, rhythmic and dance activities, alternative environment activities and individual pursuits;
- analyse (self-assessment, peer-assessment) movement skills and suggest areas for improvement; and
- manage risk while performing movement skills.

Citizenship

Critical Thinking



Personal-Career Development

Essential

Communication

Technological Fluency

Creativity and Innovation

Graduation
Competencies

9 PL6 - Movement Skills

GRADE 7	GRADE 8	GRADE 9 - MOVEMENT SKILLS			
perform movement skills with increasing confidence and competence for a range of physical activities.	perform movement skills with increasing confidence and competence for a range of physical activities.	PL6	<i>Learners are expected to ...</i>		
			perform movement skills with increasing confidence and competence for a range of physical activities.		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate improved proficiency in executing a variety of movement skills such as running, jumping, catching, throwing, and kicking;
- demonstrate proper techniques for fundamental movement skills (E.g., body, spatial and effort awareness);
- demonstrate increased confidence and competence in the biomechanical concepts and movement skills (E.g., balance, stability, and rotation);
- demonstrate increased confidence and competence in a range of locomotor/non-locomotor physical activities with/without manipulatives, including: striking and fielding; net/wall, invasion/territorial, body management activities, rhythmic and dance activities, alternative environment activities and individual pursuits;
- analyse (self-assessment, peer-assessment) movement skills and suggest areas for improvement; and
- manage risk while performing movement skills.

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Critical Thinking



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ELABORATIONS

The fundamental movement skills (FMS) are a set of basic movements that form the building blocks for more complex, sport-specific movements. The FMS are typically divided into three categories: locomotor skills, object control skills, and stability skills.

Locomotor skills involve moving the body from one place to another and include skills such as walking, running, jumping, hopping, skipping, and galloping.

Object control skills involve controlling objects such as balls, bats, and racquets and include skills such as throwing, catching, kicking, striking, dribbling, and rolling.

Stability skills involve maintaining balance and body control and include skills such as bending, stretching, twisting, turning, and balancing on one or more body parts.

Proficiency in these fundamental movement skills is important for children's physical development and sets the foundation for participation in a wide range of physical activities and sports.

To achieve proficiency in movement skills, physical education students should focus on developing their physical fitness and motor skills, such as endurance, strength, flexibility, and agility. This development will enable them to execute various movement skills such as running, jumping, catching, throwing, and kicking more efficiently. With regular practice, students can improve their self-confidence in performing movement skills and their willingness to take risks and try new movements, persisting through challenges.

At the beginning of the school year, students should receive a baseline assessment of their movement skill level. They should also be taught how to establish SMART goals (specific, measurable, attainable, relevant, time-bound) for improving their movement skills. Opportunities to work on these SMART goals should be integrated into their learning environment, with frequent feedback provided throughout the year. A final movement skill assessment, chosen by both the students and the teacher, reflecting their personal goals, can be administered to demonstrate increased confidence, competence, and a desire to execute the movement compared to their initial baseline assessment. Students should also be able to reflect on the goal-setting process and their journey through movement. Students should be encouraged to improve personally as opposed to trying to match a peer's level of ability. Assessment should be reflective of this.

It is important to re-establish fundamental movement skills that students would have previously been introduced to in early years and elementary school and to continue to strengthen those fundamental skills. Those skills transfer into a range of movement activities and it is important that students continue to refine these skills. Students will also continue to work on - and be introduced to - a range of complex movement skills through their outdoor education, sport education, and teaching games for understanding models.

This outcome will be woven throughout the entire year and carried through grades 7 to 9 as new movement concepts are introduced and a range of activities are explored. Physical literacy is a journey and students must be encouraged to develop, grow, improve and set personal movement progress goals based on their own abilities. Students start their physical literacy journey at different times in their lives, some in early years and outside of school hours with many opportunities, and others only when they engage in physical education programs.

See learn.edu.pe.ca for sample movement skill assessments.

7 HL1 - Health Based PE

GRADE 7 - HEALTH BASED PE				GRADE 8	GRADE 9
HL1	<i>Learners are expected to ...</i>			evaluate nutrition and fitness information for its effect on overall health.	develop a personal nutrition and fitness plan
	demonstrate an understanding of how nutrition and fitness contribute to overall health				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate knowledge of essential nutrients, and their roles in maintaining a healthy body;
- demonstrate an ability to read and understand nutritional information on food labels;
- examine personal daily nutritional habits and fluid intake practices and compare them with suggestions from Canada's (and other nationally recognized) food guide(s);
- examine the components that make up total fitness (muscular strength, cardiovascular endurance, flexibility, body composition, etc), and describe how training can be applied to improve it;
- demonstrate an understanding of the relationship between physical fitness and health;
- understand methods of monitoring and adjusting exertion levels in physical activity;
- apply personal grooming and cleanliness habits, and explain their impact on overall health (e.g., friendships, mental health, physical health); and
- develop and apply strategies for making healthy choices in daily life, such as selecting nutrient-dense foods and incorporating regular physical activity.

Citizenship



Critical Thinking



Personal-Career Development

Communication

Technological Fluency

Creativity and Innovation

Essential
Graduation
Competencies

8 HL1 - Health Based PE

GRADE 7	GRADE 8 - HEALTH BASED PE					GRADE 9
demonstrate an understanding of how nutrition and fitness contribute to overall health	<i>Learners are expected to ...</i>					develop a personal nutrition and fitness plan
	HL1	evaluate nutrition and fitness information for its effect on overall health.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- evaluate nutrition and fitness information from a variety of sources, (E.g., media, advertisements, studies) for their effect on a healthy lifestyle;
- evaluate claims made in advertisements or media messages for their effect on nutrition and fitness;
- evaluate the influence of nutrition and fitness advertising on self-esteem, body image, personal values and habits (E.g., motivation, goal setting, eating disorders, expectations);
- analyse the relationship between nutrition and fitness components and their influence on overall health, physical performance and the body’s systems;
- analyze environmental and social factors that influence nutrition and fitness decision-making, such as socioeconomic status, culture, and social norms;
- evaluate the impact of public policies on nutrition and fitness behaviors (E.g., food labeling, school lunch programs) by identifying strengths and weaknesses, and proposing potential solutions for improvement; and
- communicate information on nutrition and fitness in a clear, concise, and understandable manner to various audiences, such as peers or community members.

Citizenship



Critical Thinking



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Communication

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Essential
Graduation
Competencies

9 HL1 - Health Based PE

GRADE 7	GRADE 8	GRADE 9 - HEALTH BASED PE			
demonstrate an understanding of how nutrition and fitness contribute to overall health	evaluate nutrition and fitness information for its effect on overall health.	HL1	<i>Learners are expected to ...</i>		
			develop a personal nutrition and fitness plan		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- explain how personal choices, cultural factors, and environmental influences impact healthy behaviors and decision-making;
- use evidence-based research to evaluate the impact of nutrition and fitness components on overall health, and use this information basis of a plan;
- develop a personalized nutrition and fitness plan based on individual needs, goals, values, and evidence-based research;
- reflect on new learnings, experiences, and achievement of your personal nutrition and fitness goals, and revise your plan as necessary;
- demonstrate the skills necessary to act on their personalized nutrition and fitness plan (e.g. decision-making, coping, and self-management);
- identify and describe technology and resources available for nutrition and fitness tracking, such as fitness apps, wearable devices, and online nutrition/fitness programs;
- demonstrate resilience, persistence, and a growth mindset in the face of challenges and setbacks in achieving personal nutrition and fitness goals;
- support classmates in achieving their nutrition and fitness goals (sportsmanship, teamwork, communication, leadership); and
- demonstrate responsible and safe behavior in physical activities, including following rules and guidelines, wearing appropriate gear and equipment, and respecting self and others.

Citizenship

Communication



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Personal-Career Development



Creativity and Innovation

Essential

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ELABORATIONS

Health Based Physical Education is an essential component of a physical education program. Students who master these outcomes can critically analyze nutrition and fitness information from a variety of sources, evaluate the relationship between nutrition and fitness components, and identify the impact of social and environmental factors on healthy behaviors.

In order to help create an inclusive and welcome classroom climate for all, a Health Based PE outcome should include information about nutrition and fitness from a variety of cultures.

To achieve this outcome, students in grade 7 must learn how to make informed decisions about nutrition and fitness. They need to develop an understanding of the relationship among nutrition, fitness and overall health, as well as the impact of nutrient intake on physical performance and body systems.

In addition to gaining knowledge, grade 8 students must learn to apply their understanding to real-world situations. They will be able to identify medically accurate information pertaining to nutrition and fitness and make decisions in order to gain positive impact on their overall health.

Finally, by grade 9 students must use their ability to evaluate information pertaining to nutrition and fitness for the purpose of developing a personal plan. Students should be able to evaluate the effectiveness of their plan and be able to make adaptations to improve it when required. This plan can be a part of a larger portfolio, that includes their mental health and active living plans.

Overall, achieving this outcome requires students to become critical thinkers who can evaluate and apply evidence-based research to support healthy lifestyle choices. They must be able to analyze the impact of social and environmental factors on healthy behaviors, develop personalized nutrition and fitness plans, and communicate effectively to promote healthy behaviors in their communities.

To achieve this curriculum outcome, students should participate in a variety of learning opportunities including;

- 1. Active learning:* Students should be engaged in hands-on activities that promote active learning and critical thinking. This can include activities such as cooking healthy meals, participating in fitness challenges, and mindfulness exercises.
- 2. Collaborative learning:* Students should be encouraged to work in groups to solve problems and share ideas. This can promote teamwork, communication skills, and peer learning.
- 3. Health promotion:* Students should be encouraged to take an active role in promoting health and wellness in their communities (organizing health fairs, creating awareness campaigns, and volunteering at local health organizations).
- 4. Technology integration:* Technology can be used to enhance learning and engagement. Students can use fitness tracking apps, nutrition apps, and other digital tools to track their progress and learn more about healthy living.

The goal of this outcome is that students can develop the knowledge, skills, and attitudes necessary to live healthy, fulfilling lives.

7 HL2 - Drugs and Alcohol

GRADE 7 - DRUGS AND ALCOHOL				GRADE 8	GRADE 9
HL2	<i>Learners are expected to ...</i>			make healthy decisions related to substance use and addictive behaviors using a variety of skills and strategies	analyse the impact of substance use and addictive behaviours on social relationships and functioning
	demonstrate an understanding of the effects of alcohol, tobacco and other drugs on overall health				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate knowledge of the short and long-term impact of substance use and addictive behaviors on physical health, mental health, and social well-being;
- explain the effects of alcohol, tobacco and other drugs on the teenage brain;
- identify and explain the potential risks and effects of vaping on overall health and well-being;
- understand the linkage between mental illness and substance abuse,
- Identify and describe personal and environmental influences on substance abuse and addictive behaviors (e.g., social norms, family history, access to drugs and alcohol);
- identify credible sources of information pertaining to substance abuse and addictive behaviors; and
- identify people and resources available to help with substance abuse and addictive behaviors.

Citizenship



Critical Thinking



Personal-Career Development

Communication

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Essential
Graduation
Competencies

8 HL2 - Drugs and Alcohol

GRADE 7	GRADE 8 - DRUGS AND ALCOHOL					GRADE 9
demonstrate an understanding of the effects of alcohol, tobacco and other drugs on overall health	HL2	<i>Learners are expected to ...</i>				analyse the impact of substance use and addictive behaviours on social relationships and functioning
		make healthy decisions related to substance use and addictive behaviors using a variety of skills and strategies				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify values that influence motivation to refuse alcohol, tobacco and other drugs;
- apply the IDEAL decisions making steps to potential situations involving risk in relation to alcohol, tobacco and other drugs;
- demonstrate the skills necessary to act on personal values related to substance use and addiction, including refusal, expressing concern, asking for help, and negotiating peer pressure;
- demonstrate how to access community-based interventions and programs that are designed to support individuals engaged with substance abuse and addictive behaviors;
- explain the value of engaging in healthy activities and behaviors (e.g., sport, art, community service) as an alternative to substance use; and
- simulate appropriate responses to physical health dangers and other emergency situations related to drugs and alcohol.

Citizenship



Critical Thinking



Personal-Career Development

Communication

Technological Fluency

Creativity and Innovation

Essential
Graduation
Competencies

9 HL2 - Drugs and Alcohol

GRADE 7	GRADE 8	GRADE 9 - DRUGS AND ALCOHOL			
demonstrate an understanding of the effects of alcohol, tobacco and other drugs on overall health	make healthy decisions related to substance use and addictive behaviors using a variety of skills and strategies	HL2	<i>Learners are expected to ...</i>		
			analyse the impact of substance use and addictive behaviours on social relationships and functioning		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify and describe the signs and stages of addiction;
- analyze the psychological and emotional effects of substance abuse on mental health (e.g., depression, anxiety, addiction);
- analyze the impact of substance abuse and other addictive behaviors (e.g., gambling) on friendships, family, and society as a whole (e.g., public health, crime rates, and social welfare programs);
- analyze the influence of advertising tactics on youth and the potential consequences of it on social relationships and functioning;
- analyze the economic impact of substance use and addictive behaviors (e.g., cost of treatment, lost productivity, and legal consequences);
- analyze the role of drug and alcohol in the decision making process related to risk of unintended pregnancies, STBIs, impaired driving and injury;
- analyze the impact of substance abuse and addictive behaviors on work and/or school performance; and
- compare the effectiveness of preventative versus intervention programs from a social and economic perspective.

Citizenship



Critical Thinking



Personal-Career Development

Communication

Technological Fluency

Creativity and Innovation

Essential
Graduation
Competencies

ELABORATIONS

The aim of this curriculum outcome is to equip students with knowledge, and life skills to create or adopt healthy conditions in their lives, specifically related to substance use and addictive behaviors.

Skills-based health education can address health issues that children and young people may encounter, such as the use/abuse of alcohol, tobacco, caffeine, cannabis, and other substances. Skills-based health education should enable young people to apply knowledge and develop positive attitudes and skills to promote and protect their health and the health of others.

This health literacy outcome for grades 7-9 provides a comprehensive understanding of the impact of substance abuse on individuals and society. The following four key elements are included as students progress through grades 7 to 9;

1. Prevention: Students should be taught about the dangers of drug and alcohol use and the risks associated with substance abuse. Best practices suggest that prevention programs should start as early as possible and should use evidence-based strategies that have been proven to be effective in reducing drug and alcohol use.

2. Awareness: Students should be educated about the signs and symptoms of drug and alcohol abuse, as well as the physical, emotional, and social consequences of substance abuse. Students should be provided with accurate information about drugs and alcohol and should be encouraged to ask questions and seek help if they or someone they know is struggling with substance abuse.

3. Intervention: Students should be taught how to intervene when they suspect someone is using drugs or alcohol, and should be provided with resources to help them do so. Intervention programs should include training in how to recognize the signs of drug and alcohol abuse, how to talk to someone about their substance use, and how to refer them to appropriate support services.

4. Treatment and Recovery: Students should be taught about the different types of treatment and support available to individuals struggling with substance abuse, including counseling, medication-assisted treatment, and support groups. Students should also be educated about the importance of ongoing recovery support and relapse prevention strategies.

In grade 7, students acquire knowledge about the effects of drugs and alcohol and how they can impact their personal goals and values. Grade 8 students will take this knowledge and develop skills and strategies to make informed decisions to promote their health. In grade 9 students learn more about the impact that substance abuse can have on a variety of social relationships and identify ways to help themselves and others if needed.

It is also important to learn about Drugs and Alcohol through a culturally diverse lense. For example, it is important to note that tobacco use holds significant cultural and spiritual value in many Indigenous communities, where it is used for ceremonial and medicinal purposes. Also, in some cultures, alcohol is viewed as a sacred substance and is used as part of traditional rituals and ceremonies.

A trauma informed approach to teaching must be practiced due to the potentially sensitive and personal nature of the subject matter. For more information see learn.edu.pe.ca.

7 HL3 - Healthy Relationships

GRADE 7 - HEALTHY RELATIONSHIPS				GRADE 8	GRADE 9
HL3	<i>Learners are expected to ...</i>			analyse factors and skills that support the development of healthy relationships.	demonstrate the knowledge, skills, and attitudes necessary to act on personal values in negotiating consent in various contexts
	demonstrate an understanding of the knowledge and skills that support the development of healthy relationships				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate effective communication skills in relationships, such as actively listening, expressing thoughts and feelings clearly and respectfully, and using nonviolent language;
- demonstrate empathy by responding appropriately to the emotions, needs, and perspectives of others;
- Identify and describe different types of abuse (physical, emotional, verbal, sexual), and understand that abuse is never acceptable in a healthy relationship;
- identify warning signs of unhealthy or abusive relationships;
- identify and effectively manage conflict in relationships by using compromise, negotiation, and other problem-solving strategies;
- identify and describe gender-based violence (physical, emotional, and sexual abuse), its root cause, and where to access support for self or others;
- explain the importance of self-care practices in maintaining relationships and one's own physical and emotional well-being;
- identify supports that address relationship challenges (E.g., trusted adult, kids help line, other community resources);
- describe the elements of consent (voluntary agreement, informed decision-making, the right to change one's mind) and its significance in personal relationships, including friendships and intimate relationships;
- explain the concept of consent in the context of digital interactions and the consequences of sharing personal information, posting photos, and engaging in online relationships;
- describe their personal role in creating a safe and inclusive school environment; and
- explain the role of the bystander in preventing and intervening in situations involving unhealthy or abusive relationships.

✓ Citizenship	Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	✓ Technological Fluency	Creativity and Innovation	

8 HL3 - Healthy Relationships

GRADE 7	GRADE 8 - HEALTHY RELATIONSHIPS				GRADE 9
demonstrate an understanding of the knowledge and skills that support the development of healthy relationships.	HL3	<i>Learners are expected to ...</i>			demonstrate the knowledge, skills, and attitudes necessary to act on personal values in negotiating consent in various contexts
		analyse factors and skills that support the development of healthy relationships.			
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- analyze the role of communication in relationships (E.g., active listening, expressing thoughts and feelings clearly and respectfully, using nonviolent language);
- analyse healthy and unhealthy relationships from the perspective of equality, trust, respect, and consent, including recognizing warning signs of unhealthy relationships;
- analyze scenarios and apply critical thinking skills to evaluate whether consent was given or withheld, and identify potential consequences of violating consent;
- evaluate the impact of cultural and societal norms and gender-based violence on individuals, families, and society;
- analyze the influence of gender and culture on relationships;
- evaluate the impact of self-care practices on self and relationships;
- analyse the risks and consequences of non-consensual activities in the digital realm (E.g., cyberbullying, sexting, sextortion, online harassment), how to avoid becoming a victim, and identify how and where to access support if needed; and
- analyze the impact of the role of the bystander in preventing and intervening in situations involving unhealthy or abusive relationships.

✓ Citizenship	Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	✓ Technological Fluency	Creativity and Innovation	

9 HL3 - Healthy Relationships

GRADE 7	GRADE 8	GRADE 9 - HEALTHY RELATIONSHIPS			
demonstrate an understanding of the knowledge and skills that support the development of healthy relationships.	analyse factors and skills that support the development of healthy relationships.	HL3	<i>Learners are expected to ...</i>		
			demonstrate the knowledge, skills, and attitudes necessary to act on personal values in negotiating consent in various contexts		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate effective communication skills to seek and give consent in different situations, such as borrowing personal items, participating in physical activities, or engaging in online interactions;
- practice active listening and empathy to understand and respect the boundaries and preferences of others, while acknowledging and asserting personal boundaries as well;
- recognize and challenge societal norms and stereotypes that perpetuate non-consensual behaviors and unhealthy power dynamics;
- reflect on personal values and beliefs regarding consent, and evaluate how they align with the principle of respect and human rights;
- apply strategies to protect personal boundaries and make informed decisions regarding consent in online environments;
- explore healthy relationship dynamics and the role of consent in fostering trust, communication, and emotional well-being;
- recognize signs of unhealthy relationships, including coercion, manipulation, and lack of consent, and understand the importance of seeking help and support;
- collaborate with peers and educators to create inclusive and respectful spaces that prioritize consent and challenge harmful behaviors or attitudes; and
- explain the legal and ethical considerations related to obtaining consent, including age, coercion, manipulation, and lack of consent, and understand the importance of seeking help and support.

✓ Citizenship	Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

The goal of this outcome is to equip students with the skills and knowledge necessary to form healthy, respectful relationships in all areas of their lives. By developing effective communication skills, empathy and understanding, respect for boundaries and consent, and the ability to recognize and respond to unhealthy behaviors, students can cultivate strong and positive connections with others, building a foundation for healthy and fulfilling relationships throughout their lives. Students at this age are starting to navigate the complexities of interpersonal relationships, so it is essential that they learn how to form positive, respectful connections with others.

To achieve this outcome, students will engage in a range of learning activities and discussions that focus on the following key areas:

Communication skills: Students will learn effective communication skills, including active listening, expressing themselves clearly and respectfully, and using appropriate body language. They will practice these skills through role-playing and group discussions, learning how to navigate challenging conversations and resolve conflicts.

Empathy and understanding: Developing empathy and understanding is critical to building healthy relationships. Students will learn how to put themselves in others' shoes, considering different perspectives and experiences. They will also learn about diversity and inclusion, respecting and valuing differences in culture, race, religion, gender identity, and sexual orientation.

Boundaries and consent: Understanding boundaries and consent is essential to forming healthy relationships. Students will learn about personal boundaries and how to communicate their boundaries clearly and respectfully. They will also learn about consent, understanding what it means and how to give and receive it in a relationship.

Recognizing and responding to unhealthy behaviors: Students will learn to identify unhealthy behaviors in relationships, such as bullying, harassment, and abuse. They will learn to recognize warning signs and how to respond, seeking help from trusted adults or community resources.

Positive relationship building: Students will practice building positive, healthy relationships through activities such as team-building exercises, collaborative problem-solving, and group projects. They will learn to appreciate and celebrate the strengths and contributions of others, developing a sense of community and connection.

To promote healthy relationship outcomes that are culturally responsive and respectful of diversity, it is important to engage with and learn from diverse cultures and Indigenous perspectives. This includes recognizing the strengths and resilience of diverse communities, understanding the historical and systemic factors that have contributed to relationship challenges, and supporting community-led initiatives that promote healthy relationships.

The progression of this outcome is as follows; in grade 7 students acquire knowledge about information and skills that are required to promote healthy relationships. In grade 8 students work to further develop and analyse these skills. In grade 9, there is a focus on demonstrating these skills by giving and receiving consent as it pertains to a variety of contexts.

7 HL4 - Sexual Health

GRADE 7 - SEXUAL HEALTH				GRADE 8	GRADE 9
HL4	<i>Learners are expected to ...</i>			make informed decisions about personal health and well-being by integrating medically accurate sexual health information with personal values	demonstrate the knowledge, skills, and attitudes necessary to act on choices that promote positive personal sexual health
	demonstrate an understanding of the human reproductive systems, reproductive processes, and sexual health in relation to overall health and well-being.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify credible sources of information and support for sexual health (online and in your community), and use them to inform healthy decisions;
- demonstrate knowledge of different types of contraception, including abstinence, and their effectiveness in preventing unintended pregnancies and sexually transmitted and blood borne infections;
- demonstrate knowledge of the human reproductive system and process, including the anatomy and physiology of the male and female reproductive systems, menstrual cycle, fertilization, and pregnancy;
- demonstrate knowledge and understanding of biological sex, gender identity, gender expression, and sexual orientation; and
- describe symptoms, effects, treatments, and prevention for disorders (e.g., endometriosis) and common sexually transmitted and blood borne infections.

Citizenship

Critical Thinking



Personal-Career Development

Essential

Communication

Technological Fluency

Creativity and Innovation

Graduation
Competencies

8 HL4 - Sexual Health

GRADE 7	GRADE 8 - SEXUAL HEALTH					GRADE 9
demonstrate an understanding of the human reproductive systems, reproductive processes, and sexual health in relation to overall health and well-being.	HL4	<i>Learners are expected to ...</i>				demonstrate the knowledge, skills, and attitudes necessary to act on choices that promote positive personal sexual health
		make informed decisions about personal health and well-being by integrating medically accurate sexual health information with personal values				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify informed sources of information and support for sexual health (signs of pregnancy, prenatal care, condoms/barrier protection, regular testing for STBBIs, seeking counseling for sexual assault);
- demonstrate an understanding the importance of inclusive sexual health resources and support in making informed decisions;
- make decisions about personal health and well-being by integrating knowledge of human reproductive systems, reproductive processes, contraceptives and STBBIs; and
- respect the decisions of others by fostering a welcoming and accepting environment where all students feel safe and respected, regardless of their gender identity or sexual orientation.

✓ Citizenship

Critical Thinking

✓ Personal-Career Development

Essential
Graduation

✓ Communication

Technological Fluency

Creativity and Innovation

Competencies

9 HL4 - Sexual Health

GRADE 7	GRADE 8	GRADE 9 - SEXUAL HEALTH			
demonstrate an understanding of the human reproductive systems, reproductive processes, and sexual health in relation to overall health and well-being.	make informed decisions about personal health and well-being by integrating medically accurate sexual health information with personal values	PL4	<i>Learners are expected to ...</i>		
			demonstrate the knowledge, skills, and attitudes necessary to act on choices that promote positive personal sexual health		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- describe the impact of personal values and beliefs on sexual health decision making;
- identify and describe the skills necessary to act on personal values (e.g. communication, interpersonal, decision-making, critical thinking, coping, and self-management);
- demonstrate the skills necessary to act on personal values (e.g. refusal, assertiveness) in simulated situations to promote positive sexual health outcomes;
- act on personal values when encountering peer and other pressures in simulated situations;
- evaluate the benefits and risks of sexual choices on physical and mental health (emotional, social wellness, self esteem, body image, relationship satisfaction);
- describe services available for help with reproductive and sexual health issues, and how to access them;
- advocate for gender equality and social justice; and
- respect the choices of others by fostering a welcoming and accepting environment where all students feel safe and respected, regardless of their gender identity or sexual orientation.

✓ Citizenship

Critical Thinking

✓ Personal-Career Development

Essential

Graduation

Competencies

✓ Communication

Technological Fluency

Creativity and Innovation

ELABORATIONS

As we remain mindful that this is a potentially sensitive subject and in order to respect that parents are the primary educator, we will REQUIRE an information letter be sent home before teaching any sexual health outcomes.*

Sexual health is a critical aspect of overall health and well-being. As students move through their intermediate years, it is important for them to understand the importance of their sexual health, development, and safety in promoting positive sexual health outcomes. Students should have access to comprehensive information about sexual health, including information on anatomy, puberty, contraception, and sexually transmitted and blood borne infections (STBBIs).

The goals of sexual health education are as follows:

- To help people achieve positive outcomes (e.g., self esteem, respect for self and others, non-exploitive sexual relations, rewarding human relationships, reproductive choices, and;
- To avoid negative outcomes (e.g., STI/HIV, sexual coercion, unintended pregnancy)

This outcome aims to promote healthy behaviors and attitudes towards sexuality. This includes not only understanding the biological aspects of sex, but also the social and emotional aspects of sexuality. To achieve this, the following best practices are recommended:

1. Comprehensive sexuality education: Research has shown that comprehensive sexuality education programs that address both abstinence and contraception are effective in promoting healthy sexual behaviors.

These programs should be age-appropriate and include information on healthy relationships, consent, communication, and STBBI prevention.

2. Inclusion and diversity: Sexual health education should be inclusive and address the diversity of sexual orientation, gender identity, and expression. Students should be taught to respect and accept diversity and to recognize and challenge stereotypes and discrimination.

3. Empowering students: Sexual health education should be empowering and should equip students with the knowledge and skills to make informed decisions about their sexual health. This includes teaching students to advocate for themselves and to access resources and support when needed.

4. Engaging parents and caregivers: Parents and caregivers play an important role in promoting healthy sexual behaviors.

5. Creating a safe and supportive environment: Schools should create safe and supportive environments where students feel comfortable discussing sexual health topics without fear of stigma or judgment. This includes providing confidential resources and ensuring that students have access to accurate and unbiased information.

It is important for students to integrate medically accurate information with their personal values and healthy decision-making skills to promote positive sexual health outcomes. These decisions should be based on an understanding of the potential risks of sexual activity, as well as an awareness of personal values, beliefs, and priorities. By becoming aware of their personal sexual health values, students can make informed choices that promote positive sexual health outcomes.

In grade 7, students develop an understanding of the importance of sexual health with regards to their overall wellness. They learn about both positive and negative outcomes and begin to learn how choices can impact these outcomes.

In grade 8, students will learn to integrate medically accurate information with their own personal values in order to plan and make decisions regarding their sexual health.

By grade 9 students will be able to use that information to work on developing skills to help them make good choices that follow in line with their personal values. They will continue to work to demonstrate a growing knowledge of consent.

* This outcome can be achieved in part through multi-sectoral collaboration(e.g., Public Health, and other Department of Education-authorized partners.) See learn.edu.pe.ca for more information and resources.

* A trauma informed approach to teaching must be practiced due to the potentially sensitive and personal nature of the subject matter.*

7 HL5 - Mental Health

GRADE 7 - MENTAL HEALTH				GRADE 8	GRADE 9	
HL5	<i>Learners are expected to ...</i>				investigate personal strategies and skills necessary to support positive mental health.	Create a personalized mental health plan
	demonstrate an understanding of mental health, its symptoms, impact, supports available, and its role in overall health					
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- define mental health and articulate its importance as an essential component of overall health and wellness;
- demonstrate an understanding of common mental health illnesses, including their symptoms, prevalence and impact on individuals, families and communities;
- explain how various skills are necessary in maintaining mental health (e.g. communication, interpersonal, decision-making, critical thinking, coping, and self-management);
- describe the interconnectedness of mental health and social determinants of health, including factors such as poverty, racism, and social isolation;
- evaluate the influence of cultural factors on mental health, including the effects of stigma, discrimination, and social norms;
- identify and describe resources and support systems that can be accessed if mental health challenges arise;
- describe common risk factors and warning signs of suicide, such as changes in behavior, mood, or interpersonal relationships; and
- demonstrate an understanding of the importance of seeking professional support for self and individuals who are at risk of suicide or experiencing suicidal ideation or behavior.

✓	Citizenship	✓	Critical Thinking	✓	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency		Creativity and Innovation	

8 HL5 - Mental Health

GRADE 7	GRADE 8 - MENTAL HEALTH				GRADE 9
demonstrate an understanding of mental health, its symptoms, impact, supports available, and its role in overall health	HL5	<i>Learners are expected to ...</i>			Create a personalized mental health plan
		investigate personal strategies and skills necessary to support positive mental health.			
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify evidence-based strategies and skills for supporting positive mental health, such as practicing relaxation techniques, maintaining social connections, proper sleep, or engaging in creative activities;
- analyse the suitability of mental health strategies for personal use, considering individual needs, preferences, and resources;
- identify and practice positive coping skills;
- identify and practice characteristics of resiliency (e.g., problem solving skills, positive self esteem, social bonding);
- reflect on potential barriers to implementing positive mental health strategies, and identify potential solutions to overcome them;
- identify and describe resources and support systems that can be accessed if mental health challenges arise;
- describe common risk factors and warning signs of suicide, such as changes in behavior, mood, or interpersonal relationships; and
- demonstrate an understanding of the importance of seeking professional support for self and individuals who are at risk of suicide or experiencing suicidal ideation or behavior.

✓ Citizenship

✓ Critical Thinking

✓ Personal-Career Development

Essential
Graduation
Competencies

✓ Communication

Technological Fluency

Creativity and Innovation

9 HL5 - Mental Health

GRADE 7	GRADE 8	GRADE 9 - MENTAL HEALTH			
demonstrate an understanding of mental health, its symptoms, impact, supports available, and its role in overall health	investigate personal strategies and skills necessary to support positive mental health.	HL5	<i>Learners are expected to ...</i>		
			Create a personalized mental health plan		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- evaluate the credibility of mental health information from a variety of sources, such as media, social media, and healthcare providers;
- demonstrate an understanding of the potential impact of inaccurate or misleading mental health information on personal decision-making and behavior;
- identify personal strengths and challenges related to mental health, including resilience, coping strategies, and risk factors.
- develop and implement a personalized mental health plan that incorporates evidence-based strategies, self-awareness, and healthy decision-making skills;
- evaluate the effectiveness of the personalized mental health plan in promoting positive mental health outcomes over time;
- describe the importance of ongoing self-assessment and adjustment to maintain positive mental health and prevent relapse;
- identify and describe resources and support systems that can be accessed if mental health challenges arise;
- describe common risk factors and warning signs of suicide, such as changes in behavior, mood, or interpersonal relationships; and
- demonstrate an understanding of the importance of seeking professional support for self and individuals who are at risk of suicide or experiencing suicidal ideation or behavior.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

The purpose of this outcome is for students to see their mental health as a key component to their overall health and well-being.

In this outcome, students learn strategies and skills to promote positive mental health and to lead a healthy lifestyle. There is a focus on healthy relationships, physical activity, nutrition, sleep and helping others as primary contributors to health.

The Teen Mental Health Guide (<http://teenmentalhealth.org/>) has been developed to enhance the mental health literacy for students. The guide focuses on the following four components:

1. Understanding how to optimize and maintain good mental health
2. Understanding mental disorders and their treatments
3. Decreasing stigma
4. Enhancing help-seeking efficacy

Learning should incorporate cultural competence training to aid in, acknowledging that mental health challenges affect individuals from all backgrounds and that cultural, social, and economic factors can impact mental health.

In grades 7, students examine mental health and demonstrate an understanding of its symptoms, impact and supports available. In grade 8, students learn about ways to support their own and others positive mental health. In grade 9, students will use this information to create their own mental health plan. This plan can be included with other plans created in grade 9 including fitness and nutrition.

A comprehensive mental health curriculum for intermediate school should focus on promoting positive mental health, reducing stigma, enhancing help-seeking efficacy, and providing culturally competent resources and support for students. By providing students with the tools to maintain good mental health and support others in their community, we can create a more positive and inclusive learning environment for all.

* A trauma informed approach to teaching must be practiced due to the potentially sensitive and personal nature of the subject matter.*

* Mental Health Curriculum Guide available at learn.edu.pe.ca.

7 HC1 - Career Development

GRADE 7 - CAREER DEVELOPMENT				GRADE 8	GRADE 9	
HC1	<i>Learners are expected to ...</i>				develop a small service learning project idea that addresses a community need	make informed decisions for the transition to senior high school that support well-being and reflect career goals, awareness of self, and community needs.
	create a personal portfolio that identifies interest, skills, competencies and goals for growth					
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- create a digital portfolio to hold artifacts using a platform (e.g., myBlueprint);
- compile evidence that shows interests, skills, and competencies as artifacts for their portfolio;
- develop actionable goals for growth as artifacts for the portfolio; and
- compile evidence of achievement/growth as artifacts for the portfolio.

Citizenship

Critical Thinking



Personal-Career Development

Essential

Communication



Technological Fluency

Creativity and Innovation

Graduation
Competencies

8 HC1 - Career Development

GRADE 7	GRADE 8 - CAREER DEVELOPMENT					GRADE 9
create a personal portfolio that identifies interest, skills, competencies and goals for growth	<i>Learners are expected to ...</i>					make informed decisions for the transition to senior high school that support well-being and reflect career goals, awareness of self, and community needs.
	Remembering	Understanding	Applying	Analysing	Evaluating	
develop a small service learning project idea that addresses a community need						

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify a need in the community (school, local or provincial level);
- organize a small service learning project that will help solve an unmet need in the community;
- create artifacts for a portfolio that relate service learning or volunteer experience to the growth and development of skills, strengths, abilities, and competencies; and
- set new actionable goals for growth as artifacts for their portfolio.



9 HC1 - Career Development

GRADE 7	GRADE 8	GRADE 9 - CAREER DEVELOPMENT			
create a personal portfolio that identifies interest, skills, competencies and goals for growth	develop a small service learning project idea that addresses a community need	HC1	<i>Learners are expected to ...</i>		
			make informed decisions for the transition to senior high school that support well-being and reflect career goals, awareness of self, and community needs.		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- examine course offerings in the high school setting;
- explain PEI high school graduation requirements;
- describe the attitudes, skills and attributes needed for success in the high school courses they choose;
- select grade 10 courses that reflect interests, strengths and abilities;
- recognize their own emotions, thoughts, and values and how they impact their success in school;
- evaluate the impact of nutrition, sleep, screen time and movement on safety and well-being at work and at school;
- set goals to help strengthen an area for growth or enhance a current skill related to academic success; and
- update their personal portfolio to highlight developments in their skills, strengths, abilities, and competencies.

✓ Citizenship Communication	✓ Critical Thinking Technological Fluency	✓ Personal-Career Development Creativity and Innovation	Essential Graduation Competencies
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ELABORATIONS

Throughout this course, students are given the opportunity to explore connections to Essential Graduation Competencies and Career Development competencies. This provides students with a framework and common language to identify their strengths and areas for growth. Connecting their experiences to the EGCs and CDCs also provides a wider view of learning that extends beyond subject-specific topics.

As students engage in a range of experiences and explore the EGCs and CDCs, they should be given time to reflect on their learning, including ties to social and emotional learning. They should also create goals to develop skills within the EGCs and/or CDCs. These goals should be based on their own interests and needs. Goal Setting theory will need to be reviewed. Short term, medium term and long term goals have different structures, motivations and approaches. SMART goals provide a framework that helps students set goals that are achievable.

In grade 7, students examine their own interests, skills and competencies and document them in a portfolio. In grade 8 students will learn about service learning and apply their individual skills to develop a project to benefit their community (class, school, town, etc) by addressing a need. (This project can work with the PL5 outcome as well). In grade 9, the main goal of this outcome goes beyond choosing courses from a high school course handbook. The intent is that students make informed decisions by taking time to explore course offerings in greater depth and understanding the characteristics of a successful learner in their courses of interest. This should help them to choose courses that reflect not only their interests, but also provide them the opportunity to examine their current their strengths and areas for growth as well as courses related to current career interests.

Student course selection can have an impact on their health and well-being. It is therefore important for them to make thoughtful choices. Ideally students will choose courses that not only serve a purpose (grad requirements, career pathway connections) but are also interesting and challenging. We want students to grow as learners which means choosing a course load that provides balance and the right amount of challenge and opportunity for growth. This is where knowing the characteristics of a successful student in their intended courses is important. Students should also be aware of pathways through high school as well as flexible learning and experiential learning opportunities.

Knowing the skills that students need to handle a course is important, but knowing that these skills can be developed is also important. Students who have a plan or purpose in mind when they choose their courses, often show willingness to work hard and develop required skills. Remind students that they can consult with their subject teachers and/or school counselor in the weeks leading up to registration as part of their support network. Considering their strengths and areas for growth in the context of successful high school transition will also allow them to develop goals that will help with a successful transition to high school.

9 HC2 Workplace Safety

GRADE 7	GRADE 8	GRADE 9 - WORKPLACE SAFETY			
		HC2	Learners are expected to ...		
			describe the connection between safety and healthy decision making at work and at school.		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- state the purpose and administration of the Occupational Health and Safety Act;
- understand a worker's Right to know, Right to participate, Right to refuse;
- state the conditions under which a worker can refuse work;
- list the steps taken by a supervisor once a work refusal happens;
- state what happens if the worker still feels unsafe and a problem is not resolved to the worker's satisfaction;
- list the duties of an employer in order to make sure workers are healthy and safe at a workplace;
- list the duties of workers;
- increase their understanding of workplace hazards by identifying common workplace hazards and their ability to identify potential hazards in a simulated workplace environment;
- increase knowledge of appropriate personal protective equipment (PPE) and how to wear/use it; and
- develop enhanced communication skills related to workplace safety by increasing a students' ability to communicate hazards and safety protocols effectively to others in a simulated workplace environment.

Citizenship	Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

TIME SENSITIVE OUTCOME: This outcome should take place before Take Our Kids To Work Day so that students have the opportunity to process and reflect on their experience and what they are learning. The exact date for this experiential learning changes from year to year, but typically takes place within the first week of November. Check online to find the exact date for a given year: <https://www.thelearningpartnership.ca/events/take-our-kids-to-work-day>

When it comes to the world of work, we need to use a lot of skills and competencies every day in order to be (1) successful at the job, and (2) safe on the job.

Workplace safety and well-being should be covered before Take Our Kids to Work Day which usually happens the first Wednesday in November. Students at this age have typically just started working or are about to start working. They are also part of the age group at greatest risk for injury, so it is important for them to appreciate the job skills and competencies they need to be successful and safe at work. Competencies such as communication must be used if a young worker wants to report safety concerns to their supervisor. They must analyze and evaluate situations at work to make sure they are safe. They need to problem solve to avoid or handle a workplace hazard.

The exploration of a career of interest can be done on Take Our Kids to Work Day itself and at any other time the teacher and class do career exploration activities.

The Workers Compensation Board of PEI has age appropriate resources available to help meet this outcome, including videos, posters and learning activities.