

2012

Tennis for Schools Curriculum Links



PHE Canada on behalf of
Tennis Canada
1/1/2012

British Columbia and Yukon

British Columbia and Yukon	Lesson					
Grade 1 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
A1 describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends)						
A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)						
A3 identify choices they can make to be more physically active						
A4 describe the importance of choosing healthy food as fuel for physical activity						
A5 identify physical activities they feel they do well						
A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities	☞	☞	☞	☞	☞	☞
Movement Skills						
B1 move through general space while maintaining control (e.g., walking in a circle in the same direction)	☞	☞		☞	☞	
B2 change level of body position while maintaining control (e.g., high, medium, low)	☞			☞		
B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: skip, gallop or slide, two-foot stop	☞	☞		☞	☞	
B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: kick a stationary object, strike a stationary object with an implement, two-handed catch with trapping against body	☞	☞	☞	☞	☞	☞
Safety, Fair Play, and Leadership						
C1 describe why safety guidelines for physical activity are important						
C2 respond appropriately to instructions and safety guidelines when participating in physical activity	☞	☞	☞	☞	☞	☞
C3 work co-operatively with others during physical activity (e.g., taking turns, encouraging others)	☞	☞	☞	☞	☞	☞

British Columbia and Yukon Grade 2 Physical Education Outcomes	Lesson					
	L1	L2	L3	L4	L5	L6
Active Living						
A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends)						
A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired)						
A3 describe the importance of food, water, and sleep as fuel for physical activity						
A4 identify physical abilities they would like to develop						
A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities	☐	☐	☐	☐	☐	☐
Movement Skills						
B1 move through general space, incorporating directional changes	☐	☐		☐	☐	
B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following: rock and sway, swing, step turn		☐	☐	☐	☐	☐
B3 demonstrate proper ready position for locomotor movement skills	☐	☐		☐	☐	
B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: one-handed throw underhand, two-handed catch without trapping against body	☐	☐	☐	☐	☐	☐
Safety, Fair Play, and Leadership						
C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warm-up activities, making sure the activity space is free of obstacles)	☐	☐	☐	☐	☐	☐
C2 follow established procedures and directions when participating in physical activity	☐	☐	☐	☐	☐	☐
C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)	☐	☐	☐	☐	☐	☐

British Columbia and Yukon	Lesson					
Grade 3 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones						
A2 describe healthy nutritional choices for physical activity						
A3 identify choices people can make to be more active						
A4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)						
A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities	☞	☞	☞	☞	☞	☞
Movement Skills						
B1 demonstrate an ability to balance in a variety of activities						☞
B2 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: running jump, leap	☞	☞	☞	☞	☞	☞
B3 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: pull or push an object, kick an object to a stationary target, trap an object with the foot, dribble an object with hands	☞	☞	☞	☞	☞	☞
B4 perform selected non-locomotor and locomotor movement skills in sequence	☞	☞	☞	☞	☞	☞
Safety, Fair Play, and Leadership						
C1 demonstrate safe behaviours while participating in a variety of physical activities	☞	☞	☞	☞	☞	☞
C2 demonstrate respect and encouragement for others during a variety of types of physical activity	☞	☞	☞	☞	☞	☞
C3 demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)	☞	☞	☞	☞	☞	☞

British Columbia and Yukon	Lesson					
Grade 4 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)						
A2 identify the major muscles of the body that are involved in physical activity						
A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)						
A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)						
A5 identify opportunities for physical activity in a variety of settings						
A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities	☰	☰	☰	☰	☰	☰
Movement Skills						
B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects	☰	☰	☰	☰	☰	☰
B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following: one-handed catch underhand and overhand, strike a moving object with implement, strike an object with hand, one-handed throw overhand, dribble an object with feet	☰	☰	☰	☰	☰	☰
B3 select non-locomotor, locomotor, and manipulative movements to create sequences						
Safety, Fair Play, and Leadership						
C1 demonstrate an ability to participate safely in specific physical activities	☰	☰	☰	☰	☰	☰
C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, co-operative, accepting)						
C3 demonstrate leadership in selected physical activities	☰	☰	☰	☰	☰	☰

British Columbia and Yukon Grade 5 Physical Education Outcomes	Lesson					
	L1	L2	L3	L4	L5	L6
Active Living						
A1 describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)						
A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility						
A3 analyze the relationship between nutrition and physical activity						
A4 set a personal goal for physical activity		☐	☐	☐	☐	☐
A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility	☐	☐	☐	☐	☐	☐
Movement Skills						
B1 demonstrate preparation (ready position), movement, and follow-through phases of a selected activity	☐	☐	☐	☐	☐	☐
B2 demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings	☐	☐	☐	☐	☐	☐
B3 demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels	☐	☐	☐	☐	☐	☐
B4 create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills						
Safety, Fair Play, and Leadership						
C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk	☐	☐	☐	☐	☐	☐
C2 describe the importance of warm-up and cool down routines for specific activities (e.g., safety, efficiency, focus)						
C3 demonstrate fair play in physical activity	☐	☐	☐	☐	☐	☐
C4 demonstrate leadership in physical activity	☐	☐	☐	☐	☐	☐




































British Columbia and Yukon	Lesson					
Grade 6 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
A1 relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)						
A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities						
A3 analyse nutritional considerations for physical activity						
A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)						
A5 set personal goals for attaining and maintaining a physically active lifestyle						
A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility	☞	☞	☞	☞	☞	☞
Movement Skills						
B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve	☞	☞	☞	☞	☞	☞
B2 demonstrate offensive and defensive strategies in a variety of activity categories	☞	☞	☞	☞	☞	☞
B3 demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)	☞	☞	☞	☞	☞	☞
B4 apply a combination of learned skills to create original sequences, drills, challenges, or games						
Safety, Fair Play, and Leadership						
C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warm-up and cool down appropriate to the activity)	☞	☞	☞	☞	☞	☞
C2 model fair play when participating in physical activity	☞	☞	☞	☞	☞	☞
C3 demonstrate leadership in respecting individual differences and abilities during physical activity	☞	☞	☞	☞	☞	☞

British Columbia and Yukon Grade 7 Physical Education Outcomes	Lesson					
	L1	L2	L3	L4	L5	L6
Active Living						
A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)						
A2 analyse the relationship between personal nutrition choices and participation in physical activity						
A3 assess their heart rate during physical activity in relation to target heart rate zones						
A4 design a plan for achieving physical activity goals		☞	☞	☞	☞	☞
A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals	☞	☞	☞	☞	☞	☞
Movement Skills						
B1 apply learned movement skills in new and unfamiliar physical activities	☞	☞	☞	☞	☞	☞
B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)	☞	☞	☞	☞	☞	☞
B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)	☞	☞	☞	☞	☞	☞
Safety, Fair Play, and Leadership						
C1 apply safe procedures for specific physical activities	☞	☞	☞	☞	☞	☞
C2 model fair play in all aspects of physical activity	☞	☞	☞	☞	☞	☞
C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)	☞	☞	☞	☞	☞	☞
































British Columbia and Yukon	Lesson					
Grade 8 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
A1 assess the positive implications of active living						
A2 describe 1-health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility) 2-skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance)						
A3 describe principles of training						
A4 describe the importance of assessing their rate of exertion during physical activity						
A5 pursue personal physical activity goals related to health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, or flexibility)	☞	☞	☞	☞	☞	☞
A6 participate daily in moderate to vigorous physical activity to enhance fitness	☞	☞	☞	☞	☞	☞
A7 demonstrate a willingness to participate in a wide range of physical activities, including: individual and dual activities, games, and rhythmic movement activities (including dance and gymnastic activities)	☞	☞	☞	☞	☞	☞
Movement Skills						
B1 apply fundamental movement skills in structured individual and dual activities	☞	☞	☞	☞	☞	☞
B2 apply fundamental movement skills in games activities in predictable situations	☞	☞	☞	☞	☞	☞
B3 apply fundamental movement skills in structured rhythmic movement activities						
B4 demonstrate principles of training for improving their fitness						
B5 relate activity-based movement skills to movement concepts, including: body awareness (e.g., parts of the body, weight transfer), spatial awareness (e.g., personal and general space, directional, pathways, levels, planes), qualities of movement (e.g., speed, force, flow), relationships (e.g., to people, to objects)	☞	☞	☞	☞	☞	☞
Safety, Fair Play, and Leadership						
C1 demonstrate behaviours that minimize the risk of injury to self and others in physical activity	☞	☞	☞	☞	☞	☞
C2 follow guidelines for proper use of equipment and facilities	☞	☞	☞	☞	☞	☞
C3 demonstrate fair play in physical activities across the activity categories	☞	☞	☞	☞	☞	☞
C4 exhibit leadership in specific physical activities	☞	☞	☞	☞	☞	☞

Alberta, North West Territories, Nunavut

Alberta, Northwest Territories and Nunavut	Lesson					
Grade 1 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Activity						
A1-1 Perform locomotor skills through a variety of activities.	☐	☐		☐	☐	
A1-3 Perform non-locomotor skills through a variety of activities.		☐	☐	☐	☐	☐
A1-5 Demonstrate ways to receive, retain and send an object using a variety of body parts and implements, individually and with others.	☐	☐	☐	☐	☐	☐
A1-7 Demonstrate the basic skills in a variety of environments; e.g., tarmac activities.						
A1-8 Perform simple movement sequences by using elements of effort and space to respond to a variety of stimuli; e.g., music						
A1-9 Demonstrate body awareness when performing dance activities.						
A1-10 Demonstrate body and space awareness when performing space awareness games.	☐	☐		☐	☐	
A1-11 Demonstrate an understanding of basic rules and fair play for simple games.	☐	☐	☐	☐	☐	☐
A1-12 Demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships.						
A1-13 Demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes.		☐		☐	☐	☐
Benefits Health						
B1-1 Identify healthy nutritional habits.						
B1-2 Demonstrate ways to improve personal growth in physical abilities.						
B1-3 Experience and improve continued frequency of involvement in cardio-respiratory activities.	☐	☐		☐		
B1-4 Recognize personal abilities while participating in physical activity.	☐	☐	☐	☐	☐	☐
B1-6 Describe how physical activity makes you feel.						
B1-7 Recognize the changes that take place in the body during physical activity.						
B1-8 Understand the connections between physical activity and emotional well-being; e.g., feels good						
Cooperation						
C1-1 Develop and demonstrate respectful communication skills appropriate to context.	☐	☐	☐	☐	☐	☐
C1-3 Identify and demonstrate etiquette and fair play.	☐	☐	☐	☐	☐	☐
C1-4 Identify different roles in a variety of physical activities.				☐	☐	
C1-5 Display a willingness to play cooperatively with others in large and small groups.	☐	☐	☐	☐	☐	☐

Do it Daily...for Life!						
D1-1 Show a willingness to participate regularly in short periods of activity with frequent rest intervals.						
D1-2 Demonstrate effort while participating in various activities.						
D1-3 Show a willingness to listen to directions and simple explanations.						
D1-4 Participate in safe warm-up and cool down activities.						
D1-5 Move safely and sensitively through all environments; e.g., space awareness activities.						
D1-6 Participate in a class activity with a group goal; e.g., walk a predetermined distance.						
D1-7 Try a challenging movement experience based on personal abilities.						
D1-8 Identify and experience safe places to play in the community.						
D1-9 Make decisions to be active.						

Grade 2 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Activity						
A2-1 Select and perform locomotor skills involved in a variety of activities.	☐	☐		☐	☐	
A2-3 Select and perform nonlocomotor skills involved in a variety of activities.		☐	☐	☐	☐	☐
A2-5 Select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others.	☐	☐	☐	☐	☐	☐
A2-7 Select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course.						
A2-8 Demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship.						
A2-9 Perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others.					☐	☐
A2-10 Create and play body and space awareness games.						
A2-11 Apply basic rules and fair play while playing and learning the strategies of lead-up games.	☐	☐	☐	☐	☐	☐
A2-12 Select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence.						
A2-13 Select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching.		☐		☐	☐	☐
Benefits Health						
B2-1 Recognize that “energy” is required for muscle movement.						
B2-2 Describe ways to improve personal growth in physical abilities.						
B2-3 Experience movement involving the components of health related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities.	☐	☐	☐	☐	☐	☐
B2-4 Identify personal physical attributes that contribute to physical activity.						
B2-6 Describe how the body benefits from physical activity.						
B2-7 Identify changes that take place in the body during physical activity.						
B2-8 Understand the connections between physical activity and emotional well-being; e.g., feels good						
Cooperation						
C2-1 Develop and demonstrate respectful communication skills appropriate to context.	☐	☐	☐	☐	☐	☐
C2-3 Identify and demonstrate etiquette and fair play.	☐	☐	☐	☐	☐	☐
C2-4 Accept responsibility for assigned roles while participating in physical activity.	☐	☐	☐	☐	☐	☐
C2-5 Display a willingness to play cooperatively with others of various abilities, in large or small groups.	☐	☐	☐	☐	☐	☐
Do it Daily...for Life!						
D2-1 Express a willingness to participate regularly in physical education class.	☐	☐	☐	☐	☐	☐
D2-2 Identify personal factors that encourage movement.						

D2-3 Demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity.						
D2-4 Demonstrate and participate in safe warm-up and cool down activities.						
D2-5 Demonstrate moving safely and sensitively in various environments; e.g., modified games.						
D2-6 Practise setting a short-term goal related to positive effort to participate in physical activity.						
D2-7 Identify ways to change an activity to make it a challenge based on personal abilities.						
D2-8 Identify types of physical activities people choose to do within the community.						
D2-9 Make appropriate movement choices considering personal space, safety, ability, and the surrounding environment.						

Grade 3 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Activity						
A3-1 Respond to a variety of stimuli to create locomotor sequences.						
A3-3 Respond to a variety of stimuli to create nonlocomotor sequences.						
A3-5 Demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and perform manipulative skills individually and with others while using a variety of pathways.	☞	☞	☞	☞	☞	☞
A3-7 Select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing.						
A3-8 Select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others.						
A3-9 Select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others.						
A3-10 Perform and play lead-up games and demonstrate elements of space awareness, effort and relationship.	☞	☞	☞	☞	☞	☞
A3-11 Demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games.	☞	☞	☞	☞	☞	☞
A3-12 Select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence.						
A3-13 Manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling.	☞	☞	☞	☞	☞	☞
Benefits Health						
B3-1 Describe the concept of energy required for muscles.						
B3-2 Demonstrate and describe ways to improve personal growth in physical abilities.						
B3-3 Experience movement involving the components of health related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities.	☞	☞	☞	☞	☞	☞
B3-4 Describe personal physical attributes that contribute to physical activity.						
B3-6 Describe the benefits of physical activity to the body.						
B3-7 Describe the changes that take place in the body during physical activity.						
B3-8 Understand the connections between physical activity and emotional well-being; e.g., feels good						
Cooperation						
C3-1 Develop and demonstrate respectful communication skills appropriate to context.	☞	☞	☞	☞	☞	☞
C3-3 Identify and demonstrate etiquette and fair play.	☞	☞	☞	☞	☞	☞
C3-4 Accept responsibility for assigned roles while participating in physical activity.	☞	☞	☞	☞	☞	☞
C3-5 Display a willingness to share ideas, space and equipment when participating cooperatively with others.	☞	☞	☞	☞	☞	☞
Do it Daily...for Life!						

D3-1 Express a willingness to participate regularly in physical education class.	☐	☐	☐	☐	☐	☐
D3-2 Describe factors that encourage movement and a personal feeling about movement.						
D3-3 Demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity.	☐	☐	☐	☐	☐	☐
D3-4 Demonstrate and participate in safe warm-up and cool down activities.	☐	☐	☐	☐	☐	☐
D3-5 Tell about safe movement experiences in various environments; e.g., gymnastics equipment.						
D3-6 Set and achieve a short-term goal to increase effort and participation in one area of physical activity.		☐	☐	☐	☐	☐
D3-7 Identify ways to change an activity to make it a challenge based on personal abilities.						
D3-8 Describe types of physical activities people choose within the community and reasons for their choices.						
D3-9 Make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment.	☐	☐	☐	☐	☐	☐

Alberta, Northwest Territories and Nunavut	Lesson					
Grade 4 Physical Education Outcomes	L1	L2	L3	L4	L5	L6

Activity						
A4-1 Select, perform and refine simple locomotor sequences.	☐	☐	☐	☐	☐	☐
A4-2 Consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance.	☐	☐	☐	☐	☐	☐
A4-3 Select, perform and refine simple nonlocomotor sequences.	☐	☐	☐	☐	☐	☐
A4-4 Consistently and confidently perform nonlocomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance.	☐	☐	☐	☐	☐	☐
A4-5 Select, perform and refine ways to receive, retain and send an object with control.	☐	☐	☐	☐	☐	☐
A4-6 Consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship.	☐	☐	☐	☐	☐	☐
A4-7 Select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming.						
A4-8 Select, perform and refine basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others.						
A4-9 Demonstrate a creative process to develop dance sequences alone and with others.						
A4-10 Demonstrate critical thinking and problem solving skills to modify games and achieve activity outcomes.	☐	☐	☐	☐	☐	☐
A4-11 Demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games.	☐	☐	☐	☐	☐	☐
A4-12 Select, perform and refine the basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships to develop a sequence.						
A4-13 Select, perform and refine basic skills in individual activities; e.g., cross country running.	☐					
Benefits Health						
B4-1 Identify the nutritional needs related to physical activity.						
B4-2 Demonstrate and describe ways to achieve a personal functional level of fitness through participation in physical activity.						
B4-3 Experience movement, involving components of fitness.	☐	☐	☐	☐	☐	☐
B4-4 Recognize and personally acknowledge individual and other attributes that contribute to physical activity.						
B4-6 Describe positive benefits gained from physical activity; e.g., physically, emotionally, socially.						
B4-7 Demonstrate changes that take place in the body during physical activity.						
B4-8 Understand the connection between physical activity, stress management and relaxation.						
Cooperation						
C4-1 Articulate and demonstrate respectful communication skills appropriate to context.	☐	☐	☐	☐	☐	☐
C4-3 Identify and demonstrate etiquette and fair play.	☐	☐	☐	☐	☐	☐

C4-4 Select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences.						
C4-5 Participate cooperatively in group activities.						
C4-6 Identify and demonstrate positive behaviors that show respect for self and others.						
Do it Daily...for Life!						
D4-1 Demonstrate a willingness to participate regularly in physical education class.						
D4-2 Demonstrate factors that encourage movement.						
D4-3 Follow rules, routines and procedures for safety in a variety of activities.						
D4-4 Participate in, and identify the benefits of, safe warm-up and cool-down activities.						
D4-5 Describe how to move safely in various environments; e.g., skating rink.						
D4-6 Set and achieve a long-term goal to increase effort and participation in one area of physical activity.						
D4-7 Demonstrate different ways to achieve an activity goal that is personally challenging.						
D4-8 Identify how people, facilities and communities influence physical activity.						
D4-9 Make decisions to be active within group activities or individually.						

Alberta, Northwest Territories and Nunavut	Lesson					
Grade 5 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Activity						

A5-1 Select, perform and refine more challenging locomotor sequences.	☐	☐	☐	☐	☐	☐
A5-2 Consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance.	☐	☐	☐	☐	☐	☐
A5-3 Select, perform and refine more challenging nonlocomotor sequences.	☐	☐	☐	☐	☐	☐
A5-4 Consistently and confidently perform nonlocomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance.	☐	☐	☐	☐	☐	☐
A5-5 Select, perform and refine more challenging ways to receive, retain and send an object with control.	☐	☐	☐	☐	☐	☐
A5-6 Consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship.	☐	☐	☐	☐	☐	☐
A5-7 Select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering.						
A5-8 Demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others.						
A5-9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal, and visual stimuli.						
A5-10 Apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone.						
A5-11 Demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games.		☐	☐	☐	☐	☐
A5-12 Apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics.						
A5-13 Select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack.	☐	☐	☐	☐	☐	☐
Benefits Health						
B5-1 Explain the relationship between nutritional habits and physical activity.						
B5-2 Demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity.						
B5-3 Identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities.						
B5-4 Acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities.						
B5-6 Infer positive benefits gained from specific physical activities.						
B5-7 Describe how physical activity influences physical fitness and the body systems.						
B5-8 Understand the connection between physical activity, stress management and relaxation.						
Cooperation						
C5-1 Identify and demonstrate respectful communication skills appropriate to cooperative participation in	☐	☐	☐	☐	☐	☐

physical activity.						
C5-3 Demonstrate etiquette and fair play.	☰	☰	☰	☰	☰	☰
C5-4 Select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences.	☰	☰	☰	☰	☰	☰
C5-5 Identify and demonstrate practices that contribute to teamwork.	☰	☰	☰	☰	☰	☰
C5-6 Identify and demonstrate positive behaviours that show respect for self and others.	☰	☰	☰	☰	☰	☰
Do it Daily...for Life!						
D5-1 Participate regularly in physical activity to develop components of health-related fitness and movement skills.	☰	☰	☰	☰	☰	☰
D5-2 Demonstrate factors that encourage movement.	☰	☰	☰	☰	☰	☰
D5-3 Identify and follow rules, routines and procedures for safety in a variety of activities.	☰	☰	☰	☰	☰	☰
D5-4 Participate in, and identify the benefits of, safe warm-up and cool-down activities.	☰	☰	☰	☰	☰	☰
D5-5 Identify safe practices that promote an active, healthy lifestyle; e.g., water safety.						
D5-6 Set long-term goals to improve personal performance based on interests and abilities.						
D5-7 Demonstrate different ways to achieve an activity goal that is personally challenging.	☰	☰	☰	☰	☰	☰
D5-8 Create a strategy to promote participation in physical activity within the school and the community.						
D5-9 Identify factors made to be active within group or individual activities on a daily basis.						

Alberta, Northwest Territories and Nunavut	Lesson					
Grade 6 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Activity						

A6-1 Select, perform and refine challenging locomotor sequences.	☐	☐	☐	☐	☐	☐
A6-2 Consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance.	☐	☐	☐	☐	☐	☐
A6-3 Select, perform and refine challenging nonlocomotor sequences.	☐	☐	☐	☐	☐	☐
A6-4 Consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance.	☐	☐	☐	☐	☐	☐
A6-5 Demonstrate ways to receive, retain and send an object with increasing accuracy.	☐	☐	☐	☐	☐	☐
A6-6 Consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship.	☐	☐	☐	☐	☐	☐
A6-7 Select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking.						
A6-8 Demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others.						
A6-9 Demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli.						
A6-10 Demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone.						
A6-11 Demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common goal and moving toward more formal games.	☐	☐	☐	☐	☐	☐
A6-12 Select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastics sequences individually, with a partner, or in a group; e.g., education, rhythmic gymnastics.						
A6-13 Demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics.						
Benefits Health						
B6-1 Explain the relationship between nutritional habits and performance in physical activity.						
B6-2 Demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity.						
B6-3 Explain components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level						
B6-4 Acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities.						
B6-6 Identify and plan for personal positive benefits from specific physical activity.						
B6-7 Describe and chart individual fitness changes as a result of engaging in physical activity.						
B6-8 Understand the connection between physical activity, stress management and relaxation.						
Cooperation						

C6-1 Identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences.	☐	☐	☐	☐	☐	☐
C6-3 Demonstrate etiquette and fair play.	☐	☐	☐	☐	☐	☐
C6-4 Identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education.	☐	☐	☐	☐	☐	☐
C6-5 Describe and demonstrate practices that contribute to teamwork.	☐	☐	☐	☐	☐	☐
C6-6 Identify and demonstrate positive behaviors that show respect for self and others.	☐	☐	☐	☐	☐	☐
Do it Daily...for Life!						
D6-1 Demonstrate enjoyment of participation through extended effort in physical activity.	☐	☐	☐	☐	☐	☐
D6-2 Identify and demonstrate strategies that encourage participation and continued motivation.						
D6-3 Identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions.	☐	☐	☐	☐	☐	☐
D6-4 Participate in, and demonstrate the benefits of, safe warm-up and cool-down activities.						
D6-5 Select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating.						
D6-6 Set and modify goals to improve personal performance based on interests and abilities.						
D6-7 Analyze and create different ways to achieve an activity goal that is personally challenging.	☐	☐	☐	☐	☐	☐
D6-8 Examine factors that influence community decisions to support and promote physical activity.						
D6-9 Choose and actively participate in a new group or individual activity that encourages daily participation.						

Alberta, Northwest Territories and Nunavut	Lesson					
Grade 7 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Activity						
A7-1 Demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to	☐	☐	☐	☐	☐	☐

improve personal performance.						
A7-2 Demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance.	☞	☞	☞	☞	☞	☞
A7-3 Demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance.	☞	☞	☞	☞	☞	☞
A7-4 Demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance.	☞	☞	☞	☞	☞	☞
A7-5 Demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity.	☞	☞	☞	☞	☞	☞
A7-6 Demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance.	☞	☞	☞	☞	☞	☞
A7-7 Demonstrate activity specific skills in a variety of environments and using various equipment; e.g., orienteering.						
A7-8 Refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others.						
A7-9 Choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns.						
A7-10 Demonstrate activity specific basic skills in a variety of games.	☞	☞	☞	☞	☞	☞
A7-11 Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity.	☞	☞	☞	☞	☞	☞
A7-12 Demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic, and artistic.						
A7-13 Demonstrate activity specific skills in a variety of individual pursuits; e.g., power walk.						
Benefits Health						
B7-1 Analyze personal nutritional habits and how they relate to performance in physical activity						
B7-2 Demonstrate and evaluate ways to achieve a personal functional level of physical fitness						
B7-3 Explain the components of fitness; e.g., strength, endurance, flexibility, cardio- respiratory activity; analyze individual abilities and formulate an individual plan for growth						
B7-4 Identify different body types and how all types can contribute to, or participate positively in, physical activity						
B7-5 Discuss performance-enhancing substances as a part of the negative effect on physical activity						
B7-6 Identify and explain the effects of exercise on the body systems before, during and after exercise						
B7-7 Interpret personal fitness changes as a result of physical activity						
B7-8 Understand the connection between physical activity, stress management and relaxation						
Cooperation						

C7-1 Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity						
C7-2 Identify positive active living role models						
C7-3 Demonstrate etiquette and fair play	☰	☰	☰	☰	☰	☰
C7-4 Identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education	☰	☰	☰	☰	☰	☰
C7-5 Select and apply practices that contribute to teamwork	☰	☰	☰	☰	☰	☰
C7-6 Identify and demonstrate positive behaviours that show respect for self and others	☰	☰	☰	☰	☰	☰
Do it Daily...for Life!						
D7-1 Participate regularly in, and identify the benefits of, an active lifestyle						
D7-2 Identify and demonstrate strategies that encourage participation and continued motivation						
D7-3 Identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions	☰	☰	☰	☰	☰	☰
D7-4 Explain the benefits of, and demonstrate safe, warm-up and cool-down activities					☰	☰
D7-5 Recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for in-line skating, ball hockey						

Alberta, Northwest Territories and Nunavut	Lesson					
Grade 8 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Activity						
A8-1 select, combine and perform specific locomotor skills in a variety of activities to improve personal	☰	☰	☰	☰	☰	☰

performance						
A8-2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	☞	☞	☞	☞	☞	☞
A8-3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance	☞	☞	☞	☞	☞	☞
A8-4 select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	☞	☞	☞	☞	☞	☞
A8-5 demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity	☞	☞	☞	☞	☞	☞
A8-6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	☞	☞	☞	☞	☞	☞
A8-7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating						
A8-8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others						
A8-9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns						
A8-10 select, combine and perform activity-specific basic skills in a variety of games	☞	☞	☞	☞	☞	☞
A8-11 be able to identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal	☞	☞	☞	☞	☞	☞
A8-12 select and perform ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic						
A8-13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g. wrestling						
Benefits Health						
B8-1 Monitor and analyze a personal nutrition plan that affects physical performance						
B8-2 Demonstrate and monitor ways to achieve a personal functional level of physical fitness						
B8-3 Explain fitness components and principles of training, and formulate individual plans for personal physical fitness						
B8-4 Acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images						
B8-5 Discuss performance-enhancing substances and how they can affect body type in relation to physical activity						
B8-6 Analyze the personal effects of exercise on the body systems before, during and after exercise						
B8-7 Monitor, analyze and assess fitness changes as a result of physical activity						
B8-8 Describe and perform appropriate physical activities for personal stress management and relaxation						

Cooperation						
C8-1 Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity						
C8-2 Discuss positive active living role models						
C8-3 Demonstrate etiquette and fair play						
C8-4 Describe, apply and practice leadership and followership skills related to physical activity						
C8-5 Recommend practices that contribute to teamwork						
C8-6 Identify and demonstrate positive behaviours that show respect for self and others						
Do it Daily...for Life!						
D8-1 Participate regularly in, and identify and describe the benefits of, an active lifestyle						
D8-2 Develop a personal plan that encourages participation and continued motivation						
D8-3 Select and apply rules, routines and procedures for safety in a variety of activities						
D8-4 Design and perform warm-up and cool-down activities						
D8-5 Appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipment						

Saskatchewan

Saskatchewan	Lesson					
Grade 1 Physical Education Outcomes	L1	L2	L3	L4	L5	L6













January, 2012

Active Living						
1.1 Health-related Fitness: Build a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength.	☐	☐	☐	☐	☐	☐
1.2 Active Living: Examine and express what it means to live actively each day and the personal benefits of being active.						
Skillful Movement						
1.3 Locomotor Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a: control level of skill when: walking, running, jumping forward and landing, jumping sideways and landing; progressing-towards: control level of skill when: jumping backward and landing, hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop) leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps and the other moves to meet the first foot, “step-close”) galloping (one foot steps, body propels upward, other foot moves to meet the first foot) rolling forward (see note) rolling sideways.	☐	☐		☐	☐	
1.4 Non-locomotor Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot, including at a: control level of skill when: balancing, jumping on the spot, progressing-towards- control level of skill when: landing on hands from kneeling position, rotating on the spot.	☐	☐	☐	☐	☐	☐
1.5 Manipulative Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing- towards-control level when: throwing (rolling), catching (collecting, gathering), kicking.	☐	☐	☐	☐	☐	☐
1.6 Movement Variables: Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in: space (personal space, general space, levels, directions, pathways), effort (force, time/speed), relationships(individually and with objects).	☐	☐	☐	☐	☐	☐
1.8 Play Strategies and Skills: Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: low-organizational games involving traveling (e.g., tag games, follow-the- leader, hopscotch, long-rope skipping), target games (e.g., ring or hoop toss, bowling, bocce ball), alternate environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross- country skiing).	☐	☐	☐	☐	☐	☐
Relationships						
1.9 Safety and Cooperation: Demonstrate, with little or no support, safe and cooperative behaviours while participating in physical education activities.	☐	☐	☐	☐	☐	☐
1.10 Relationships: Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender,	☐	☐	☐	☐	☐	☐

culture) while participating in physical education settings.						
--	--	--	--	--	--	--













Saskatchewan	Lesson					
Grade 2 Physical Education Outcomes	L1	L2	L3	L4	L5	L6

Active Living						
2.1 Health-related fitness Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.	☰	☰	☰	☰	☰	☰
2.2 Active Living Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life.						
Skillful Movement						
2.3 Locomotor Skills: Explore, express, and apply, a variety of ways to skillfully move the body through space while participating in movement activities, including at a: utilization level of skills when: walking, running, jumping forward and landing, jumping sideways and landing, control level of skill when: jumping backward and landing, hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps and the other moves to meet the first foot, “step-close”), galloping (one foot steps, body propels upward, other foot moves to meet the first foot), rolling forward (see note), rolling sideways. Progressing-towards-control level of skill when: rolling backward (see note on page 34).	☰	☰		☰	☰	
2.4 Non-locomotor skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot while participating in movement activities, including at a: utilization level of skill when: balancing, jumping and landing on the spot. Control level of skill when: landing on hands from kneeling position, rotating on the spot. Progressing-towards-control level of skill when: landing on hands from a bent knee standing position.	☰	☰	☰	☰	☰	☰
2.5 Manipulative Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: control level of skill when: throwing, catching (collecting, gathering), kicking. Progressing-towards-control level of skill when: hand dribbling, foot dribbling, striking objects with hands, striking objects with short-handled implements (e.g., short-handled racquets, paddles).	☰	☰	☰	☰	☰	☰
2.6 Movement Variables: Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of: space (general space, levels, directions, pathways, and extensions), effort (time/speed, force, and flow), relationships (with objects and with others).	☰	☰	☰	☰	☰	☰
2.7 Rhythmical Movement: Explore and demonstrate rhythmical movement with smooth transitions between movements in: self-created patterns, responsive patterns, involving relationships with objects and others, established dances.						
2.8 Strategies and Skills: Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: low-organizational, cooperative, and inventive	☰	☰	☰	☰	☰	☰

games involving locomotor and non-locomotor skills (e.g., tag games, follow- the-leader, fox and geese, parachute play, hopscotch), target games (e.g., ring or hoop toss, bowling, bocce ball, curling), alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country, skiing, cycling, dog sledding, tobogganing).						
Relationships						
2.9 Safe Behaviours: Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.						
2.10 Relationships: Demonstrate self-control and a willingness to work and play cooperatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities.						

Saskatchewan	Lesson					
Grade 3 Physical Education Outcomes	L1	L2	L3	L4	L5	L6

Active Living						
3.1 Health-related Fitness: Apply a repertoire of strategies for developing components of health-related fitness, (cardiovascular endurance, flexibility, muscular endurance, and muscular strength), through movement activities during scheduled times in school, at home, and in the community.	☰	☰	☰	☰	☰	☰
3.2 Active Living: Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities.						
Skillful Movement						
3.3 Locomotor Skills: Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a: utilization level of skill when: jumping backward and landing, hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps, body propels upward, other foot moves to meet the first foot), galloping (one foot steps, body propels upward, other foot moves to meet the first foot), rolling forward (see note), rolling sideways, control level of skill when: rolling backward (see note on page 34).	☰					☰
3.4 Non-locomotor Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot when participating in movement activities, including at a: utilization level of skill when: landing on hands from kneeling position, rotating on the spot, control level of skill when: landing on hands from a bent knee standing position.	☰	☰	☰	☰	☰	☰
3.5 Manipulative Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: utilization level of skill when: throwing, catching (collecting, gathering), kicking, control level of skill when: hand dribbling, foot dribbling, striking objects with hands, striking objects with short-handled implements (e.g., short-handled racquets, paddles) progressing-towards- control level of skill when: volleying (to send an object in the air before it comes to rest), striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks).	☰	☰	☰	☰	☰	☰
3.6 Movement Variables Apply movement variables of: extensions in space, a focus on effort (time/speed, force, flow), relationships with objects and others to increase complex movement skills and sequences while participating in body management activities (including dance and educational gymnastics, and others such as yoga, skipping, aerobics, and track and field).	☰	☰	☰	☰	☰	☰
3.7 Strategies and Skills: Select and use effective movement skills, tactics, and strategies while participating in: low-organizational, inventive, and cooperative games (e.g., tag games, relay races, fox and geese, prisoner's base), small-sided and lead-up target games (e.g., bowling, curling, ring or hoop toss, bocce ball), small-sided and lead-up striking/fielding games (e.g., kickball, long ball) small-sided and lead-up invasion/territorial games (e.g., two-on-two, three- on-three games using skills from games such as soccer, basketball, touch football), alternate environment activities (e.g., hiking, cross- country skiing, orienteering, aquatics, snowshoeing, canoeing, skating, tobogganing, cycling).	☰	☰	☰	☰	☰	☰

Relationships						
3.8 Positive Interactions: Demonstrate positive interactions with others in cooperative and competitive movement activities.						
3.9 Safety: Evaluate personal commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities.						
3.10 Relationships: Demonstrate, verbally and non-verbally, consideration and respect for all others (regardless of ideas, abilities, worldviews, physical characteristics, cultural backgrounds, or gender) while participating in physical education activities.						

Saskatchewan	Lesson					
Grade 4 Physical Education Outcomes	L1	L2	L3	L4	L5	L6

Active Living						
4.1 Health-related Fitness: Make decisions about and apply, with guidance, strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness.						
4.2 Body Systems: Demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to, and affected by, the development of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition).						
Skillful Movement						
4.3 Complex Locomotor Skills: Select and apply performance cues to refine and combine locomotor skills into increasingly complex movement skills as applicable to lead-up games and body management activities including dance and educational gymnastics, and others such as yoga, skipping, aerobics, martial arts, and track and field.						
4.4 Locomotor Skills: Apply, with guidance, how to skillfully perform locomotor skills while participating in movement activities, including at a: utilization level of skill when: rolling backward.	☞					☞
4.5 Complex Non-locomotor Skills: Select and apply performance cues to combine and refine non-locomotor skills: balancing, jumping and landing on the spot on feet and hands, rotating on the spot into increasingly complex movement skills while participating in body management activities (including dance and educational gymnastics, as well as others such as yoga, skipping, aerobics, martial arts, and track and field).	☞	☞	☞	☞	☞	☞
4.6 Manipulative Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: utilization level of skill when: hand dribbling, foot dribbling, striking objects with hands and/or short-handled implements (racquets and paddles), control level of skill when: volleying (to send an object in the air before it comes to rest), striking objects with long-handled implements (bats, golf clubs, hockey sticks), progressing-towards- control level of skill when: punting.	☞	☞	☞	☞	☞	☞
4.7 Complex Manipulative Skills: Select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying objects) skills in increasingly complex movement activities such as lead-up games, including: throwing, catching (gathering, collecting) , kicking.	☞	☞	☞	☞	☞	☞
4.8 Movement Refinement: Refine the application of movement variables, movement concepts, and performance cues to improve personal performance and to provide feedback to others.	☞	☞	☞	☞	☞	☞
4.9 Skillful Play: Select and use effective movement skills, tactics, and strategies while participating in: small-sided and lead-up net/wall games (e.g., balloon volleyball, pickleball, hand ball) and refine selected movement skills, tactics, and strategies while participating in: low-organizational, inventive, and cooperative games (e.g., tag games, relay race, prisoner's base), small-sided and lead-up target games (e.g.,	☞	☞	☞	☞	☞	☞

bowling, curling, golf, bocce ball), small-sided and lead-up striking/fielding games (e.g., long ball, kick ball, softball), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three- on-three games using skills from games such as soccer, basketball, and soft lacrosse), alternate environment activities (e.g., hiking, aquatics, skating, snowshoeing, orienteering, cross-country skiing, tobogganing, cycling, tracking).						
Relationships						
4.10 Tactics, Strategies, and Rules: Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to co-operative and competitive lead-up games as well as alternate environment activities, when alone and with others.	☰	☰	☰	☰	☰	☰
4.11 Safety and First Aid: Incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class.						
4.12 Relationships: Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play.	☰	☰	☰	☰	☰	☰
4.13 Culture and History: Examine and communicate the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities.						

Saskatchewan	Lesson					
Grade 5 Physical Education Outcomes	L1	L2	L3	L4	L5	L6

Active Living						
5.1 Health-related Fitness: Create and implement, with guidance, as a class, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.						
5.2 Muscular Fitness: Apply, with guidance, beneficial and safe strategies to improve flexibility and muscular endurance through participation in a variety of movement activities.						
Skillful Movement						
5.3 Complex Skills: Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor skills to be used in body management activities (including dance and educational gymnastics, and others such as track and field, aquatics, aerobics, skipping, pilates, yoga) and games.	📄	📄	📄	📄	📄	📄
5.4 Manipulative Skills: Express and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: utilization level of skill when: volleying (to send an object in the air before it comes to rest), striking with long-handled implements (bats, golf clubs, hockey sticks), control level of skill when: punting.	📄	📄	📄	📄	📄	📄
5.5 Complex Manipulative Skills Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including: throwing, catching (collecting, gathering), kicking, hand dribbling, foot dribbling, striking with hands and short-handled implements (short-handled racquets and paddles).	📄	📄	📄	📄	📄	📄
5.6 Performance Refinement Apply performance cues, movement variables, tactics (e.g., body fakes, change of speed, change of direction, keeping the body low while moving), and principles of practice (e.g., form, consistency, repetition) in complex movement activities to improve the performance of self and others.	📄	📄	📄	📄	📄	📄
5.7 Skillful Play Refine, alone and with others, selected movement skills, tactics, and strategies while participating in: small-sided and lead-up net/ wall games (e.g., badminton, tennis, table tennis, one bounce, three-on-three volleyball, pickleball, paddle ball) and critically reflect on chosen movement skills, tactics, and strategies used in: small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball, archery), small sided and lead-up striking/fielding games (e.g., long ball, softball, kickball, cricket), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse), small-sided and lead-up alternate environment activities and games (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking, cycling, wall climbing, paddling).	📄	📄	📄	📄	📄	📄
Relationships						
5.8 Rules: Demonstrate an understanding of and willingness to accept the rules of teacher-selected games, including lead-up games, and invented games by officiating and participating in classmate officiated	📄	📄	📄	📄	📄	📄

























competitions.						
5.9 Safety and First-Aid: Make decisions about how to prevent and care for common movement activity-related discomforts and injuries (e.g., stiffness, nose bleeds, and sprains).						
5.10 Social Skills: Examine and critically assess personal positioning within the five levels of a social skills continuum for participation in movement activities (i.e., irresponsible behaviour, self-control, involvement).						
5.11 Culture and History: Examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options for participation in movement activities in this country.						

Saskatchewan	Lesson					
Grade 6 Physical Education Outcomes	L1	L2	L3	L4	L5	L6

Active Living						
6.1 Cardiovascular Fitness Create and implement a personal health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.						
6.2 Body Composition Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect (maintain, increase, decrease) body fat composition.						
6.3 Muscle Fitness Apply self-selected strategies for effectively and safely improving muscular endurance and flexibility, and apply, with guidance, an understanding of how to effectively and safely improve muscular strength.						
Skillful Movement						
6.4 Skill-related Fitness Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) and how they connect with the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) in the development of each other.						
6.5 Complex Skills Demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball).	📄	📄	📄	📄	📄	📄
6.6 Manipulative Skills Express and apply, with guidance, performance cues (visual contact, point of release or contact, absorption) to enhance manipulative (moving objects) skills: to the utilization level of skill when punting.	📄	📄	📄	📄	📄	📄
6.7 Biomechanics Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills involving locomotor (traveling), non-locomotor (non-traveling), and manipulative (moving objects) skills.	📄	📄	📄	📄	📄	📄
6.8 Movement Concepts Analyze and apply, with guidance, movement concepts to support skill development while participating in: target games (e.g., effort qualities in backswing and wrist action on “out-turn” in curling), invasion/territorial games (e.g., offensive pace to an “open space”).	📄	📄	📄	📄	📄	📄
6.9 Decision Making Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in: target games (e.g., bowling, curling, golf, bocce ball, archery), invasion/territorial games (e.g., basketball, touch football, soccer, team handball, soft lacrosse, floor hockey, ultimate frisbee), low-organizational, inventive, and co-operative games (e.g., capture the flag, prisoner’s base, four goal game).	📄	📄	📄	📄	📄	📄
6.10 Alternate Environment & Body Management Apply controlled use of selected movement skills and						

variations (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of: alternate environment activities (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering), body management activities including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics).						
Relationships						
6.11 Volunteerism & Leadership Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.						
6.12 Influences Analyze the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as source of information for making decisions related to participation of self and others in movement activity as well as possible career choice implications.						
6.13 Safety & Rules Analyze and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others.						
6.14 Relationship Skills Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self- control, involvement, self- responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities.						
6.15 History & Culture Examine, evaluate, and represent the historical and present impact of our World neighbours on the development of movement activity options as a means of supporting the well-being of self and others.						

Saskatchewan	Lesson					
Grade 7 Physical Education Outcomes	L1	L2	L3	L4	L5	L6

Active Living						
7.1 Health-related Fitness Create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.						
7.2 Body Composition Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.						
7.3 Skeletal System Demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/ decreased bone density, increased/decreased bone mass) and the function (i.e., shape support, protection) of the skeletal system in relation to participating in movement activities.						
7.4 Cross-training Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops coordination and agility used in basketball; golf and hockey develop hand/ eye coordination/striking skills) while participating in movement activities.						
Skillful Movement						
7.5 Complex Skills Demonstrate control, including smooth transitions, of complex movement skills that combine locomotor (traveling) skills, non- locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, paddling a kayak, passing a lacrosse ball) while participating in movement activities.						
7.6 Biomechanics Explore, apply, and communicate biomechanical concepts and principles of balance, stability, spin, and rotation as a means to enhance independence in learning motor skills involving locomotor (traveling), non- locomotor (non-traveling), and manipulative (moving objects) skills.						
7.7 Movement Concepts Analyze and apply, with guidance, movement concepts while participating in: net/wall games (e.g., badminton - body awareness in ready position to receive a serve), striking/fielding games (e.g., softball - body position to catch a fly ball or grounder).						
7.8 Decision Making Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in: net/wall games (e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball), striking/fielding games (e.g., softball, longball, kickball, cricket), low-organizational, inventive, and co- operative games (e.g., walleyball, king's court).						
7.9 Alternate Environment & Body Management Utilize selected movement skills and combinations of skills (i.e., locomotor, non- locomotor, and manipulative) to participate in a variety of: alternate environment activities (e.g., skating, cross-country skiing, swimming, snowshoeing, cycling, hiking, tracking, skateboarding, roping, canoeing, downhill skiing, orienteering), body management activities						

including dance and educational gymnastics, as well as others (e.g., wrestling, track and field, pilates, yoga, aerobics).						
Relationships						
7.10 Volunteerism & Leadership Plan, organize, lead, and evaluate cooperatively movement activity, such as intramurals, fitness fun days, and playground games, to engage younger students and to connect with others.						
7.11 Influences Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.						
7.12 Safety & Rules Analyze and apply the safety guidelines and rules related to net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities to develop an appreciation of their impact on self and others.						
7.13 Relationship Skills Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.	📄	📄	📄	📄	📄	📄
7.14 History & Culture Examine, evaluate, and represent both the historical and present impact of Canada's Northern people on the development of movement activity options as a means of supporting the well-being of self and others						

Saskatchewan	Lesson					
Grade 8 Physical Education Outcomes	L1	L2	L3	L4	L5	L6

Active Living						
8.1 Health-related Fitness Create, implement, evaluate, and revise a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility that involves setting goals for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.						
8.2 Muscular System Apply an understanding of how to positively affect the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings) while clarifying an understanding of the effects of exercise and inactivity on the muscular system (e.g., increased/ decreased strength, increased/decreased lean muscle, increased/decreased elasticity, increased/ decreased muscle tone).						
8.3 Skill-related Fitness Implement personal plans for improvement of skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) to improve the weaker components and to support enjoyment in personal, social, and competitive movement activities.						
Skillful Movement						
8.4 Complex Skills Utilize, including smooth transitions, complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities.	☰	☰	☰	☰	☰	☰
8.5 Biomechanics Explore, apply, and communicate biomechanical concepts and principles related to levers and projectiles as well as Newton's Laws of Motion as a means to enhance independence in learning motor skills.						
8.6 Concepts, Tactics, & Strategies Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of: target games (e.g., bowling, curling, archery, golf, bocce ball), striking/fielding games (e.g., long ball, softball, slo-pitch, cricket), net/wall games (e.g., badminton, tennis, table tennis, volleyball, pickleball), invasion/territorial games (e.g., double ball, basketball, soccer, soft lacrosse, touch football, floor hockey, ultimate frisbee, rugby, team handball), low-organizational and inventive games (e.g., walleyball, capture the flag, prisoner's base, speedball, kick the can, snowsnakes, bombardment).	☰	☰	☰	☰	☰	☰
8.7 Decision Making Analyze the situational decisions, of self and others, while under the pressure of game play in target games, net/wall games, striking/fielding games, invasion/territorial games, and low-organizational, inventive, and cooperative games to determine the effectiveness of the decisions and to propose options for improvement.	☰	☰	☰	☰	☰	☰
8.8 Alternate Environment Activities Apply and adapt selected activity-related skills (e.g., carrying, paddling, gripping, hanging, wheeling, digging, fire building, snow ploughing, compass						

reading) and strategies required for participation in alternate environment activities (e.g., backpacking, hiking, cycling, overnight camping, canoeing, snowshoeing, wall climbing, in-line skating, skate boarding, cross-country skiing, tracking, roping, dog sledding, skating, orienteering, downhill skiing, tobogganing, Quincy building).						
8.9 Movement Sequences Perform, both as a leader and a follower, self-created, collaboratively created, and established sequences of movements with smooth transitions, incorporating skills and combinations of skills from a variety of games (i.e., target games, net/wall games, striking/fielding games, invasion/territorial games, low-organizational and inventive games) and body management activities (e.g., dance, aquatics, educational gymnastics, track and field, pilates, yoga, wrestling, martial arts, aerobics), alone and with others.	☰	☰	☰	☰	☰	☰
Relationships						
8.10 Volunteerism & Leadership: Create and implement an individual or small group plan to engage and support at least one other person in repeated participation in movement activity at school, at home, or in the community.						
8.11 Technological Influences: Demonstrate an understanding of the impact of current and emerging technologies (e.g., computer and video games, fitness equipment such as treadmills, heavy wooden racquets compared to lightweight fibreglass racquets, sports shoes) on fitness, fitness- related career options, and well-being.						
8.12 Basic First Aid: Demonstrate the skills required to administer basic first aid (e.g., scene management, seeking help, treating minor injuries, applying precautions for body fluids) required as a result of injury caused by participation in movement activities						
8.13 Social Behaviour: Analyze environmental influences (e.g., family beliefs/ values, culture, gender, role models, workplace, peers, advertising, television) to assess their impact on responsible social behaviour in movement activity settings.						
8.14 History & Culture: Analyze the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives (e.g., in motion, ParticipAction, Indigenous Games, walking paths) that support personal, family, and community active living and well-being.						

Manitoba

Grade 1 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Movement						
K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) used in different physical activities.	☐	☐	☐	☐	☐	☐
K.1.1.B.2 Show an understanding that balance is affected by the amount of force (i.e., speed, weight) and body position (i.e., bent knees, feet apart in direction of movement, arms spread) in stopping and landing activities (e.g., stops and starts, jumping from low heights, movement exploration...)		☐		☐	☐	☐
K.1.1.B.3a Recognize the terms associated with moving in various directions (i.e., forward, backward, up, down, sideways) and at different levels (i.e., high, middle, low)		☐		☐	☐	☐
K.1.1.B.3b Recognize terms describing different body shapes (i.e., curled, stretched, narrow, wide, twisted)				☐		☐
K.1.1.B.3c Recognize time (e.g., fast or slow...), force (e.g., strong or light...) and flow (e.g., free and bound...) as qualities of effort in movement.			☐	☐	☐	☐
K.1.1.B.3d Recognize terms for moving in relation to others (i.e., lead, follow, chase, move with, flee, dodge)	☐		☐	☐	☐	☐
K.1.1.C.1 Demonstrate knowledge of fundamental rules (e.g., boundaries, safety...) used in simple games and activities (e.g., partner tag games...) designed by self or others.		☐	☐	☐	☐	☐
K.1.1.C.3 Identify the factors (i.e., target distance, size of target, weight or shape of projectile) affecting the level of difficulty of target games/activities.			☐	☐	☐	☐
K.1.1.C.4 Discuss the meaning of sharing, honesty, respect, and other social behaviours related to physical activity participation (e.g., honesty means acknowledging that you have been tagged in a tag game...)						
S.1.1.A.1 Demonstrate the basic transport skills (i.e., running, hopping, galloping, jumping) in a variety of movement experiences (e.g., run/hop around a hoop, jump consecutively in a forward direction...)	☐	☐		☐	☐	☐
S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, and kicking) in a variety of simple movement experiences (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)	☐	☐	☐	☐	☐	☐
S.1.1.A.3 Explore static and/or dynamic balance, using different movement concepts (e.g., using different shapes, levels, and body parts...)						
S.1.1.C.1 Demonstrate functional use of basic movement skills (e.g., hopping, jumping, kicking...) and equipment in outdoor activities and/or special events (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)						
S.1.1.D.1 Demonstrate transport skills (e.g., running, hopping, sliding/galloping, jumping...), applying movement concepts (i.e., body and space awareness) while responding to a variety of stimuli (e.g., beat of a drum, music, action words, poem...)						
Fitness Management						
K.2.1.B.1 Recognize that vigorous physical activity is important for health and fitness development (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger)						

K.2.1.C.1a Show an understanding of the location of main internal body parts affected by exercise (i.e., heart, lungs, bones, muscles)						
K.2.1.C.1b Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)						
S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills (i.e., transport, manipulation, and balance) that contribute to skill/ fitness development and enjoyment	☞	☞	☞	☞	☞	☞
S.2.1.A.1b Sustain participation in moderate to vigorous activity to experience physical changes in the body	☞	☞		☞	☞	☞
Safety						
K.3.1.A.2 Identify how weather conditions may affect safe exercising (e.g., ice/rain makes a running surface slippery, hot weather requires fluid replacement, danger of frostbite...)						
K.3.1.A.3 Recognize the importance of proper, secure footwear (e.g., for keeping feet and ankles safe, warm, dry, and comfortable...) in physical activity on different surfaces (e.g., gym floor, icy or wet surfaces, balance beams, climbing frames, mats...)						
K.3.1.A.5a Identify common playground and physical activity hazards at school (e.g., on playing surfaces, slides, swings, ditches, parking lots...)						
K.3.1.B.1 Identify potential safety risks in community related to toys, clothing, road and vehicles, bus ridership, unsupervised situations, fire/burns (e.g., lack of smoke detectors, matches, lighters, candles, cigarettes...), and holidays (e.g., Halloween, Christmas, Hanukkah...), and ways to avoid injury						
K.3.1.B.2 Identify unsafe situations related to the environment (i.e., forest fires, floods, tornadoes, lightning) and safety rules for own protection						
K.3.1.B.4 Recognize community helpers (e.g., safe adult, police officer, bus driver, teacher, block parent, babysitter...) and how to seek help (e.g., know emergency telephone numbers, ask a safe adult or teenager for help, use a telephone, dial emergency telephone number, report what happened...)						
K.3.1.B.5a Identify types of physical and verbal violence (e.g., hitting, bullying, biting, kicking, name calling...)						
K.3.1.B.5b Discuss ways to be safe away from home (e.g., stay away from unsafe situations, move quickly away from dangerous situations, ask for help, know your parents' telephone numbers...)						
K.3.1.B.6a Identify unsafe situations (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) and safety rules for child protection (e.g., follow parents' advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...)						
Personal/Social Management						
K.4.1.A.1 Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...)						
K.4.1.A.2a Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals (e.g., tying own shoelaces...) and group tasks/goals (e.g., deciding what to play in a group setting...)			☞	☞	☞	☞
K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom						

(e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task...)					
K.4.1.A.3 Identify initial steps (e.g., extending knowledge, stop and think, ask opinions of others, check rules, check options...) for making simple personal and/or guided decisions regarding home and classroom situations (e.g., follow class rules, use substances safely, wear protective equipment during play...)					
K.4.1.B.1b Discuss how feelings and experiences associated with participation in physical activities/ sports, and/or social events can be the same or different from person to person (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated)					
K.4.1.B.2a Identify different ways (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums...) of expressing feelings and emotions that contribute to getting along with others					
K.4.1.B.2b Identify ways (e.g., show consideration, take turns, share equipment, help others, be inclusive, show respect...) to get along with others for developing healthy relationships					
K.4.1.B.3a Identify what can happen when someone becomes angry (e.g., red face, tense muscles, loud voice, physical aggression...) and healthy ways to deal with anger (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...)					
K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations (e.g., disagreeing over who to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...)					
K.4.1.B.3c Identify ways (e.g., be calm, seek adult help, take turns, follow rules, apologize...) to avoid or reduce potential conflict situations (i.e., in class, at play)					
K.4.1.B.4 Identify ways to exercise caution, avoidance, and/or refusal (e.g., look for danger symbol on labels, ask safe adult for help, say “no” and walk away...) in potentially dangerous situations					
S.4.1.A.1 Set simple short- term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...)			☰	☰	☰
S.4.1.A.2 Demonstrate ways (e.g., ask a knowledgeable person, participate in discussion groups or brainstorming activities...) to expand knowledge (e.g., stop and think before reacting...) and explore different options for making informed and health-enhancing decisions					
S.4.1.A.3 Demonstrate behaviours that show social responsibility (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others...) in daily routines					
S.4.1.A.4 Demonstrate ways (e.g., using “I” messages, compromising, admitting responsibility, saying “I’m sorry,” ...) to resolve conflict in a peaceful manner with limited teacher input					
Healthy Lifestyle Practices					
K.5.1.A.3 Identify daily dental hygiene practices (e.g., regular brushing and flossing, healthy food choices...) for care of primary and permanent teeth					
K.5.1.D.1 Identify safe and unsafe substances found in the home, school, and community that can help (i.e.,					

healthy foods and drink, medicinal products as prescribed by a doctor) or harm the body (i.e., food or medicinal products with a broken seal, foul- smelling substances, items with the poison symbol)						
S.5.1.A.4 Demonstrate ways of exercising caution, avoidance, and/or refusal in case scenarios involving unknown substances (i.e., avoiding substances with a danger symbol, foods that cause allergies and opened Halloween candy; taking proper dosage of prescribed medication)						

Grade 2 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Movement						
K.1.2.A.1 Observe and name the basic movement patterns performed by other students (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing)						
K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success.						
K.1.2.B.2 Recognize different ways to maintain static and dynamic balance (i.e., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level) in physical activities (e.g., walking on a low beam, changing directions while travelling...)						
K.1.2.B.3a Recognize the terms associated with pathways (i.e., straight, curved, zigzag), directions (i.e., up, down, right, left, forward, backward, sideways, clockwise, counter clockwise), and planes (i.e., frontal, horizontal, sagittal).	☞	☞		☞	☞	
K.1.2.B.3b Recognize and use body shapes in expressive movement (e.g., show three different body shapes in a movement sequence...)				☞		
K.1.2.B.3c Recognize the different qualities of effort (i.e., time, force, and flow) in own movement (e.g., respond to different beats and rhythms of a drum, move to music, walk and move like various animals...)						
K.1.2.B.3d Recognize the different ways to move in relation to a partner (e.g., lead, follow, mirror, match, dodge...) and objects or equipment (e.g., obstacle course, climbing frame...)	☞		☞	☞	☞	☞
K.1.2.C.1 Demonstrate knowledge of fundamental rules related to different aspects (e.g., purpose, number of players, role of each player, equipment, scoring...) of simple games and activities (e.g., grid activities...) designed by self and/or others						
K.1.2.C.3 Recognize and discuss simple strategies (e.g., dodging, varying speed, changing directions, funnelling in tag games...) used in chasing/fleeing games/ activities.						
K.1.2.C.4 Identify activity situations that require sharing, respect, honesty, and other positive social behaviours (e.g., explain how the “tagger’s rule” helps improve the game of tag...)						
S.1.2.A.1 Demonstrate competency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping), moving in different directions (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing...)	☞	☞		☞	☞	
S.1.2.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (e.g., catch a ball from different distances; strike a ball using a short-handled implement)	☞	☞	☞	☞	☞	☞
S.1.2.A.3 Demonstrate balancing in different ways (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body) at different levels and/or heights						
S.1.2.B.1 Use basic movement skills (e.g., hopping, rolling, underhand throw...) and concepts (i.e., body and space awareness, relationships) in creating cooperative and/or low competitive games with partners or in small groups (e.g., hopscotch, playing catch with a partner, simple target games...)						

S.1.2.B.2 Use basic movement skills (e.g., running, catching...) and concepts in cooperative and/or low competitive group games (e.g., dodging activities, tag games...)		☰	☰	☰	☰	☰
S.1.2.B.3 Set up and manage own games (e.g., skipping games, target games, hopscotch...)						
S.1.2.D.1 Demonstrate basic rhythmic steps and patterns (e.g., walk/clap, skip, slide, stamp...), applying movement concepts (e.g., body awareness, qualities of effort...) alone and with others in simple and/or creative rhythmic activities (e.g., creative movement, multicultural activities such as folk dances, round dances...)						
S.1.2.D.2 Demonstrate functional use of basic movement skills (i.e., transport, manipulation, and balance), applying movement concepts (e.g., body and space awareness...) to gymnastic-type activities (e.g., balancing on different body parts, swinging and circling small hand apparatus...)						
Fitness Management						
K.2.2.C.3 Recognize that proper warm-up activities (i.e., light aerobic activity, stretching exercises) prepare muscles for vigorous activities (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...)						
S.2.2.A.1a Participate in cooperative and/or low competitive-type physical activities (e.g., with partners, in small groups...) that contribute to skill/fitness development and enjoyment	☰	☰	☰	☰	☰	☰
S.2.2.A.1b Sustain participation in moderate to vigorous activity, using basic movement skills	☰	☰		☰	☰	
S.2.2.A.2 Determine own degree of exertion through simple methods (e.g., put hand on chest to feel increase in heart rate, “talk test”...) while participating in physical activities						
Safety						
K.3.2.A.1 Recognize the importance of practising safe behaviours (e.g., following directions, performing within own limits, understanding safety rules for using large equipment...) alone and/or with others	☰	☰	☰	☰	☰	☰
K.3.2.A.2 Recognize safe range of motion of joints (e.g., neck rotations, knee bends...) in common exercises						
K.3.2.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewelry for physical activities; personal hygiene...)						
K.3.2.A.4 Show an understanding of general and specific safety guidelines and behaviours (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) that are appropriate for own age and ability						
K.3.2.A.5a Identify the basic safety rules for selected physical activity settings (e.g., school field trips, Terry Fox walk/run, skating activity, pow wows, winter festivals...)						
K.3.2.A.5b Identify safety rules, signals, and practices to follow when riding a bicycle (e.g., obeying traffic signs, right/left/ stop signals, helmet use, mechanical workings...)						
K.3.2.B.1 Identify safety rules to be followed related to the home, school, and community (i.e., road, vehicles such as tractors and boats, bus ridership, electricity, weather, seasons, stairs/balconies, tools, Internet use)						







K.3.2.B.2 Identify ways to avoid potentially dangerous situations related to water(e.g., floods, bath- tubs, ice conditions, big waves, lightning...) and unsupervised situations (e.g., waterfront...) for self						
K.3.2.B.3 Identify practices to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person)						
Personal/Social Management						
K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed (i.e., families, interests, talents, feelings, desires)						
K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess...) and long term (e.g., running faster, increasing strength, developing a healthy heart, having no cavities...)						
K.4.2.A.2b List ways to show personal responsibility at home and school (e.g., keep room tidy, put away belongings, follow directions, practise daily health habits, complete homework, respect others, play safely, learn to set boundaries, ask for help, offer to help...)						
K.4.2.A.3 Discuss the concept of consequences (e.g., cause-and-effect relationships...) of behaviours as part of the decision-making/ problem-solving process for health and well-being (e.g., touching a very hot surface will cause burns...)						
K.4.2.B.1a Identify responsible and respectful behaviours (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) for developing positive relationships						
K.4.2.B.1b Talk about similarities and differences (e.g., likes/dislikes, cultural connections...) of responses of self and responses of others related to situations involving sports/ physical activities and/or social events						
K.4.2.B.2a Identify positive communication skills (e.g., focus on speaker, repeat back information, use appropriate body language, ask relevant questions, include everyone, disagree politely, show self- control, take turns, work cooperatively...) for listening with attention in small- group settings						
K.4.2.B.2b Identify situations (e.g., carrying something heavy, contributing to a project...) in which friends may be helpful and ways (e.g., saying thank you, returning the favour...) to show appreciation						
K.4.2.C.2 Identify and sort causes of anxiety or stress (e.g., facing new and/or unfamiliar situations; feeling out of control; experiencing loud voices/ noises, competition, disagreements, heights, performing in front of others; being apart from family; health problems...) for self and others as they relate to school, home, and community						
K.4.2.C.3 Identify feelings and emotions associated with anxiety (e.g., feeling anxious, scared, nervous, timid...)						
K.4.2.C.4a Discuss ways and activities (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circles...) to reduce personal stress						
S.4.2.A.2 List possible options and consequences for specific behaviours and/or health habits (e.g., brushing						

your teeth...) for the promotion of physically active and healthy lifestyles						
S.4.2.A.3 Demonstrate appropriate behaviours for getting along with others (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences...) in partner activities	☰	☰	☰	☰	☰	☰
S.4.2.A.5 Explore ways to relax the mind and body (e.g., progressive relaxation, deep-breathing exercises, visualization, quiet time, light cool-down activities...)						
Healthy Lifestyle Practices						
K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...)						
K.5.2.A.2 Identify common communicable diseases/illness/ conditions (e.g., colds, flu, pink-eye, head lice...) in the classroom and home, and ways to prevent the spread of disease/illness/ conditions (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...)						
K.5.2.A.3 Assess personal dental care habits and identify ways to promote dental health for self and/or others						
K.5.2.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...)						
K.5.2.B.2 Identify opportunities (e.g., during physical education class, recess, lunch hour, before/after school, on weekends...) to be active daily, alone or with family and others						
K.5.2.B.3 Identify how automation and information technology (e.g., computers, video games, television, telecommunications...) have an impact on participation in physical activity						
K.5.2.C.1a Differentiate between “everyday” and “sometime” foods in Canada’s Food Guide to Healthy Eating						
K.5.2.C.1b Identify the function of a variety of food groups for growth and development (e.g., foods that help the body go, glow, and grow...)						
K.5.2.C.2 Identify the need for daily food and fluid to support physical activity						
K.5.2.E.1a Identify basic changes in growth and development from birth to childhood (e.g., changes to teeth, brain, height, body weight, clothes size...)						
K.5.2.E.1b Describe how living things produce their offspring and care for their young (e.g., animal mating; providing food, warmth, shelter, and protection for babies; union of egg and sperm...)						
K.5.2.E.1c Determine the differences and similarities between self and others (e.g., body build, hair colour, eyes, skin colour, features, gender, body parts, fitness, interests, culture, beliefs and values...)						
K.5.2.E.2a Describe how human beings express their emotions for people about whom they care (e.g., showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...)						

K.5.2.E.3a Identify ways family or caregivers provide support and nurturing for personal growth and development (e.g., provide food and warmth, express encouragement, listen attentively, provide advice, hugs...)						
K.5.1.E.3c Discuss the responsibilities (e.g., respect private spaces and private parts...) associated with gender differences						
S.5.2.A.1 Use a decision- making/problem- solving process, with guidance, to determine consequences of good and poor daily health habits						
S.5.2.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do						
S.5.2.A.3a Sort/classify a variety of foods into the food groups according to Canada’s Food Guide to Healthy Eating						
S.5.2.A.3b Choose foods for healthy breakfasts/ snacks based on Canada’s Food Guide to Healthy Eating						
S.5.2.A.5 Use appropriate language regarding private and sensitive issues (e.g., no foul language, hurtful teasing, name calling, or offensive gestures or signs...)						

Grade 3 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Movement						
K.1.3.A.1 Show an understanding of how the movement patterns should be performed (e.g., opposite foot forward to throwing hand; two-foot take-off and landing in jumping...)		☞	☞	☞	☞	☞
K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)						
K.1.3.B.3a Design a movement sequence (e.g., run/jump/land/roll sequence...) incorporating directions, levels, pathways, and planes (e.g., creative gymnastics, hoop gymnastics...)						
K.1.3.B.3b Balance objects (e.g., bean bags, balls...) using different body parts (e.g., hands, shoulders, foot...) while travelling alone and/or in partner activities.						
K.1.3.B.3c Show an understanding of the qualities of speed (e.g., fast and slow...), force (e.g., strong and light...), and flow (e.g., free and bound...) in movement	☞	☞	☞	☞	☞	☞
K.1.3.B.3d Show an understanding for mirroring and matching movements with a partner in a stationary position and/or while moving (e.g., “follow the leader,”...)	☞					
K.1.3.C.1 Show an understanding of fundamental rules used in individual or partner games and activities (e.g., make up a game and share it with a partner...)	☞	☞	☞	☞	☞	☞
K.1.3.C.2 Recognize movement vocabulary (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) when following directions related to simple games and activities (e.g., obstacle courses...)	☞	☞	☞	☞	☞	☞
K.1.3.C.3 Recognize the basic concepts (e.g., invading, getting possession, keeping possession, scoring...) of simple territory/invasion games/activities						
K.1.3.C.4 Demonstrate an understanding of how positive and negative social behaviours (e.g., sharing, showing respect, fairness, honesty, cheating, lying...) may affect the outcome of an activity	☞	☞	☞	☞	☞	☞
S.1.3.A.1 Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, and skipping)		☞			☞	☞
S.1.3.A.2 Demonstrate competency in basic manipulation skills (i.e., rolling, underhand and overhand throwing, catching, bouncing, striking, kicking, dribbling a ball using feet)	☞	☞	☞	☞	☞	☞
S.1.3.A.3 Demonstrate competency in soft and balanced landings from developmentally appropriate heights (e.g., floor, bench, low beam, jumping box...)						
S.1.3.D.1 Create rhythmic sequences using transport skills (e.g., walk, jump, stephop, stamp, slide...) alone and/or with others (e.g., jump-rope activities, aerobics, creative movement...)						
Fitness Management						
K.2.3.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles...)						
K.2.3.B.1 Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs (e.g., running, skipping, cycling, swimming, soccer to accumulate at least 10						

to 15 minutes of vigorous activity each day...)						
K.2.3.C.1a Show an understanding of the location, size, and function of the heart (e.g., in the chest area, size of a fist, pumps blood...)						
K.2.3.C.1b Identify short-term effects of exercise/ physical activity on the body (e.g., pulse rate increases, shortness of breath, body temperature increases, perspiration occurs, fatigue sets in...)						
K.2.3.C.4 Identify personal factors (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) that influence physical activity participation and build self-confidence						
S.2.3.A.1a Participate in exercises/activities that increase flexibility, muscular strength, and muscular endurance	☞	☞	☞	☞	☞	☞
S.2.3.A.1b Maintain participation in moderate to vigorous activity that contributes to aerobic capacity for short (e.g., intermittent) and longer periods of time (e.g., sustained)	☞	☞			☞	☞
S.2.S1.A.1a Demonstrate a level of participation that contributes to the goals of an individualized fitness plan	☞	☞	☞	☞	☞	☞
S.2.S1.A.1b Participate in planned and self- directed activities that maintain heart-rate levels in various zones (e.g., general health, basic fitness, healthy heart...)						
S.2.3.A.3a Record participation in daily physical activities (e.g., at home, at school, in the community...) over a period of time (e.g., a week, a day...) to determine level of physical activity participation						
Safety						
K.3.3.A.1 Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up- type territorial/invasion- type games (e.g., no body contact in lead-up games such as soccer, no slapshots or high- sticking in floor hockey...)	☞	☞	☞	☞	☞	☞
K.3.3.A.2 Recognize appropriate body alignment during specific activities (e.g., lifting, carrying, pushing, pulling...)						
K.3.3.B.1 Identify general safety procedures related to safety in the community (i.e., fire drills, stop/drop/roll, bus loading and evacuating, crosswalk procedures, wearing seatbelts, railway crossings, train tracks, firearms, wearing floatation devices)						
K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services (e.g., school staff, cross-walk patrols, police, block parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...)						
K.3.3.B.5a Identify examples of real violence (e.g., schoolyard fights, shaking baby, bullying...) and fictional violence (e.g., cartoons, movies, T.V. wrestling, video games...), and their influence on well- being						
K.3.3.B.5b Identify strategies (e.g., say no assertively, seek adult help, choose good friends, follow safe routes home, communicate whereabouts, get away/stay away, conflict resolution skills...) to avoid being bullied in different case scenarios						
K.3.3.B.6a Identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts (e.g., unwanted touching of the private parts, sex- related Internet sites and exploitative						

advertisements...)						
Personal/Social Management						
K.4.3.A.1 Identify the importance of showing consideration for self and others, and for individual differences (i.e., language, ideas, abilities, physical characteristics)						
K.4.3.A.2a Differentiate between long-term goals (e.g., strong bones, class projects...) and short-term goals (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments...)						
K.4.3.A.2b Discuss how attributes (i.e., determination, being responsible, staying on task) and desires (i.e., willingness to help, motivation to participate or contribute) affect personal progress and achievement						
K.4.3.A.3 Explore the steps in the decision-making/ problem-solving process (e.g., define topic or issue, explore alternatives, check and consider health knowledge and values, identify possible solutions, decide, evaluate...)						
K.4.3.B.1a Describe the behaviours (e.g., accepting everyone into the group, inviting others to play or participate, no put-downs, recognizing feelings of others...) that show respect for the abilities and feelings of others						
K.4.3.B.1b Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity (e.g., willingness to play and work with others, acceptance of individual differences, motivation to contribute, dealing with rejection...)						
K.4.3.B.2a Identify appropriate and inappropriate ways (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing...) of communicating emotions						
K.4.3.B.2b Recognize the importance (e.g., feeling of belonging, affiliation, learn from each other...) of friends and groups that are safe and dependable						
K.4.3.B.3a Recognize anger triggers for self and others (e.g., name-calling, feeling inadequate, being reprimanded...), and strategies to reduce, control, or avoid anger (e.g., seek someone to talk to, take time-outs, participate in a diversion activity, engage in physical exercise...) in emotional situations						
K.4.3.B.3b Show an understanding of the steps in a conflict resolution process (i.e., identify the goal; identify constraints, limiting conditions, and possible options; choose best option; evaluate for effectiveness...)						
K.4.3.B.3c Identify mediation skills (e.g., allow person to express opinions, summarize other person's point of view, recognize feelings of others...) that can be used as part of the conflict resolution process						
K.4.3.B.4 Recognize verbal and non-verbal behaviours associated with assertiveness (e.g., saying "no" with a firm voice...)						
S.4.3.A.2 Use the steps in the decision-making/ problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday-living topics or issues (e.g., choosing to play an active, safe game at recess; including everyone in a game; following class rules...)						
S.4.3.A.3 Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play...) that show respect for the abilities and						

feelings of others in small-group class activities						
S.4.3.A.4 Demonstrate the use of mediation strategies as a part of a conflict resolution process in different case scenarios (e.g., recess play, class disagreements, calling own fouls in a game...)						
Healthy Lifestyle Practices						
K.5.3.D.1 Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs...) in the community						
K.5.3.D.2 Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) and their effects on a healthy body (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system; first-and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapours from dangerous products harms the body or causes death...)						
K.5.3.D.3 Recognize the factors (e.g., peer pressure, media influence...) that can influence making decisions regarding substance use (i.e., smoking)						
S.5.3.A.4 Use avoidance and assertiveness skills (e.g., avoid taking medicines or non- medicinal products without supervision; do not touch or play with harmful substances such as poisons, medicines, cigarettes, solvents, say no to use of harmful substances...) in scenarios related to potentially dangerous situations						

Grade 4 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Movement						
K.1.4.A.1 Show an understanding of the main characteristics of the mature patterns of the basic movement skills from the three categories (i.e., transport, manipulation, and balance) in self and in others						
K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)						
K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible)	☞	☞	☞	☞	☞	☞
K.1.4.B.3a Recognize the qualities of space awareness (i.e., levels, pathways, directions) in a variety of activities (e.g., tag game, obstacle course...)	☞	☞	☞	☞	☞	☞
K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)	☞	☞	☞	☞	☞	☞
K.1.4.B.3c Differentiate between qualities of effort (e.g., fast and slow, strong and light, free and bound...) in movement sequences performed by others						
K.1.4.B.3d Identify characteristics (e.g., identical and contrasting movements and/or rhythms...) that enhance choreography of movement sequences with a partner and in small groups						
K.1.4.C.1 Explain simple rules used in lead-up games and activities that are suitable for recess (e.g., four square, hopscotch, jump-rope activities, game of own design...)						
K.1.4.C.3 Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) of simple net/wall and striking/fielding games/activities	☞	☞	☞	☞	☞	☞
K.1.4.C.4 Identify the five fair-play ideals (i.e., respect for rules, officials, and opponents, self-control, equitable playing time)						
S.1.4.A.1 Demonstrate proficiency in basic transport skills and other locomotor variations and extensions (e.g., slide, leap, grapevine...)	☞	☞			☞	☞
S.1.4.A.2 Demonstrate proficiency in selected manipulation skills in a variety of individual activities (i.e., rolling, underhand and overhand throwing, catching, striking, bouncing, kicking, dribbling a ball using feet)	☞	☞	☞	☞	☞	☞
S.1.4.A.3 Demonstrate competency in static and dynamic balance on apparatus at a low level (e.g., on a line, bench, low beam...)						
S.1.4.B.1 Demonstrate functional use of basic movement skills (e.g., jumping, hopping, throwing, catching...) in sport-related lead-up individual/dual games and physical activities (e.g., juggling, rope jumping...)	☞	☞	☞	☞	☞	☞
S.1.4.B.2 Demonstrate functional use of basic movement skills (e.g., kicking, striking...) in large group/mass participation activities (e.g., invasion and striking/fielding-type activities...)						
S.1.4.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) in outdoor activities on the school grounds and/or special events (e.g., four square						

ball, t-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...)						
S.1.4.D.1 Demonstrate functional use of basic rhythmic steps and patterns (e.g., grapevine, walk/turn, slide, stamp, run...), applying movement concepts alone and with others in a variety of rhythmic activities (e.g., multicultural activities to reflect different styles such as folk, country, novelty...)						
S.1.4.D.2 Demonstrate functional use of basic movement skills using two or more gymnastic movement patterns in a gymnastic sequence/ routine with small hand apparatus (e.g., hoops, scarves, ropes...), or on large apparatus (e.g., mats, balance beam...), alone or with others						
Fitness Management						
K.2.4.A.1 Recognize the health- related fitness components (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility)						
K.2.4.C.3 Recognize the importance of light aerobic activities and stretching as part of cool-down following a vigorous activity (e.g., decrease blood flow and body temperature gradually...)						
K.2.4.C.4 Discuss how setting realistic goals and developing strategies (e.g., positive thinking, regular practice, participating with others...) can contribute to personal achievement (e.g., sense of enjoyment, self- confidence...)						
S.2.4.A.1a Participate regularly in a variety of purposeful and individually challenging fitness activities that develop health- related and/or skill- related fitness components (e.g., activities that increase heart rate, lung capacity, strength, muscular endurance, flexibility, coordination...)	☰	☰	☰	☰	☰	☰
S.2.4.A.1b Maintain continuous aerobic activity for a set period of time, based on functional capacity						
S.2.4.A.2 Demonstrate efficient ways (e.g., pulse point location and proper finger positions on wrist and neck, use of heart monitors...) to determine heart rate before and after exercise						
S.2.4.A.3a Determine own performance level for health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), using simple tests or tasks (e.g., sit and reach, modified curl-up, 1600-metre run...)						
S.2.4.A.3b Record own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) for personal progress						
Safety						
K.3.4.A.1 Show an understanding of safe practices and risk factors associated with selected physical activities, including simple lead-up-type net/wall and striking/fielding- type games (e.g., positioning self at a safe distance in batting/striking in baseball and/or paddleball...)	☰	☰	☰	☰	☰	☰
K.3.4.A.2 Recognize safe and unsafe characteristics of performing common exercises (e.g., curl-ups, neck rotations, back bends or bridges, knee bends...)						
K.3.S2.A.2 Explain physiological reasons (e.g., body position, gender, physical characteristics...) why exercise techniques are selected to minimize the risk to self and others (e.g., bending the knees in curl-ups reduces back arch/strain, gender- related hormones affect degree of elasticity of muscles, level of fitness reduces risk...)						

K.3.4.A.5b Identify water safety rules, hazards, and practices (e.g., wearing floatation devices, importance of swimming lessons, recognizing safety symbols, steps in an emergency...) related to aquatic activities (e.g., swimming, boating...)						
K.3.4.B.1 Identify responsibilities for prevention, protection, and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g., autos, boats, snowmobiles, farm equipment...)						
K.3.4.B.3 Identify common injuries (e.g., cuts, bruises, scrapes, burns, bumps, fractures, insect bites and stings, frostbite...) in everyday living, and ways to help (e.g., seek adult help, get ice, locate first- aid kit, avoid contact with body fluids of others...)						
S.3.4.A.1 Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g., fair play rules, change room routines, equipment distribution, sharing space...)	☰	☰	☰	☰	☰	☰
S.3.4.A.2 Demonstrate practices to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person)						
Personal/Social Management						
K.4.4.A.1 Demonstrate an awareness of factors (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) that influence self-esteem and self-confidence						
K.4.4.A.2a Identify a goal- setting process (e.g., assess attributes, set goals, visualize, practice, monitor, automate, enjoy...) for establishing personal goals						
K.4.4.A.2b Describe the factors (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards...) that affect personal motivation and achievement of goals						
K.4.4.A.3 Identify the steps of the decision making/ problem-solving process with an emphasis on the final steps (e.g., making the decision, taking action, evaluating results...)						
K.4.4.B.1a Identify appropriate social behaviours (e.g., speaking kindly, acknowledging others' ideas and opinions, offering to help...) toward others in small-group situations						
K.4.4.B.1b Discuss connections or representations of cultures in different physical and recreational activities (e.g., lacrosse from Aboriginal culture, tinikling from Philippines, voyageur games from French-Canadian culture...)						
K.4.4.B.2a Identify positive communication skills (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language...) and behaviours (i.e., fair play code of conduct) for getting along with others in competitive situations (i.e., as a participant, player, or spectator)						
K.4.4.B.2b Identify ways (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say please/thank you...) to get along with others in cooperative/ collaborative situations						
K.4.4.C.1a Identify characteristics of and/or behaviours associated with different emotions (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) in self and/or others						
K.4.4.C.1b Identify different strategies (e.g., talk with family, supportive friends, religious leader...) for coping with loss and grief						

K.4.4.C.2 Recognize that people have different reactions (e.g., excitement, fear, motivation, inhibition...) to stressors						
K.4.4.C.3 Identify the physical responses the body may experience as a result of stress (e.g., heart-rate increase, blushing, muscles tighten, pupils of eyes widen, knots in stomach, butterflies, dry mouth...)						
K.4.4.C.4a Identify the stress management skills (e.g., relaxation skills, stress control skills, positive thinking, guided imagery, use of humour, talking with others...) that may be useful in coping with stress						
S.4.4.A.1 Set goals (e.g., improve fitness score, improve dietary intake, increase participation in daily physical activity, improve academic achievement...) to enhance health and physical well-being						
S.4.4.A.2 Design, implement, evaluate, and revise an action plan for making a group decision (e.g., classroom rules and routines, planning a class or group activity...)						
S.4.4.A.3 Demonstrate inter- personal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities	☰	☰	☰	☰	☰	☰
S.4.4.A.5 Demonstrate use of stress management strategies (e.g., talking to supportive others, using guided imagery to visualize positive outcomes, using positive self-talk, going for recess or family walk...) by oneself and/or with others in a variety of contexts (e.g., discussion groups, sharing circle, games...)						
Healthy Lifestyle Practices						
K.5.4.A.1 Identify the importance of taking responsibility for personal hygiene practices on a regular basis (i.e., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in physical activity)						
K.5.4.A.2 Identify ways (e.g., avoid loud sounds, don't drink or swim in contaminated water, avoid second-hand smoke, avoid plants and food that cause allergic reactions, wear a hat, wear sunscreen...) to prevent reactions to various environmental conditions (e.g., noise, water, sun, air, plants...)						
K.5.4.A.3 Identify the function (i.e., biting, chewing) and structure (i.e., number, names, parts) of primary and permanent teeth						
K.5.4.B.1 Describe feelings (e.g., enjoyment, sense of exploration, self- satisfaction, self- confidence, sense of belonging, relaxation...) associated with participation in physical activities as these feelings contribute to personal health and well-being						
K.5.4.B.2 Identify ways (e.g., play time, joining local teams/clubs, family events, community events...) to be physically active indoors and outdoors in own community on a daily and/or regular basis						
K.5.4.B.3 Determine how much personal time is spent in active and sedentary activity for a set period of time (e.g., daily, weekly, monthly...)						
K.5.4.C.1a Demonstrate an understanding of food groups, serving sizes and serving numbers that support good health						
K.5.4.C.2 Describe the best type and quantities of fluid to consume during various physical activities under different conditions (e.g., indoor, outdoor, humid, long/short duration...)						
S.5.4.A.1 Develop a personal action plan for daily personal health practices						

S.5.4.A.2 Develop a personal action plan for daily active living, including reasons for choice of activities						
S.5.4.A.3a Assess personal food intake for a period of 1 to 3 days, and identify factors (e.g., culture, religions, availability, peers, television advertising, age...) that may influence food choices						
S.5.4.A.3b Use problem-solving strategies to reduce barriers to healthy eating, and improve food choices, if appropriate						

Grade 5 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Movement						
K.1.5.A.1 Detect, analyze, and correct errors in personal movement patterns (i.e., transport, manipulation, and balance skills)	☐	☐	☐	☐	☐	☐
K.1.5.B.1. Identify personal and controllable factors (i.e., time, effort, interest, attitude, good practice habits) that may affect movement skill development		☐	☐	☐	☐	☐
K.1.5.B.2 Identify biomechanical concepts for controlled movement, including balance activities (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity in the middle of base of support)						
K.1.5.B.3a Design movement sequences that show contrast in levels, planes, pathways, and directions (e.g., gymnastic floor exercise routine...)						
K.1.5.B.3b Show an understanding of the terms to describe the action of the muscles and joints (e.g., flexion, extension, rotation...)						
K.1.5.B.3c Recognize the qualities of effort (e.g., force, time, flow...) in a movement sequence performed with others (e.g., Inuit partner activities...)						
K.1.5.B.3d Describe the concept of relationships as it applies to a moving object and/or person (e.g., passing a ball in front of a person while running...)		☐	☐	☐	☐	☐
K.1.5.C.1 Apply the rules of lead-up games (i.e., organized and games of own design) while participating and/or officiating			☐	☐	☐	☐
K.1.5.C.2 Use the general terminology (e.g., offence, defence, crease, pacing...) associated with lead-up games and activities		☐	☐	☐	☐	☐
K.1.5.C.3 Determine effective game strategies in group activities using a problem-solving approach (e.g., devise an attacking and defending strategy in a mass participation game...)						
K.1.5.C.4 Show an understanding of teamwork and fair play while participating in different physical activities (e.g., suggest rule changes to improve fairness of the game...)	☐	☐	☐	☐	☐	☐
S.1.5.A.1 Perform transport skills for control, applying mechanical principles (e.g., angle of projection, gravity, absorption...) while traveling alone and/or with others, with or without obstacles	☐	☐	☐	☐	☐	☐
S.1.5.A.2 Perform manipulation skills for control (e.g., hand dribbling and foot dribbling a ball for maintaining control...), applying mechanical principles (e.g., body alignment, application of force, addition of forces...) while traveling alone and/or with others	☐	☐	☐	☐	☐	☐
S.1.5.A.3 Demonstrate static balance showing different body shapes (e.g., tuck, straddle, pike, straight...), applying mechanical principles, (i.e., lower centre of gravity, increased base of support, keeping line of centre of gravity within base of support), using a variety of equipment (e.g., mats, balance boards, skates, scooters...)						
S.1.5.B.1 Combine selected movement skills (i.e., extensions or variations of basic movement skills) in a variety of individual and dual-type lead-up activities/games, including innovative activities (e.g., rallying, two-on-two activities...)	☐	☐	☐	☐	☐	☐

technology (e.g., heart rate monitors...) for monitoring heart-rate counts before, during, and after activities, and relate to target heart-rate zones(e.g., general health, basic fitness, healthy heart...)						
S.2.5.A.3b Compare own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) to check and revise personal goals						
Safety						
K.3.5.A.1 Show an understanding of safe practices (e.g., take turns, position self at a safe distance, be respectful of varying ability levels...) when helping others while practising in regular or modified physical activities	☰	☰	☰	☰	☰	☰
K.3.5.A.2 Show an understanding of safe stretching technique (e.g., sustained rather than “bounce” stretching, proper body alignment, keeping within the joints’ normal range of motion...) of selected exercises (e.g., calf stretch, modified hurdle stretch, arm circles...) in warm-up and cool- down routines						
K.3.5.A.4 Develop guidelines and behaviours for safety related to potential hazards and risks regarding equipment and facility use (e.g., protruding objects, condition of the floor, mats in jumping/ landing activities...)						
K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/ sliding, snowboarding, skiing, in-line skating...)						
K.3.5.B.1 Investigate safety concerns in the community and/or the media related to road, traffic, bus transportation, recreational vehicles, and unsupervised areas						
K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (e.g., floods, fires, extreme weather conditions, icy conditions, lightning...) relevant to self						
K.3.5.B.4 Identify available community supports that promote safety and community health (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, block parents...)						
K.3.5.B.5a Describe examples of problems (e.g., school yard/street fight, sibling conflicts, bullying, harassment, ridiculing, excessive teasing, baby shaking...) related to physical and verbal abuse with regard to safety of others						
K.3.5.B.5b Describe safety guidelines (e.g., play in supervised areas, follow code of conduct...) and the use of strategies (i.e., conflict resolution skills) to deal with bullies and harassment in a variety of situations (e.g., classroom, sports, playground...)						
K.3.5.B.6a Identify safety guidelines to protect self and others in potentially sexually abusive situations (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at nights...)						
K.3.5.B.6b Describe indicators of abusive relationships (e.g., behaviours that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...)						
Personal/Social Management						

K.4.5.A.1 Identify how one's self-concept and feelings are affected by others (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings...)						
K.4.5.A.2a Identify ways of setting group goals (e.g., by consensus, by arbitrary decision, by taking turns...) for cooperative learning and team-building						
K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) for personal success						
K.4.5.A.3 Identify the influence of self (e.g., personal goals, emotions...) and others (e.g., expectations of family, teachers and friends; values and beliefs of home, religion, culture, community, society in general,...) on setting priorities and making responsible personal decisions (e.g., academic achievement, leisure activities...)						
K.4.5.B.1a Describe behaviours (e.g., listen without interrupting, avoid ridicule or teasing, use inclusive language and actions...) that show respect for the rights and feelings of others						
K.4.5.B.1b Recognize the role of activities and events (e.g., games, sports, dances, social events, cultural events...) in getting to know and understand others of similar and different cultures						
K.4.5.B.2a Review verbal and non-verbal behaviours that help (e.g., listening, keeping secrets, smiling...) and hinder (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) communication for building positive relationships						
K.4.5.B.2b Identify qualities (e.g., honesty, support, reliability, common interests, loyalty, fairness...) that are important in establishing and maintaining a friendship						
K.4.5.B.3a Identify components (e.g., personal triggers, anger cues, hidden anger...) of anger management and strategies (e.g., be aware, back off, check out choices and consequences, decide and do...) for self-control in different contexts						
K.4.5.B.3b Identify misunderstandings and/or miscommunications (e.g., portrayal of violence; ethnic, gender, and racial bias...) related to messages in the media that could cause or affect conflict						
K.4.5.B.3c Show an understanding of the steps in a conflict resolution process (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose best option; evaluate for effectiveness...) and conflict resolution strategies (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy...) to negotiate disputes and de-escalate conflicts						
K.4.5.B.4 Identify and assess strategies (e.g., using decision-making/ problem-solving process, saying "no" assertively, walking away/staying away, using conflict resolution skills...) for preventing or avoiding uncomfortable or dangerous situations						
S.4.5.A.1 Use goal-setting process to set and monitor progress for a group goal (e.g., project work, group, gymnastic routine, prediction run...)						
S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision-						

making for physically active and healthy living choices						
S.4.5.A.3 Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non- aggressive behaviour, resist negative influences...) for getting along with others in making group decisions while participating in class activities	☰	☰	☰	☰	☰	☰
Healthy Lifestyle Practices						
K.5.5.A.3 Examine dental hygiene practices and dental services (e.g., cleaning, fillings, root canals, fluoride treatment, braces, extractions...) for the prevention of plaque build-up, bad breath, tooth decay and/or dental disease						
K.5.5.D.1 Distinguish between medicinal and non- medicinal substances and their appropriate use (e.g., prescription drugs from a doctor to treat an illness rather than drugs obtained illegally; vitamins to meet daily requirements, ventilators/ puffers for asthma, epi-pens for allergies; over-the- counter drugs used for health reasons rather than for performance enhancement ...)						
K.5.5.D.2 Describe effects and consequences of substance use (e.g., alcohol and tobacco, street drugs...) on body systems (e.g., alcohol affects the brain, liver, and nervous system; alcohol affects foetal development in a pregnant woman; tobacco and smoke affect the respiratory and circulatory systems; street drugs change a person's behaviour and cause harmful physical effects and may cause death...)						
K.5.5.D.3 Identify peer, cultural, media, and social influences related to substance use and abuse (e.g., dares from friends, pressure to belong to a group, attractive advertisement/ television/ videos, family/cultural/ religious values, peer pressure from groups and gangs, alcoholics or smokers in the family...)						
K.5.5.E.1a Describe structure and function of the reproductive and endocrine systems of human beings (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...)						
K.5.5.E.1b Identify the physical changes associated with puberty and the importance of personal hygiene practices (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products...)						
K.5.5.E.1c Describe how heredity (e.g., chromosomes, DNA...) influences growth and characteristics that contribute to personal identity (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins...)						
K.5.5.E.2 Identify the social- emotional changes associated with puberty (e.g., sexual attraction, fluctuation of moods, insecurities...)						
K.5.5.E.3a Identify influences (e.g., families, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) on sexuality and gender roles						
K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles (i.e., similarities and differences, such as cultural rituals and traditions)						
K.5.5.E.3c Identify the responsibilities (e.g., change for physical activities, bathe frequently, use deodorant,						

use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) associated with physical, social, and emotional changes during puberty (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...)						
K.5.5.E.4a Identify characteristics (e.g., transmitted through sexual activity and contact with body fluids; may be fatal...) and effects of HIV and AIDS on the immune system (e.g., destroys specific white cells)						
S.5.5.A.4 Apply strategies (i.e., using the decision- making model, practising saying no, walking away, getting help from a safe adult) for preventing or avoiding substance use and abuse (e.g., tobacco, alcohol, street drugs, performance- enhancing drugs, sniffing....) in different case scenarios						
S.5.5.A.5 Apply decision- making process in case scenarios related to issues associated with puberty (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...)						

Grade 6 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Movement						
K.1.6.A.1 Recognize that there are different applications of the basic movement skills to different physical activities (e.g., striking skill used in baseball, hockey, paddle ball...)	☐	☐	☐	☐	☐	☐
K.1.6.B.1 Determine personal and uncontrollable factors (i.e., body type and physical attributes, hereditary influences, varying rates in growth and development) that may affect movement skill development						
K.1.6.B.2 Identify biomechanical concepts (i.e., application and amount of force, range of motion, number of body segments) related to applying force in sending and receiving activities (e.g., overhead throwing with preparatory steps, full backswing, full trunk rotation, and follow-through...)	☐	☐	☐	☐	☐	☐
K.1.6.B.3 Design movement sequences (e.g., group routine in rhythmic gymnastics...) that show contrast in qualities of movement (e.g., levels, pathways, directions...) and formations (e.g., circles, lines, scattered...) performed in a group						
K.1.6.C.1 Adapt the rules of lead-up games based on criteria pre-determined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusivity, and/or safety...)						
K.1.6.C.2 Use activity-specific terminology (e.g., bump, volley, free throw, serve...) associated with selected lead up games and physical activities	☐	☐	☐	☐	☐	☐
K.1.6.C.3 Identify simple offensive and defensive strategies (e.g., give and go, marking an opponent, formations...) employed in lead-up games of different sports						
K.1.6.C.4 Identify examples of fair play and good teamwork by others (e.g., shows respect for all players, makes encouraging remarks to other players...) in different physical activities						
S.1.6.A.1 Perform extensions and/or variations of transport skills (e.g., sprinting, jumping, springing, rotating...), applying mechanical principles (e.g., speed is affected by the weight of body, range of motion, number of involved body segments, application of force...) for speed, height, and/or distance						
S.1.6.A.2 Perform manipulation skills (e.g., throwing, kicking, catching...), applying mechanical principles (e.g., range of motion, number of body segments, application of force, absorption of force...) for accuracy and distance	☐	☐	☐	☐	☐	☐
S.1.6.A.3 Demonstrate dynamic balance (e.g., cartwheels, running backwards, kicking...), applying mechanical principles (i.e., lower centre of gravity, increased base of support, keeping the line of centre of gravity at the edge of the base of support in the direction of force application) for stability						
S.1.6.B.1 Apply functional use of selected movement skills (e.g., leaping, rolling, striking a ball with or without an implement...) to a variety of individual/dual games/sport activities, including multicultural games (e.g., Inuit games, gymnastics, paddle ball, handball...)	☐	☐	☐	☐	☐	☐
S.1.6.B.2 Apply functional use of selected movement skills (e.g., batting, dribbling, throwing and catching with an implement...) to a variety of team games/sports, including multicultural games (e.g., modified lacrosse, kanga ball, modified basketball...)	☐	☐	☐	☐	☐	☐
S.1.6.B.3 Demonstrate the ability to work cooperatively/ collaboratively in planning, organizing, and/or	☐	☐	☐	☐	☐	☐

officiating physical activities						
S.1.6.C.1 Apply functional use of selected movement skills and variations (i.e., transport and balance skills), using various equipment and in a variety of environments (e.g., skating, swimming, cross-country skiing, snow soccer...)						
Fitness Management						
K.2.6.A.1 Recognize the health and skill-related fitness components (e.g., agility, power, reaction time, speed, co-ordination) that contribute to skill development						
K.2.6.C.1a Identify the names of the main bones (e.g., humerus, ulna, radius, femur, tibia, fibula, scapula, clavicle, ribs, pelvis, skull...) and function (i.e., shape, support, protection) of the human skeletal system in context of exercise and physical activity						
K.2.6.C.1b Describe the effects of exercise and inactivity on the human skeletal system (i.e., increased/decreased bone density; increased/decreased bone mass)						
K.2.6.C.3 Identify the proper techniques (e.g., slow, sustained, within comfort zone, focus on target muscles, minimize other body parts, stretch to the limit of the movement, slow and rhythmical breathing...) and harmful techniques (e.g., bouncing, swinging, stretching too hard...) in stretching exercises						
K.2.6.C.4 Review behaviours (e.g., make positive remarks, cheer for others, make encouraging gestures...) that encourage effort and participation of others						
S.2.6.A.1a Participate in exercises/activities (e.g., juggling for developing coordination, obstacle course for agility...) designed to improve and maintain personal fitness associated with health-related and skill-related fitness components	📄	📄	📄	📄	📄	📄
S.2.6.A.1b Demonstrate proper technique (i.e., pacing) while participating in continuous aerobic activity for a sustained period of time, while maintaining target heart rate						
S.2.6.A.2 Compare own heart rate during aerobic activity to the general target heart-rate zones (e.g., general health, basic fitness, healthy heart...)						
S.2.6.A.3a Demonstrate the use of assessment strategies (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor...) to determine, organize, and record fitness results and physical activity participation						
Safety						
K.3.6.A.2 Determine how environmental conditions can influence safety while exercising outdoors (e.g., effects of ultraviolet rays, hot sunny weather can lead to heat exhaustion and sunburn, cold weather and high wind-chill factors increase risk of hypothermia and frost-bite...)						
K.3.6.A.3 Recognize reasons (e.g., safety, personal hygiene, comfort, ease of movement...) for appropriate dress for physical activities in different weather and environmental conditions (e.g., sunny, cold, windy, wet...)						
K.3.6.A.5b Outline the emergency steps (e.g., stay clear of traffic, seek help, apply first aid...) related to bicycle incidents or accidents						

K.3.6.B.1 Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome)						
K.3.6.B.3 Show an understanding of basic injuries/conditions (i.e., bleeding, heat- exhaustion, heat stroke, frostbite, hyperthermia, hypothermia) and basic first-aid procedures (i.e., seek adult help, rest, compression, avoid touching/handling body fluids)						
K.3.6.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting)						
S.3.6.A.2 Demonstrate basic first-aid procedures (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids...) for common injuries/conditions (e.g., nosebleeds, cuts, bumps, asthma attacks...)						
Personal/Social Management						
K.4.6.A.1 Describe individual characteristics (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches...) that contribute to the development of personal identity, self-confidence, and self-efficacy						
K.4.6.A.2a Identify and revise short- and long-term goals (e.g., using a student planner for school work, training for a marathon relay team, saving money...) for personal management (i.e., tasks, time, responsibilities)						
K.4.6.A.2b Determine effective time-management techniques and organizational skills (e.g., making lists, setting priorities...) for personal planning (e.g., preparing for tests, examinations, projects, competition...)						
K.4.6.A.3 Describe how personal factors (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) and social factors (e.g., peers, friends, trends, society, culture, media, advertising...) influence making responsible and health-enhancing decisions (e.g., participating in daily physical activity...)						
K.4.6.B.1a Identify the influences (e.g., family beliefs/values, role models, peers, advertising, television, movies...) that help or hinder responsible, social decision- making (e.g., choosing friends, choosing activities, communicating with others...)						
K.4.6.B.1b Recognize personal participation and responsibility (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) in different social contexts						
K.4.6.B.2a Identify different styles of communication (i.e., passive, aggressive, assertive) and their characteristics (e.g., passive is ignoring an issue, aggressive is confronting an issue without thinking it through, assertive is addressing an issue with tact...)						
K.4.6.B.2b Identify the behaviours (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) that are important for working cooperatively and						
K.4.6.C.1a Determine strategies for sharing and expressing feelings in appropriate ways (e.g., talking out						

conflicts with safe adult assistance, using self- statements or self-talk for control, using active listening, participating in physical activities...)						
K.4.6.C.1b Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief (e.g., denial, anger, bargaining, sadness, depression, acceptance...) and where to go for help (e.g., family, teacher,						
K.4.6.C.2 Identify the personality traits (e.g., sense of humour, adaptability, patience, understanding...) that are conducive to handling stress and showing resiliency (i.e., ability to bounce back in stressful situation)						
K.4.6.C.3 Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages (i.e., alarm stage, resistance stage, exhaustion stage)						
K.4.6.C.4a Identify stress management strategies (e.g., using self-statements or self- talk, talking to parents, keeping an anger self- inventory, participating in physical activity, keeping a sense of humour...) for controlling anger in different situations (e.g., being called names, losing a game, being pressured by parents or peers...)						
S.4.6.A.1 Assess and revise personal health and academic goals (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health practice goal, academic goal...) to enhance health and well-being						
S.4.6.A.2 Determine positive and negative consequences of possible solutions as part of the decision-making/problem- solving process for making healthy living choices						
S.4.6.A.3 Demonstrate functional use of interpersonal skills (e.g., fair play, use of inclusive language and actions...) for inclusion of others in different types of physical activities (e.g., low- competitive, cooperative, multicultural...)						
S.4.6.A.5 Demonstrate the functional use of stress management strategies (e.g., using self-statements or positive self-talk, talking with others, taking time- outs, counting to 10, focussing, breathing deeply...) for managing stress in case scenarios related to a variety of situations (e.g., competition, anger, tests, public speaking, conflict, change, failure...)						
Healthy Lifestyle Practices						
K.5.6.A.1 Outline the importance of regular hygiene practices during adolescent years (i.e., effective washing helps to control acne and body odour, use of deodorant helps to control body odour, dental hygiene for maintenance, appearance and fresh breath)						
K.5.6.A.2 Identify practices and policies that support healthy schools and communities (e.g., school code of conduct, adequate supervision, school and community activities, labelling of hazardous products, evacuation procedures, fluoride treatment of drinking water, public health services...)						
K.5.6.B.1 Recognize the physical benefits (e.g., reduces risk of heart disease, obesity, diabetes II, osteoporosis, colon cancer...) and the socio-emotional benefits (e.g., reduced anxiety and stress, enhanced sense of belonging, positive use of leisure time, opportunity to meet people...) of participating in daily physical activities						

K.5.6.B.2 Identify responsible decisions (e.g., play outside rather than watch television or sit at a computer, invite friends to play, play safely, participate fully in physical education class, play community sports...) that promote daily physical activity						
K.5.6.B.3 Identify the positive and negative influences of media and other sources on promoting active living (e.g., commercials, sport and special event coverage, physical activity promotions such as fund-raising walkathons/ runs...)						
K.5.6.C.1a Identify food choices and types of physical activity for a healthy body (i.e., for bone development)						
K.5.6.C.1b Demonstrate an understanding of the combined benefit of daily healthy food choices and physical activity on a healthy body (i.e., for bone development during adolescence)						
K.5.6.C.2 Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities						
S.5.6.A.1 Develop a personal action plan for daily personal health practices during adolescent years						
S.5.6.A.2 Develop a personal action plan for daily active living, including ways to adhere to the plan						
S.5.6.A.3a Assess personal food intake and activity for a period of 1 to 3 days, based on daily recommended requirements						
S.5.6.A.3b Use problem-solving strategies to improve personal nutrition and daily physical activity habits for a healthy body (i.e., bone development)						

Grade 7 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Movement						
K.1.7.A.1 Recognize characteristics of selected movement skills and patterns (e.g., overhead throwing pattern...) as applied in a variety of physical activities, including invasion and fielding- type activities (e.g., baseball, football, overhand volleyball serve...)	☐	☐	☐	☐	☐	☐
K.1.7.B.1 Examine external factors (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development						
K.1.7.B.2 Identify the biomechanical concepts for efficient movement (i.e., leverage) as it relates to striking activities (e.g., shorter radius of rotation reduces force, as in choking up on a bat...)						
K.1.7.B.3 Analyze movement concepts (i.e., body awareness, space awareness, qualities of effort, relationships) as they apply to invasion-type activities (e.g., offensive pass to an “open space,” ...) and fielding-type activities (e.g., body position to catch fly ball or grounder in cricket...)	☐	☐	☐	☐	☐	☐
K.1.7.C.1 Identify the importance of following rules (i.e., safety, control, fair play, inclusion, enjoyment, entertainment) of selected sports and games						
K.1.7.C.2 Show an understanding of the specific terminology associated with selected sports and games, including territory/invasion (e.g., lacrosse, soccer...) and striking/fielding- type activities (e.g., baseball, cricket...)	☐	☐	☐	☐	☐	☐
K.1.7.C.3 Determine basic offensive and defensive strategies (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) in games including invasion and striking/fielding- type activities	☐	☐	☐	☐	☐	☐
K.1.7.C.4 Distinguish between fair play behaviour (e.g., showing respect for rules, officials, and opponents...) and unethical behaviours (e.g., cheating, arguing with an official, foul play...) regarding participation in physical activities and/or sports						
S.1.7.A.2 Perform manipulation skills (e.g., bouncing, rolling, striking...), applying mechanical principles (e.g., length of lever, range of motion, number of body segments, application of force...) for consistency	☐	☐	☐	☐	☐	☐
S.1.7.A.3 Demonstrate balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., lower centre of gravity, increased base of support, keeping line of centre of gravity within base of support) for stability and strength in cooperative-type activities (e.g., team-building activities, rescuing activities, pulling activities...)						
S.1.7.B.1 Apply functional use of selected and/or activity-specific movement skills (e.g., drop shot, high jumping, kicking...) in a variety of individual/ dual games/sports (e.g., badminton, track and field activities, hacky-sack...)		☐	☐	☐	☐	☐
S.1.7.B.2 Apply functional use of selected and/or activity-specific movement skills with a defensive and/or offensive component (e.g., faking out an opponent, guarding, running for positioning to catch a ball, batting...) in a variety of games/ sports, including invasion (e.g., basketball...) and striking/fielding -			☐	☐	☐	☐
S.1.7.C.1 Apply functional use of selected activity- specific skills (e.g., care and carrying of equipment, compass and map reading, star turn, snow-plough...) in alternative pursuits (e.g., orienteering, hiking,						

skiing...)						
S.1.7.D.1 Design and perform rhythmic sequences that use movement concepts (i.e., shows contrast in directions, effort, leading/ following), and selected rhythmic steps, positions, and patterns in rhythmic activities related to own culture or culture of interest (e.g., bench step aerobics, square dance, novelty dance, highland dance, hoop dance...)						
S.1.7.D.2 Design and perform movement sequences with others that use movement concepts (e.g., leading, following...) and selected activity- specific skills, using small or large apparatus (e.g., rhythmic sportive gymnastics, artistic gymnastics, stuntastics, educational gymnastics...)						
Fitness Management						
K.2.7.A.1 Sort and classify physical activities/exercises (e.g., jogging, cycling, weight training, gymnastics...) that are best suited to developing each of the health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition)						
K.2.7.B.1 Promote the benefits of physical activity (e.g., greater work capacity, performance enhancement, healthy weight, prevention of injuries, prevention of disease such as cardiovascular and type II diabetes, and prevention of depression...) for optimal health and fitness						
K.2.7.C.1a Identify the names and locations of the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings...) in context of exercise and physical activity						
K.2.7.C.1b Describe the effects of exercise and inactivity (i.e., increased/decreased strength, hypertrophy/ atrophy, increased/ decreased lean muscle, increased/decreased elasticity, increased/ decreased muscle tone) on the muscular system						
K.2.7.C.2 Identify and explain the F.I.T.T. principle (i.e., frequency, intensity, time, and type of activity)						
K.2.7.C.3 Describe the purpose of a warm- up (e.g., increased circulation, increased body temperature, mental preparation, increased focus on task, prevention of injuries, improved performance...) and a cool-down (e.g., lowers heart rate gradually, prevention of dizziness/ blood pooling, minimize muscle stiffness/soreness...) for physical activity participation						
K.2.7.C.4 Identify personal factors and preferences for choosing physical activities (e.g., personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun...) for fitness and health						
S.2.7.A.1a Demonstrate behaviours (e.g., regular participation, correct and safe execution, appropriate intensity level, self- monitoring, self-discipline...) for personal fitness goal attainment	📄	📄	📄	📄	📄	📄
S.2.7.A.1b Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general heart-rate zones						
S.2.7.A.2 Determine the relationship between the rate of perceived exertion and the general heart-rate target zones (e.g., the level of exertion is somewhat difficult but the ability to talk remains while exercising in a healthy heart zone...)						
S.2.7.A.3b Chart own fitness results (e.g., using information technology...) throughout the year to determine						

effects of participation and/or specific training on personal progress						
Safety						
K.3.7.A.1 Determine safety rules, routines, and procedures related to selected activities, including invasion and fielding-type activities (e.g., no blocking or tackling in flag football...)						
K.3.7.A.2 Determine personal responsibilities (e.g., keep inhalator handy for asthmatic condition when participating in aerobic activities...) and risk levels (e.g., low personal strength/fitness level may result in back injury during lifting activities...) in performing specific exercises						
K.3.7.A.3 Justify reasons (e.g., ease of movement; personal hygiene; prevention of injury, sunburn, frostbite, hyperthermia and hypothermia...) for appropriate dress for selected physical activities						
K.3.7.A.4 Investigate factors related to facilities and equipment (e.g., eye protection for court sports, ramps for wheelchair access, condition of field and/or court surfaces...) to ensure the safe inclusion of all students in selected activities						
K.3.7.A.5b Outline the emergency steps (e.g., seeking help, first aid...) related to water incidents or accidents (e.g., hypothermia, drowning...)						
K.3.7.B.1 Describe ways to respond to dangerous situations in community (i.e., school intruders, home invasion, hazing, Internet use)						
K.3.7.B.5a Describe scenarios that illustrate examples of physical, verbal, and emotional abusive behaviours in different relationships (i.e., within families; between friends; among peers; employers; groups; or gangs; sport teams; when baby sitting)						
K.3.7.B.5b Develop strategies (e.g., conflict resolution skills...) for avoiding situations (e.g., conflict between parents' and peer values, with the law, in competition, within school...) that can potentially lead to conflict and violence						
K.3.7.B.6a Establish safety guidelines to protect self and others from sexually abusive situations (e.g., pornography, incest, stalking, prostitution, sexual assault...)						
K.3.7.1.B.6b Demonstrate an understanding of skills (i.e., problem solving, conflict resolution, communication, assertiveness and anger management skills) in dealing with case scenarios related to sexually abusive situations and ways to seek help						
Personal/Social Management						
K.4.7.A.1 Compare attitudes and behaviours (i.e., inclusive/exclusive, positive acceptance/ rejection, open/discriminatory) that contribute to a sense of belonging						
K.4.7.A.2a Identify the obstacles (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) that may influence achievement of and making revisions to personal goals and strategies (e.g., decision-making/ problem-solving process...)						
K.4.7.A.2b Describe the mental skills (i.e., goal-setting, focussing, stress- management skills, visualization, positive thinking) necessary to enhance performance, readiness, and satisfaction						
K.4.7.A.3 Explain the benefits of using the decision- making/problem- solving process for making						

responsible and health-enhancing personal decisions (e.g., prevents impulsive and/or negative decisions, contributes to long-term health benefits...)						
K.4.7.B.1a Identify socially acceptable behaviours (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) for dealing with new situations and/or change (e.g., participating in new activities, choosing friends...)						
K.4.7.B.1b Describe conduct (e.g., personal, group, team...) and ethical behaviours appropriate for engaging in physical activity and/or social events						
K.4.7.B.2a Identify the characteristics (e.g., compliance/ conflict, confidence level, tone of voice, eye contact, body language...) associated with each of the communication styles (e.g., passive, aggressive, assertive...) and leadership qualities (e.g., enthusiasm, presentation skills, reliability, organization...)						
K.4.7.B.2b Identify areas within the school (e.g., staff, school teams, clubs...) and community (e.g., community projects...) that offer opportunities to make new friends and belong to a group (e.g., staff, school teams, clubs...)						
K.4.7.B.3a Identify anger management skills (e.g., use self- statements, participate in physical activities, write letters to express feelings...) as alternatives to aggression and violence						
K.4.7.B.3b Describe how conflict situations (i.e., change, new situations, negative group influences, dishonesty) affect personal behaviour and development (e.g., ability to adapt to new surroundings or routines, making new friends, coping with change, being assertive...)						
K.4.7.B.3c Review strategies (e.g., mediation, conflict resolution...), possible outcomes (i.e., win/win, win/lose, lose/win, lose/lose), and behaviours (e.g., compromising, negotiating, accommodating, blaming, avoiding, collaborating, consensus building) for conflict resolution among friends and/or peers						
K.4.7.B.4 Describe appropriate use (e.g., saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted...) of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations						
S.4.7.A.2 Develop criteria (e.g., cost, values, expectations, long-term benefits...) and a rating system for weighing the benefits of the alternatives for making physically active and healthy lifestyle choices in different case scenarios (e.g., choosing to smoke, gamble, consume alcohol...)						
S.4.7.A.3 Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/ collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities						
S.4.7.A.4 Apply conflict resolution strategies (e.g., role play responses to conflict situations; participate in peer mediation...) to different scenarios (e.g., engaging with new classmates, moving to a new classroom, saying “no” to negative peer group influence...)						
Healthy Lifestyle Practices						
K.5.7.D.1 Differentiate between the use and abuse (i.e., prescribed/ unprescribed drugs; own medicine/someone else’s medication, correct/ incorrect dosage, addiction...) of medicinal and non-						

medicinal substances (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...)						
K.5.7.D.2 Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (e.g., antibiotics, anti-inflammatory, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbals...)						
K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...)						
K.5.7.E.1a Describe the human reproduction systems as they relate to fertilization and foetal development (e.g., names of the genitals, union of sperm and egg, stages of foetal development at each trimester, sexual intercourse...)						
K.5.7.E.1b Explain the human reproduction process and recognize myths related to fertilization (e.g., can't get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterwards, and in certain body positions...)						
K.5.7.E.1c Describe how the endocrine system regulates body changes associated with puberty (e.g., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...)						
K.5.7.E.2a Identify the emotional changes at puberty (e.g., fluctuation of moods and energy, sexual attraction...) and their effect on personal well-being (e.g., fatigue, shyness, lowers or raises self-confidence...)						
K.5.7.E.2b Identify positive ways for coping with daily moods and emotions associated with puberty (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, school/ community activities, reading books...)						
K.5.7.E.3a Recognize the importance of abstinence as a responsible decision for the adolescent male and female (e.g., prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...)						
K.5.7.E.3b Identify the effects of social influences (e.g., styles related to dress, hair, make-up, jewelry; cultural rituals; gender equity; harassment, nudity; violence against women...) on sexuality and gender roles						
K.5.7.E.3c Identify responsibilities (e.g., respect, abstinence...) and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sexual-related health issues						
K.5.7.E.4a Identify the causes, nature, methods of transmission (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...), and methods of prevention of AIDS and HIV infection (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...)						
K.5.7.E.4b Identify the common STIs (e.g., genital herpes, gonorrhoea, chlamydia...), symptoms, and						

prevention (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...)						
S.5.7.A.4 Apply decision- making/problem- solving strategies in case scenarios that focus on substance use and abuse (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs....)						
S.5.7.A.5 Apply decision- making/problem- solving process in case scenarios for making informed decisions regarding responsible sexual behaviours (e.g., abstinence, pregnancy prevention, safer sex practices...)						

Grade 8 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Movement						
K.1.8.A.1 Recognize characteristics of selected movement skills and patterns (e.g., balance/ready position...) as applied in a variety of physical activities, including net/wall and target activities (e.g., badminton, paddle ball, tennis, curling...)	☐	☐	☐	☐	☐	☐
K.1.8.B.1 Explain the cross- training effect of different games/ activities on fitness and movement skill development (e.g., aerobics develop coordination, agility used for fastball; golf and hockey develop hand/eye coordination/striking skills...)						
K.1.8.B.2 Identify the biomechanical concepts (e.g., centre of gravity, body alignment...) that are important for safe exercising in lifting and carrying activities (i.e., bend knees, hold object close to body, avoid twisted positions, keep head position neutral)						
K.1.8.B.3 Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in badminton...) and target-type activities (e.g., effort qualities in backswing and wrist action on “out- turn” in curling...)	☐	☐	☐	☐	☐	☐
K.1.8.C.1 Examine the reasons for rules and for adaptation of rules related to safety and risk factors (e.g., set boundaries to avoid contact with other players, equipment, or walls...) of selected sports and games						
K.1.8.C.2 Show an understanding of the specific terminology associated with selected sports and games including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...)	☐	☐	☐	☐	☐	☐
K.1.8.C.3 Describe common strategies used in various games, including net/wall and target activities (e.g., positioning for serve reception, speed, and control of the projectile...)						
K.1.8.C.4 Set and/or review expectations for personal and group conduct (i.e., ethical behaviour) regarding participation in physical activities and/or sports						
S.1.8.A.1 Perform combinations of transport, manipulation, and balance skills (e.g., moving into a ready position to contact the ball in volleyball...), applying mechanical principles (e.g., force, motion, balance...) for control	☐	☐	☐	☐	☐	☐
S.1.8.A.2 Perform combinations of manipulation skills (e.g., dribbling/shooting, tossing/catching...), applying mechanical principles on use of projectiles (e.g., increasing relative projection height or angle tends to increase flight time...) for control	☐	☐	☐	☐	☐	☐
S.1.8.B.1 Apply functional use of selected and/or activity-specific movement skills (e.g., rolling, forehand, and backhand strokes...) in a variety of individual/ dual games/sports, including net/wall (e.g., table tennis...) and target-type activities (e.g., miniature golf, bowling...)	☐	☐	☐	☐	☐	☐
S.1.8.B.2 Apply functional use of selected and/or activity-specific movement skills (e.g., volleying, dynamic balancing...) in a variety of physical activities, including net/wall (e.g., volleyball...) and target-type games (e.g., curling...)	☐	☐	☐	☐	☐	☐
S.1.8.B.3 Contribute to the organization and administration (e.g., schedules, team formation, rules, set-up,						

clean up, recording results, promotion, announcements...) of a tournament (e.g., round robin, ladder, double consolation...)						
Fitness Management						
K.2.8.A.1 Identify the five health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition) and their importance to a balanced fitness plan						
K.2.8.C.1a Identify the names of muscle groups and specific muscles (i.e., biceps, triceps, pectorals, abdominals, quadriceps, deltoids, trapezius, latissimus dorsi, hamstrings, hip flexors), and primary action (i.e., flexion, extension, abduction, adduction, rotation) across the various joints (e.g., knee, elbow, hip...)						
K.2.8.C.1b Explain the effects of exercise on use (i.e., increased size and strength of muscles, ligaments, and tendons; increased muscular capillary action; hypertrophy) and overuse (i.e., fatigue, injury, muscle soreness) of muscles						
K.2.8.C.2 Describe ways to apply the F.I.T.T. principle (i.e., frequency, intensity, time, and type of activity) to health-related fitness components (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition)						
K.2.8.C.3 Identify three stages (i.e., indirect, direct, identical) of activity- specific warm-ups and examples of each stage for specific physical activities (e.g., a soccer warm-up could include light running, specific leg-stretching exercises, easy dribbling/passing drills...)						
S.2.8.A.1a Participate in fitness activities that use the F.I.T.T. principle and contribute to personal health-related fitness goals						
S.2.8.A.1b Participate in continuous aerobic activity related to personal target heart-rate zones						
S.2.8.A.2 Determine personal target heart-rate zone, using simple methods (e.g., Karvonen formula, software programs...)						
S.2.8.A.3a Assess the level of ability in one or more health-related components (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility) of physical fitness						
Safety						
K.3.8.A.1 Determine safety rules, routines, and procedures related to a selected specific activity, including net/wall and target activities (e.g., not entering a racquet sport court when play is in progress, retrieving shot- put/discus only on signal in a group situation ...)						
K.3.8.A.2 Identify the risks of contraindicated exercises (e.g., deep knee bends, straight leg sit-ups, full neck rotations...) and alternatives for safe exercises						
K.3.8.A.5a Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, inline skating, ski hills, activities on ice...)						
K.3.8.A.5b Determine safe areas and opportunities for cycling and/or other similar activities in the community (e.g., in-line skating, skate boarding, walking...)						
K.3.8.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g.,						

driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...)						
K.3.8.B.3 Identify common injuries/conditions (i.e., sprains, strains, fractures, bleeding, cramps, shock) and basic first aid procedures (i.e., seek adult help, rest, ice, compression, elevation, avoid touching/handling body fluids)						
K.3.8.B.4 Demonstrate the ability to access valid health information, and health- promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, help lines, school/community counselling programs, friendship centres, ombudsperson, Internet...)						
Personal/Social Management						
K.4.8.A.1 Examine the effects of stereotyping based on a variety of factors (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income...), and ways (e.g., set/review personal and group norms, standards...) to promote acceptance of self and others						
K.4.8.A.2a Develop self- monitoring strategies (e.g., keep a journal, participate with a friend...) and criteria (e.g., believable, achievable, controllable, within time lines...) in goal-setting for an individual and/or group goal						
K.4.8.A.2b Analyze how factors (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports...) affect one's planning and setting of goals						
K.4.8.A.3 Describe the social factors (e.g., self- esteem, interests, opinions, abilities, interpersonal skills,...) that affect the decision-making/ problem-solving process in group situations						
K.4.8.B.1a Describe behaviours that show social responsibility and respect for diversity (e.g., showing respect toward officials and other players, inviting others to play, greeting others, helping others who are experiencing difficulty...) in different contexts (e.g., sports, physical activity participation, classroom settings...)						
K.4.8.B.1b Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities						
K.4.8.B.2a Describe examples of assertive behaviours (e.g., saying no to something that makes you feel uncomfortable, including others who are left out...) for resisting negative peer pressure						
K.4.8.B.2b Identify roles and responsibilities (e.g., loyalty, commitment, support, respect, leadership...) in developing positive relationships (e.g., between friends, within families, in a sports team, band/choir...)						
K.4.8.C.1a Identify how self (e.g., accepting one's feelings...), peers (e.g., listening supportively...) and the community (e.g., provide resources for support when needed...) contribute to the enhancement of personal health and well-being						
K.4.8.C.1b Identify stages of grieving (e.g., denial, anger, bargaining, sadness, depression, acceptance...) for understanding and supporting self and others						
K.4.8.C.2 Explain how stress may have positive or negative consequences (e.g., fight or flight, productivity, illness...)						

K.4.8.C.3 Examine the effects of stress (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) and relaxation (e.g., low blood pressure and heart rate...) on body systems (e.g., digestive, cardiovascular, endocrine...)						
K.4.8.C.4a List healthy (e.g., seeking support from others and community resources, positive self- talk, physical exercise...) and unhealthy (e.g., smoking, alcohol misuse, isolation, fighting...) strategies for dealing with stress and/or anxiety						
S.4.8.A.1 Develop, implement, self-monitor, and revise a plan using pre-determined criteria for active healthy living to achieve a personal and/or group goal (e.g., participate in daily physical activity, a healthy lifestyle behaviour, a social behaviour, a specific academic goal...)						
S.4.8.A.2 Apply the decision- making/problem- solving process in making group decisions in different case scenarios (e.g., plan a class activity, solve a social- related problem, make a decision in the context of an orderly meeting...)						
S.4.8.A.3 Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/ collaborate, be respectful, be responsible) that promote fair play and teamwork						
S.4.8.A.5 Apply stress management strategies (e.g., progressive relaxation, deep breathing, guided imagery, focussing, positive thinking, self- talk, talking with others, humour...) in case scenarios related to stressful situations (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...)						
Healthy Lifestyle Practices						
K.5.8.A.1 Examine positive and negative health habits of daily living for self and/or others (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use...)						
K.5.8.A.2 Examine lifestyle practices (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) and their effects on body systems (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...)						
K.5.8.B.1 Identify and categorize physical activities of different intensities (i.e., vigorous, moderate, light) and their potential benefits (i.e., health, fitness, recreational, sport performance)						
K.5.8.B.2 Investigate different ways to increase physical activity in daily living as it relates to sustainable development (e.g., using stairs, cycling/ walking to school to help the environment and to contribute to the health of						
K.5.8.B.3 Determine the degree to which technology has had an impact on personal health (e.g., personal fitness equipment/aids; prolonged exposure to technological devices and machines decreases physical activity; effect of media messages on body image...)						
K.5.8.C.1a Evaluate information related to healthy body weight and body image						
K.5.8.C.1b Explain influences (i.e., healthy eating, regular activity, media, healthy body image) on growth						

and development during adolescence						
K.5.8.C.2 Apply “sport nutrition principles” to a variety of physical activities						
S.5.8.A.1 Apply personal and social management skills (e.g., goal-setting, decision-making/ problem-solving...) in case scenarios related to personal health practices (e.g., sleep habits, cleanliness, nutritional practices, exercise habits...)						
S.5.8.A.2 Use problem-solving strategies to address the barriers that may interfere with being active daily						
S.5.8.A.3a Develop a personal plan that includes daily healthy practices (e.g., physical activity participation, healthy food choices, positive thinking...) to maintain a healthy body						
S.5.8.A.3b Implement and evaluate a personal plan for healthy eating and activity						

Ontario

January, 2012

85 | Page






















Ontario	Lesson					
Grade 1 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						

A1.1 actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., joining in willingly, showing respect for others, following directions, taking turns) [PS, IS]	☐	☐	☐	☐	☐	☐
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background) as they participate in a wide variety of individual and small-group activities [PS]						
A1.3 identify a variety of ways to be physically active at school and at home (e.g., at school: playing actively at recess; participating in a variety of physical activities in class, including DPA activities; participating in after-school physical activities; at home: helping with outdoor activities like gardening, raking, or shovelling snow; going for a walk with family members; playing in the park; riding bikes on the community trail) [CT]						
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., doing an animal walk, a fitness circuit, parachute activities; galloping to music, wheeling their wheelchair around the gym) [PS]	☐	☐	☐	☐	☐	☐
A2.2 demonstrate an understanding of how being active helps them to be healthy [CT]						
A2.3 identify the physical signs of exertion during a variety of physical activities (e.g., heart beats faster, body gets warmer, breathing becomes faster and deeper, perspiration increases) [CT]						
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body) [PS, IS]	☐	☐	☐	☐	☐	☐
A3.2 identify environmental factors that pose safety risks during their participation in physical activity (e.g., extreme heat may cause fatigue, too much sun exposure will cause sunburn, extreme cold and wind chill may cause frostbite, objects on the ground may trip someone who cannot see, wet pavement or floors may create a slipping hazard), and describe ways of preparing themselves to enjoy outdoor activities safely [PS, CT]						
Movement Competence						
B1.1 perform a variety of static balances, using different body parts at different levels (e.g., low level: crouch with weight balanced on hands and feet; medium level: stand and lean forward with arms outstretched; high level: stretch tall with arms overhead and legs wide apart) [PS]						
B1.2 demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them [PS]	☐	☐		☐	☐	☐

B1.3 perform a variety of locomotor movements, travelling in different directions and using different body parts (e.g., jump over lines; walk carefully backwards along a line while looking over their shoulder; move forward with different body parts touching the ground; move arms in different ways while walking, dancing, or skipping; take giant steps while moving sideways) [PS]		☐		☐	☐	
B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., roll a ball along a line, throw a rubber chicken underhand to a chosen spot, kick a ball to a specific area, toss or drop a beanbag into a hula hoop, pass a sponge ball over their head to the next person in a short line who passes it between his or her legs to the next person) [PS]		☐	☐	☐	☐	☐
B1.5 receive objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., catch or trap a ball with two hands, catch a beanbag that they toss themselves or that a partner tosses to them, stop a rolling ball with hands or feet) [PS, IS]		☐	☐	☐	☐	☐
B2.1 demonstrate an understanding that different physical activities have different components (e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]						
B2.2 apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities (e.g., extend arms to improve stability when balancing on one foot; change speed, direction, or level to avoid being tagged; move closer to a target to increase the likelihood of success when sending an object) [PS, CT]*		☐	☐	☐	☐	☐
Healthy Living						
C1.1 explain why people need food to have healthy bodies (e.g., food provides energy for the healthy growth of teeth, skin, bones, muscles, and other body components)						
C1.2 demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, elder, or other trusted adult; knowing routines for safe pickup from school or activities) [PS]						
C2.1 describe how the food groups in Canada's Food Guide (i.e., vegetables and fruit, grain products, milk and alternatives, meat and alternatives) can be used to make healthy food choices [CT]						
C2.2 know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits [PS]						
C2.3 demonstrate the ability to recognize caring behaviours (e.g., listening with respect, giving positive reinforcement, being helpful) and exploitive behaviours (e.g., inappropriate touching, verbal or physical abuse, bullying), and describe the feelings associated with each [IS]						
C2.4 apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school) [PS]						
C3.1 demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a						

variety of situations, using knowledge about potential risks at home, in the community, and outdoors (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, insecure furniture, candles, toys; road, water, and playground hazards; weather and sun hazards) [PS, CT]						
C3.2 identify habits and behaviours (e.g., excessive screen time or video game usage, smoking) that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives [PS]						

Ontario	Lesson					
Grade 2 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						

A1.1 actively participate in a wide variety of program activities, according to their capabilities (e.g., individual and small-group activities, dancing to music, cooperative games), while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity; knowing what to do; demonstrating appropriate interpersonal skills, such as active listening, communicating with respect, and providing help to and asking for help from group members) [PS, IS]						
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, being able to choose the activities they participate in and having choice within the activities, having adequate practice time, having access to safe outdoor play space, being able to take part in activities that are connected to their cultural background) as they participate in a wide variety of individual and small-group activities [PS]						
A1.3 identify reasons for participating in physical activity every day (e.g., to have fun, learn through play, be with classmates who are involved in after-school physical activities, pursue personal interests in certain kinds of activities, enjoy a change from the classroom routine, emulate a role model, interact with family members, improve health, follow cultural teachings) [CT]						
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., playing continuous tag games, skipping, wheeling their wheelchair, using hula hoops) [PS]						
A2.2 describe different types of activities that improve the strength of the heart and lungs (e.g., running, wheeling fast, walking fast, skipping, dancing to music, doing a fitness circuit, other whole-body or large muscle activities)						
A2.3 recognize their degree of exertion in physical activities by using simple assessment methods (e.g., putting their hand on their chest to feel the increase in heart rate as they move faster, using the talk test [monitoring whether they can talk while being physically active]), and identify factors that affect their performance level (e.g., humidity, extremely cold or warm air, poor air quality, personal fitness level) [PS, CT]						
A2.4 participate in setting and achieving realistic personal and group goals related to physical activity (e.g., a personal goal of doing a physical activity for a specified period of time, a group goal of completing a collective number of class star jumps in a given time frame) [PS, IS, CT]						
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., being aware of personal space, making sure their shoelaces are tied, warming up to prevent injury, taking turns when sharing equipment, avoiding overcrowding when using equipment both in class and on the playground, making sure straps are done up before pushing a wheelchair) [PS, IS]						
A3.2 identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., wearing a properly fitting helmet to protect the head, avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine auto injector if needed, reducing intensity of physical activity if poor air quality causes						

breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught) [PS, CT]						
Movement Competence						
B1.1 perform a variety of static balances with and without equipment (e.g., balance on the floor, on a line, on a bench; balance objects on different body parts), using different body parts at different levels and making different body shapes (e.g., low level – perform a V-sit: balance on buttocks with legs in the air, hold with muscles tight and legs together and arms either supporting the body or held at their sides; medium level – perform a standing scale: balance on one foot with the other leg stretched behind in the air, torso bent forward, and arms out parallel to the floor for balance; high level – perform a standing balance: using a walker for balance, lift one foot or one hand) [PS]						
B1.2 demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet [PS]						
B1.3 perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways (e.g., hop sideways across a line, gallop in a curved pathway around trees or objects, skip quickly using a rope, slide or wheel slowly in a zigzag pattern, move at different speeds in response to the beat of a drum, run quickly following a curving pathway, jog slowly backwards while checking over their shoulder) [PS]	☞	☞		☞	☞	
B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., slide a beanbag across the floor to a partner; throw a beanbag or ball underhand, using two hands or their dominant hand, and catch it or have a partner catch it; throw a disc through an upright hula hoop; kick a utility ball to a partner; strike a beach ball, using their hands, knees, chest, or foot) [PS]		☞	☞	☞	☞	☞
B1.5 receive objects of different shapes and sizes at different levels and in various ways, using different body parts (e.g., stop a low bouncing ball with their hands or feet; catch or trap a beanbag that they or a partner toss, using two hands or their dominant hand) [PS, IS]		☞	☞	☞	☞	☞
B2.1 demonstrate an understanding that different physical activities have different components (e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]						
B2.2 apply a variety of simple tactics to increase their chances of success during physical activities (e.g., wheel their wheelchair or run into open space when playing tag games in order to more easily avoid being tagged; choose an object for a throwing activity that they think they can successfully throw and catch multiple times – a cloth ball, a utility ball, a tennis ball, a beanbag; use adapted or specialized equipment, such as a ball with a bell inside that can provide an auditory cue) [PS, CT]*		☞	☞	☞	☞	☞
Healthy Living						
C1.1 demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands) and outdoors (e.g.,						

using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals) [PS]						
C1.2 identify common food allergies and sensitivities (e.g., to peanuts, tree nuts, milk, eggs, fish) and the reactions they might cause (e.g., swelling, skin rash, difficulty breathing, abdominal cramps, vomiting, diarrhea, coma, death)						
C1.3 describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines						
C2.1 use Canada's Food Guide to assess the nutritional value of meals (e.g., in terms of food groups and number and size of servings), and identify food and beverage choices that enhance healthy growth and development						
C2.2 demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control (e.g., the food that's available in the home; the food that's available when eating out; energy needed at different times of day; allergies; food guide- lines associated with medical conditions such as diabetes or celiac disease; food safety related to food preparation, storage, handling, and cleanliness) [CT]						
C2.3 explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (e.g., speaking confidently; stating boundaries; saying no; reporting exploitive behaviours, such as improper touching of their bodies or others' bodies) [PS, IS]						
C3.1 describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including name calling, insults, and mocking; deliberately ignoring someone; physical violence, including pushing, kicking, and hitting) [IS]						
C3.2 describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems (e.g., getting more sleep to help get rid of a cold; getting more fresh air and physical activity to relieve headaches; eating healthier meals as recommended in Canada's Food Guide; using natural healing practices) [CT]						

Ontario	Lesson					
Grade 3 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						

A1.1 actively participate in a wide variety of program activities (e.g., tag games, cooperative games, movement exploration with equipment, dance, outdoor activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair) [PS, IS]	☐	☐	☐	☐	☐	☐
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors) as they participate in a wide variety of individual and small-group activities [PS]	☐	☐	☐	☐	☐	☐
A1.3 describe the benefits of participating in physical activity every day (e.g., physical benefits, such as better sleep, more energy, reduced risk of getting sick; social benefits, such as improved interaction with peers, greater empathy, stronger interpersonal skills, improved independence; emotional/mental benefits, such as stress release, greater self-confidence, improved concentration) [CT]						
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., moving to music at a variety of speeds during warm-up, participating in a variety of dance activities, moving on scooter boards) [PS]	☐	☐	☐	☐	☐	☐
A2.2 identify new capabilities and other benefits that may result from improved cardiorespiratory fitness (e.g., being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity) [CT]						
A2.3 assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods (e.g., talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity) [PS]						
A2.4 develop and act on personal goals related to physical activity (e.g., jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend) [PS, CT]	☐	☐	☐	☐	☐	☐
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., self-monitoring, being in control of themselves and aware of their surroundings, cooperating with others, abiding by rules and playing fairly, communicating positively to help others be safe, using equipment appropriately both in class and on the playground) [PS, IS]	☐	☐	☐	☐	☐	☐
A3.2 describe how to respond to accidents or injuries incurred while participating in physical activity (e.g., remain calm, stop all activity and hold the equipment, ask an injured person if he or she needs help, tell an adult what happened, avoid crowding the person who is injured) [PS, CT]						
Movement Competence						
B1.1 perform controlled transitions between static positions, using different body parts and shapes and						

different levels, with and without equipment (e.g., move smoothly between yoga positions, from a stork balance to a standing-scale balance, from a knee scale on a bench to a standing position on the bench) [PS]						
B1.2 demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control (e.g., jump high over lines or blocks; jump far past markers, over bean-bags, or into a hula hoop that is held horizontally a short distance above the ground) [PS]						
B1.3 perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions (e.g., leap for distance in a zigzag pathway; alternate between walking and sprinting in a warm-up activity; travel sideways, alternately reaching high then bending low to touch the ground; move as close to others as possible without touching them, then far from others to find their own space; skip with a partner, matching their steps and arm actions; make patterns with a scarf; make up a movement sequence in response to action words or words of a poem) [PS, IS]	☰	☰				☰
B1.4 send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment (e.g., throw a sponge ball under-hand and overhand through a hoop with their dominant hand; catch an object such as a rubber chicken or beanbag, using two hands both above and below the waist; throw a d catch a ball, using scoops or soft lacrosse sticks, over a line, a low net, or a bench; kick a ball with the right foot and then the left to a partner in a specific targeted area and then receive it back; use specialized objects and equipment to assist with catching, such as a textured ring or ball for easier gripping) [PS, IS]	☰	☰	☰	☰	☰	☰
B1.5 retain objects of different shapes and sizes in different ways, using different body parts and equipment (e.g., carry a beach ball while running and tag others with it in a game; balance a ball on a racket; hold a plastic ball in a scoop while jogging; control a ball with right and left feet while moving around pylons; bounce a ball using dominant and non-dominant hands while seated or kneeling) [PS]	☰	☰	☰	☰	☰	☰
B2.1 demonstrate an understanding that different physical activities have different components (e.g., movement skills, rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]						
B2.2 apply a variety of simple tactics to increase their chances of success during physical activities (e.g., assume a ready position in preparation to receive the ball when playing small-sided games such as two-on-two or to be ready for a quick start in a race; practise a balance routine on a line in the gymnasium while waiting for a turn on a balance beam or a bench) [PS, CT]*	☰	☰	☰	☰	☰	☰
Healthy Living						
C1.1 demonstrate an understanding of how the origins of food (e.g., where the food is grown, how it is made) affect its nutritional value and environmental impact [CT]						
C1.2 demonstrate an understanding of different types of legal and illegal substance abuse (e.g., dependency on nicotine in cigarettes or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and the impacts of abusing these substances on themselves and others						

(e.g., dependencies or addictions, financial stresses, legal issues, health issues, environmental issues)						
C2.1 demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health [PS]						
C2.2 apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (e.g., guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe Internet use; personal hygiene guidelines; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [CT]						
C2.3 apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical ailments; cultural teachings can provide guidance when considering the impact of using substances) [CT]						
C3.1 explain how local fresh foods and foods from different cultures (e.g., berries, curries, chapattis, lychees, kale, lentils, corn, nan, wild game, fish, tourtière) can be used to expand their range of healthy eating choices [CT]						
C3.2 explain how the portrayal of fictional violence in various media (e.g., television dramas, video games, Internet, movies) can create an unrealistic view of the consequences of real violence (e.g., physical trauma, chronic disability, family stress, death) [IS]						

Ontario	Lesson					
Grade 4 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						

A1.1 actively participate in a wide variety of program activities (e.g., lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., taking the initiative to be involved in the activity, being open to playing different positions and playing in different groups, respecting others' ideas and opinions, encouraging others, speaking kindly, maintaining self-control at all times) [PS, IS]	☰	☰	☰	☰	☰	☰
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., knowing rules of etiquette and fair play will be observed, having the opportunity to think creatively and adapt activities to individual needs or preferences, being physically and emotionally comfortable in the activities), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]	☰	☰	☰	☰	☰	☰
A1.3 identify factors that motivate participation in physical activity every day at school, at home, or in their communities (e.g., enjoyment; availability of programs; proximity and accessibility of facilities such as community centres, lakes, or nature trails; availability of bike racks; support of family and peer group; cultural relevance of activities) [CT]						
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., running, wheeling their wheelchair to music, skipping to music, doing light warm-up aerobic activity before stretching, doing parachute activities) [PS]	☰	☰	☰	☰	☰	☰
A2.2 identify how different physical activities affect the body and contribute to physical fitness and good health (e.g., dancing and cross-country running develop cardiorespiratory fitness and endurance, abdominal crunches develop muscular endurance and/or strength, climbing activities develop muscular strength, yoga develops flexibility and muscular strength, proper stretching activities develop flexibility and prevent injury) [CT]						
A2.3 assess their level of exertion during physical activity, using simple self-assessment techniques (e.g., taking pulse rates before, during, and after taking part in physical activities; checking how they feel during physical activity), and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities (e.g., intrinsic: level of fitness, state of health, energy level; extrinsic: familiarity with the activity; weather extremes such as heat, humidity, or cold) [PS, CT]						
A2.4 develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity [PS, CT]						
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., cooperating with others, monitoring their own actions and maintaining control of their bodies and equipment, using equipment such as hula hoops and playground apparatus appropriately, ensuring all chairs are pushed in before beginning DPA in the classroom) [PS, IS]	☰	☰	☰	☰	☰	☰
A3.2 describe common precautions for preventing accidents and injuries while participating in different						























types of physical activity (e.g., wearing goggles to protect the eyes when playing badminton, wearing a properly fitting helmet to protect the head, tucking in drawstrings to avoid catching them on equipment or other players, fastening all straps on a hockey sledge, staying clear of mud puddles on fields to avoid slipping) [PS, CT]						
Movement Competence						
B1.1 perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment (e.g., balance on a bench; balance with abdomen on an exercise ball; perform a four-point, three-point, and two-point balance, with weight on hands; stretch to hold a balance while reaching up while their partner holds a balance at a medium level) [PS]						
B1.2 demonstrate the ability to jump and land, in control, from a low height (e.g., jump off a bench and land in a stable position) [PS]						
B1.3 perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions (e.g., travel under, over, around, and through equipment in an obstacle course; hop and skip in a zigzag pattern, following a specific rhythm; run and leap over a line; use different levels while performing traditional and creative dances; perform t'ai chi or yoga movements slowly and at a moderate pace; wheel their wheelchair through an obstacle course, turn, and wheel back) [PS, IS]	☰	☰				☰
B1.4 send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement* (e.g., balance on the balls of their feet to be ready to move when receiving; step forward with the opposite foot and use the whole body when throwing a ball to achieve maximum force; use a scoop to explore different ways of catching a ball or beanbag; perform underhand and overhand throws with their dominant and non-dominant hands while keeping their eyes on the target; kick or trap a ball at various heights while remaining aware of their surroundings; move their feet and transfer their weight backwards to absorb force when receiving; move arms or legs faster to send with more force; toss and catch scarves in front of their bodies, following a simple pattern, when learning to juggle) [PS, IS]	☰	☰	☰	☰	☰	☰
B1.5 retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment (e.g., hold a rubber ring close to their body while running; bounce and cradle a ball while pivoting during a rhythmic gymnastics routine; practise keeping their head up while dribbling a ball between pylons or people with their dominant and non-dominant hand and foot; keep a basketball on their lap while wheeling in a straight line; carry a ball in a scoop from one end of the gym to the other while avoiding contact with others) [PS, IS]	☰	☰	☰	☰	☰	☰
B2.1 demonstrate an understanding of the basic components of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as two-on-two	☰	☰	☰	☰	☰	☰

<p>soccer, beach-ball volleyball, and small-group keep-away; recreational activities such as scooter-board activities, hula hoop challenges, and throwing and catching a disc; cooperative games, such as keep-it-up, team monster walk, and group juggling; fitness activities such as circuits, running, and flexibility exercises; dance activities such as creative movement, folk dance, and First Nation, Métis, and Inuit dances) [IS, CT]</p>						
<p>B2.2 identify common features of specific categories of physical activities* (e.g., individual, target, net/wall, striking/fielding, territory), and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories [CT]</p>						
<p>B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., individual activities: establish a breathing rhythm when swimming, use a video showing tricks and moves with a skipping rope to learn how to break down a new move into simpler steps; target activities: choose a larger target for optimal success; net/wall activities: assume a ready position that will allow them to be ready to move in a variety of directions to defend a space; striking/fielding activities: throw or kick the ball away from fielders; territory activities: help their team keep possession of the ball by making short passes to teammates in a keep-away game or by changing directions quickly when dribbling a basketball) [IS, CT]*</p>	☰	☰	☰	☰	☰	☰
<p>Healthy Living</p>						
<p>C1.1 identify the key nutrients (e.g., fat, carbohydrates, protein, vitamins, minerals) provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance</p>						
<p>C1.2 identify risks associated with communications technology (e.g., Internet and cell phone use, including participation in gaming and online communities and the use of text messaging), and describe precautions and strategies for using these technologies safely [IS]</p>						
<p>C1.3 describe various types of bullying and abuse (e.g., social, physical, verbal), including bullying using technology (e.g., via e-mail, text messaging, chat rooms, websites), and identify appropriate ways of responding [IS]</p>						
<p>C1.4 identify substances (e.g. nicotine, carbon monoxide, tar) found in tobacco products and smoke (e.g., cigarettes, cigars, pipe tobacco, chewing tobacco, snuff), and describe their effects on health</p>						
<p>C2.1 analyse personal food selections through self-monitoring over time, using the criteria in Canada’s Food Guide (e.g., food groups, portion size, serving size), and develop a simple healthy-eating goal appropriate to their age and activity level (e.g., eat breakfast every day; include at least one fruit or vegetable at each meal and snack; help with food shopping and meal preparation at home; plan a meal using the First Nation, Inuit, and Métis food guide) [CT]</p>						
<p>C2.2 apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food) [CT]</p>						

C2.3 demonstrate the ability to make and support healthy, informed choices about smoking, using their understanding of factors that affect decisions about smoking and a variety of personal and interpersonal skills and thinking processes (e.g., applying decision-making, assertiveness, and refusal skills; thinking in advance about values and personal choices; identifying the pros and cons of both making a change and not making a change; being aware of peer pressure; avoiding situations where people will be smoking; using conversational strategies, such as saying no strongly and clearly, giving reasons, changing the topic, making a joke, asking a question) [CT]						
C3.1 identify ways of promoting healthier food choices in a variety of settings and situations (e.g., school, arena, recreation centre, stores, food courts, special events; when camping, having a snack or meal at a friend's house, eating on weekends versus weekdays) [CT]						
C3.2 describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them						

Ontario	Lesson					
Grade 5 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						

A1.1 actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness and endurance activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., encouraging others with positive comments, displaying fair play by respecting the decisions of others) [PS, IS]	☰	☰	☰	☰	☰	☰
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to modify games to make them more inclusive and to increase opportunities for participation, being exposed to new and different activities such as rubber chicken tag, having the opportunity to respond creatively to music and poetry, being able to take part in activities that emphasize healthy competition with themselves and others, having access to play spaces that are clean and attractive), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]	☰	☰	☰	☰	☰	☰
A1.3 identify factors that can either motivate or make it difficult for people to be physically active every day (e.g., enjoyment; level of peer support; availability of transportation, equipment, time, and financial resources; availability of community resources; gender barriers or expectations; personal abilities; accessibility of facilities; personal organizational skills; family responsibilities or curfews), and describe ways of overcoming obstacles to staying active [CT]						
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., power walking, wheeling, playing three-on-three games, skipping rope) [PS]	☰	☰	☰	☰	☰	☰
A2.2 identify the components of health-related fitness (e.g., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and the benefits associated with developing and maintaining each of them (e.g., increased cardiorespiratory endurance provides more stamina for prolonged activity, increased muscular strength and muscular endurance improve performance in activities, good flexibility allows for ease of movement during activities) [CT]						
A2.3 assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time [PS, CT]						
A2.4 develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests [PS, CT]						
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ensuring their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition) [PS, IS]	☰	☰	☰	☰	☰	☰
A3.2 demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities (e.g., drinking fluids to avoid dehydration, before, during, and after vigorous activities; applying sunscreen and wearing a hat and sunglasses to protect the skin and eyes from sun damage; checking weather reports for the humidex, wind chill, air quality index, and UV index to determine what preparations may be needed						

to be safe and comfortable outdoors; bringing inhalers and epinephrine auto injectors if needed; reading warning signs posted in recreational areas) [PS, CT]						
Movement Competence						
B1.1 perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment (e.g., perform a sequence of movements on a floor line or a bench; stay in control while rolling, balancing, twisting, dodging, jumping, skipping quickly and slowly) [PS]						
B1.2 demonstrate the ability to jump in control for height or distance, using a variety of body actions (e.g., push off strongly during take-off when jumping for height; keep a tight body position when turning in the air; land smoothly and safely after a vertical jump and half turn in a dance sequence; maintain body control when landing after a long jump) [PS]						
B1.3 explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways (e.g., dodge or change speed or direction to avoid people or objects; incorporate different movements at varying speeds when creating a dance with a partner; use ribbons or balls to develop a movement sequence that includes jumps, turns, movements in different directions, and balances) [PS, IS]						
B1.4 send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement* (e.g., kick a ball with the inside of their dominant foot at varying speeds to a partner who absorbs the ball with his/her body when it is received; strike a beach ball with a hand paddle and follow through in the direction of the intended target; experiment with using different amounts of force to send at different speeds) [PS, IS]						
B1.5 retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment (e.g., dribble a ball around pylons, slowing down as needed to maintain control; stickhandle a felt disc towards a goal or target while shifting the direction of forward movement to avoid defenders or obstacles; catch and carry a ball in a scoop) [PS, IS]						
B2.1 demonstrate an understanding of the components of physical activities (e.g., movement skills, game structures, rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as three-on-three lacrosse, mini tennis, and keep-it-up; recreational activities such as disc golf, parachute activities, orienteering, and cooperative games; fitness activities such as yoga, isometric muscle- building activities, and endurance activities; dance activities such as creative movement, hip hop, and novelty dances) [IS, CT]						
B2.2 describe common features of specific categories of physical activities* (e.g., individual, target, net/wall, striking/fielding, territory), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]						
B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., individual activities: interpret feedback from a partner and adjust their position in a yoga						

activity; target activities: choose an appropriate distance from the target to maximize level of challenge and opportunity for success; work on accuracy by maintaining eye contact with the target and following through in the direction of the target; net/wall activities: place shots away from their opponent; striking/fielding activities: choose their position to effectively cover a space when fielding; territory activities: make quick passes to keep the object moving when playing a modified team handball game) [IS, CT]*						
Healthy Living						
C1.1 identify people (e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders) and supportive services (e.g., help lines, 9-1-1, Telehealth, public health units, student services) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations [PS]						
C1.2 describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication (e.g., amount consumed, speed of consumption, sex, body size, combinations with other drugs or food, emotional state)						
C2.1 explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices [CT]						
C2.2 demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident; being aware of surroundings; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [PS, IS, CT]						
C2.3 demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking, drug use, gambling) [IS]						
C3.1 describe how advertising and media influences affect food choices (e.g., TV commercials, product packaging, celebrity endorsements, product placements in movies and programs, idealized body images in movies and programs, magazine articles promoting fad diets), and explain how these influences can be evaluated to make healthier choices (e.g., critically examining the reasons for celebrity endorsements or the plausibility of product claims, checking whether there is information in the advertisement that verifies the claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media, evaluating diet plans against accepted nutritional criteria such as those used in Canada's Food Guide) [CT]						
C3.2 explain how a person's actions (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment; positive actions such as praising, supporting, including) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others [PS, IS]						
C3.3 identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media,						

and peer influences) that can affect a person's decision to drink alcohol at different points in his or her life [CT]						
--	--	--	--	--	--	--

Ontario	Lesson					
Grade 6 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6

Active Living						
A1.1 actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity, using time effectively, being open to new activities, displaying fair play by taking turns and sharing, listening to others, not blaming or taking advantage of others) [PS, IS]	☰	☰	☰	☰	☰	☰
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate in activities in various sizes of groups and using various types of equipment, having a choice of activities, being able to take part in activities that are modified to suit their individual needs, being able to participate actively in a game or activity rather than having to sit it out, having a chance to take part in both team games and individual activities, experiencing pleasure in both the physical experiences and the aesthetic aspects of movement), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]	☰	☰	☰	☰	☰	☰
A1.3 describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities (e.g., influence of friends, enthusiasm for the outdoors, a preference for either team or individual activities, encouragement from others, increased time with friends, availability of a program, enjoyment of healthy competition, influence of media role models) [CT]						
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., hiking, playing lead-up soccer, doing fitness circuits, doing aerobic routines, orienteering; walking to reduce heart rate after activity, holding stretches after running) [PS]	☰	☰	☰	☰	☰	☰
A2.2 explain how participation in physical activities affects personal health-related fitness (e.g., muscular strength and endurance activities help tone and strengthen muscles, flexibility activities can help prevent injuries, cardiorespiratory activities can improve the immune system) [CT]						
A2.3 assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) as they participate in various physical activities (e.g., comparing how they feel before, during, and after an activity or simple fitness tasks), and monitor changes in their physical fitness over time (e.g., comparing their personal results and physical activity participation over a period of time, such as the beginning, middle, and end of the school term) [PS, CT]						
A2.4 develop and implement plans of action based on both their assessments of their health-related components of fitness and their interests, in order to achieve personal fitness goals (e.g., improving cardiorespiratory fitness by doing activities that increase the heart rate in order to be able to walk or run faster or wheel a specified distance; enhancing flexibility by holding a stretch for a designated amount of time) [PS, CT]						
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during	☰	☰	☰	☰	☰	☰

physical activity (e.g., demonstrating personal responsibility; checking that equipment is in good working order; wearing an appropriate and properly fitting helmet when taking part in activities such as bike riding, downhill skiing, or skateboarding; helping someone adjust the straps on his/her wheelchair) [PS, IS]						
A3.2 describe appropriate methods for treating minor injuries that may occur while participating in physical activity (e.g., applying pressure and ice to reduce swelling, cleaning and bandaging minor cuts, applying pressure to reduce bleeding, treating injuries quickly so they do not become worse) [PS, CT]						
Movement Competence						
B1.1 perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance (e.g., shift weight smoothly during hip hop dancing; perform twists and balances on a stability ball; with a partner, use resistance [pushing] and counter-tension [pulling] by shifting and adjusting their weight and position to create a stable partner balance; move smoothly from a downward dog pose in yoga to a standing pose) [PS, IS]						
B1.2 perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment (e.g., wheel their wheelchair around objects and at different speeds in a fitness circuit; create a developmental gymnastics sequence with a partner that uses a range of movements and shows changes in speed, level, and formation) [PS, IS]	☞			☞	☞	☞
B1.3 send and receive a variety of objects (e.g., rubber chickens, rings, beanbags, soft foam balls, discs, tennis balls, utility balls), adjusting for speed and distance, while applying basic principles of movement* (e.g., use different amounts of force to send an object to a teammate, depending on relative positions and type of object being thrown, batted, or kicked; send an object through a hoop, into a bucket, to a target on a wall, to a specific spot on the other side of a net, to a partner; bend knees, keeping arms out and head up in a ready position to prepare to receive an object; use the body to absorb an object that is sent with greater force; follow through in the direction of the target to improve aim and accuracy) [PS, IS]	☞	☞	☞	☞	☞	☞
B1.4 retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment (e.g., run to catch a football, then carry it in a “down and out” pattern that first goes down the field, then turns abruptly right or left; stickhandle a felt disc slowly and then quickly while keeping their head up) [PS, IS]	☞	☞	☞	☞	☞	☞
B2.1 demonstrate an understanding of the basic components of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as four-on-four rubber-chicken keep-away, basketball shooting games, and two-base softball; recreational activities such as mini-triathlons, hiking, skipping rope, and cooperative games; fitness activities such as t'ai chi, activities with exercise bands and exercise balls, and personal fitness challenges; dance activities such as cultural dance, jazz, and creative movement) [IS, CT]	☞	☞	☞	☞	☞	☞
B2.2 describe common features of specific categories of physical activities* (e.g., individual, target,						

net/wall, striking/fielding, territory), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]						
B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., individual activities: find a comfortable pace when running, wheeling a wheelchair, or speed-walking; work with a partner to develop different ways of using an exercise ball to improve core strength; target activities: in a game like bocce, hit opponents' balls out of the way in order to make space for their own ball closer to the target; net/wall activities: assume a position of readiness to move to receive an object; practise sending the ball to specific parts of the opposite court; striking/fielding activities: throw the ball promptly to teammates after retrieving it to stop opponents from scoring; territory activities: defend territory by anticipating an opponent's actions; bounce a utility ball at different heights to keep it from an opponent in a keep-away game; throw a disc to a stationary partner, then move down the field to receive a return pass) [IS, CT]**	☞	☞	☞	☞	☞	☞
Healthy Living						
C1.1 describe the range of effects associated with using cannabis and other illicit drugs (e.g., crack, cocaine, Ecstasy, crystal methamphetamine) and intoxicating substances (e.g., gas, glue, prescription medications)						
C1.2 identify people and community resources (e.g., elders, family members, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities) that can provide support when dealing with choices or situations involving substance use and addictive behaviours						
C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., allergies and sensitivities, likes and dislikes, dental health, food availability, media influences, cultural influences, influence of family and friends, school food and beverage policies, environmental impact, cost) to develop personal guidelines for healthier eating [CT]						
C2.2 apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink (e.g., stage of development, growth spurts, level of physical activity, eating larger portions) to develop personal guidelines for healthier eating [PS]						
C2.3 apply personal skills and interpersonal skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations (e.g., classroom groups, groups of friends, sports teams, school clubs) [PS, IS]						
C2.4 use decision-making strategies and skills and an understanding of factors influencing drug use (e.g., personal values, peer pressure, media influences, curiosity, legal restrictions, cultural teachings) to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis [CT]						
C3.1 explain how healthy eating and active living work together to improve a person's general health and well-being (e.g., both provide more energy and contribute to improved self-concept, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them) and how the benefits of both can be promoted to others [CT]						

<p>C3.2 recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying) [PS, IS]</p>						
--	--	--	--	--	--	--

Ontario	Lesson					
Grade 7 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						

A1.1 actively participate in a wide variety of program activities, according to their capabilities (e.g., individual activities, small- and large-group activities, movement and rhythmic activities, dance, outdoor pursuits), while applying behaviours that enhance their readiness and ability to take part (e.g., striving to do their best, displaying good sports etiquette along with healthy competition) in all aspects of the program [PS, IS]	☰	☰	☰	☰	☰	☰
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., being able to modify games for different purposes; being able to take part in activities that suit their individual abilities and interests; being exposed to a variety of activities, including recreational, team, individual, body management, and dance and fitness activities; feeling comfortable about the activities; being able to take part in activities that are culturally relevant), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments [PS]	☰	☰	☰	☰	☰	☰
A1.3 demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities) [CT]						
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., aerobic fitness circuits, floorball, capture the flag, wheelchair soccer) [PS]	☰	☰	☰	☰	☰	☰
A2.2 identify factors that can affect health-related fitness (e.g., heredity, nutrition, developmental stage, environmental factors, social and emotional factors, mental health, cultural teachings), and describe how training principles (e.g., frequency, intensity, duration, type of activity) can be applied to develop fitness [CT]						
A2.3 assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time (e.g., by tracking heart rates, recovery time, changes in how one feels during and after activity; by comparing activity participation and changes in fitness levels) [PS, CT]						
A2.4 develop, implement, and revise a personal plan to meet short-term, health-related fitness goals (e.g., by using personal assessment information to set realistic short-term goals, using appropriate training principles, identifying possible challenges, identifying sources of support, determining what will indicate when goals have been reached, monitoring progress and comparing achievements to planned goals, acknowledging successes, changing goals or approaches as needed) [PS, CT]						
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., following appropriate procedures and guidelines, demonstrating social responsibility, checking that they have their puffers and/or epinephrine auto injectors, checking for hazards such as pencils or other objects on the floor or potholes on the field before beginning activities, using mouth guards when necessary during recreational activities in the community, avoiding pressuring a peer to participate in unsafe activities, being respectful of others who may be hesitant to try new skills) in a variety of physical activity settings (e.g.,	☰	☰	☰	☰	☰	☰

school, community recreational facilities, outdoor recreational venues) [PS, IS]						
A3.2 demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors (e.g., be aware of common hazards that could be encountered and take appropriate precautions; apply systems thinking to risk assessment by making connections between possible hazards and their outcomes; recognize unexpected hazards, assess the risk, and control the hazard by telling someone about it, removing it, or removing themselves from the danger) [PS, CT]						
Movement Competence						
B1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance (e.g., perform a rhythmic gymnastic sequence such as throwing a ball, performing a shoulder roll, and catching the ball; demonstrate a dance sequence with a partner, including a series of steps, jumps, turns, and balances; perform a smooth high jump approach, take-off, and landing; use a low stance for balance during a pivot turn; move smoothly between positions in a yoga sequence) [PS, IS]						
B1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (e.g., dodge and fake in response to others, accelerate before taking off for a high jump or a running long jump, respond to changes in music during creative dance by changing arm movements, lift feet and show awareness of trail conditions and obstacles when running cross-country on trails) [PS]	☰			☰	☰	☰
B1.3 send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement* (e.g., use different strokes and varying degrees of force, depending on their opponent's position on the court, to return the shuttle in badminton; assume a ready position to prepare to receive a short pass; strike a ball by shifting their weight as they contact the ball and following through in the intended direction to send it between or over opposing players; cradle or control the ball on the side of the body that is away from opponents when moving up the field) [PS, IS]	☰	☰	☰	☰	☰	☰
B1.4 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities (e.g., jumping during a dance routine: bend knees to get ready to jump, thrust arms up for extra force while jumping, hold a controlled body position in flight, bend knees and put arms out for a stable landing) [PS]	☰	☰	☰	☰	☰	☰
B2.1 demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments [IS, CT]						
B2.2 describe and compare different categories of physical activities* (e.g., individual, target, net/wall,						

striking/fielding, territory), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]						
B2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities (e.g., individual activities: practise a dance or gymnastics sequence in parts to refine each move, then put it back together in a sequence; target activities: adjust force when sending the object so that it will stop or land in a position to block the opponent; net/wall activities: work with team-mates to cover space effectively; striking/fielding activities: hit or kick in different ways, varying the distance the object is sent, so that it will be more difficult for opponents to field and return the object; territory activities: use a “give and go” by sending the object to a teammate (give) then running to an open space to receive the object back again from the teammate (go); kick a leading pass to a moving teammate to maintain possession) [IS, CT]*	☰	☰	☰	☰	☰	☰
Healthy Living						
C1.1 describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (e.g., benefits: saving time; increased access to information; improved communication, including global access; dangers: misuse of private information; identity theft; cyberstalking; hearing damage and/or traffic injuries from earphone use; financial losses from online gambling; potential for addiction), and identify protective responses						
C1.2 demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources (e.g., trusted adults at school, guidance counsellors, public health services, community elders, help lines) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours [PS]						
C2.1 demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders (e.g., cancer, Type 2 diabetes, cardiovascular disease, obesity, food allergies and anaphylaxis, tooth decay, osteoporosis) [CT]						
C2.2 assess the impact of different types of bullying or harassment (e.g., intimidation, ostracism, pressure to conform, gang activities) on themselves and others, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations) [IS, CT]						
C2.3 explain how preoccupation with body image can contribute to substance abuse (e.g., misuse of supplements, vitamins, diuretics, diet pills, laxatives, or steroids to alter appearance), and demonstrate the ability to make informed choices about caring for their bodies [PS, CT]						
C3.1 demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines (e.g., personal: likes and dislikes, busy schedules, food allergies or sensitivities, personal values, cultural practices or teachings; external: family budget, cost of foods, type of food available at home, at school, or in the community), and identify ways of encouraging healthier eating practices						

C3.2 analyse the personal and societal implications of issues related to substance use and addictive behaviours (e.g., effect of technology dependence on school and workplace performance, risks associated with chewing tobacco, effects of second-hand smoke on non-smokers and children, legal and health implications of underage drinking, body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol abuse during pregnancy) [CT]						
--	--	--	--	--	--	--

Ontario	Lesson					
Grade 8 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						

A1.1 actively participate according to their capabilities in a wide variety of program activities (e.g., individual, small-group, and large-group activities; movement and rhythmic activities; dance; outdoor pursuits) [PS, IS]						
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., being able to adapt activities to suit individual needs and preferences; having a choice of activities and choices within activities; being comfortable with the activities, both socially and emotionally; being able to take part in activities in a natural environment; being able to take part in activities that are culturally relevant), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments [PS]						
A1.3 demonstrate an understanding of factors that motivate personal participation in physical activities every day (e.g., gaining health benefits, including release from stress; having interpersonal interactions; becoming more independent in daily living activities; experiencing personal enjoyment), and explain how these factors can be used to influence others (e.g., friends, family, members of the community) to be physically active [CT]						
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., capture the flag, four-corner soccer, ball fitness activities) [PS]						
A2.2 recognize the difference between health-related components of personal fitness (i.e., cardio-respiratory endurance, muscular strength, muscular endurance, flexibility) and skill-related components (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use training principles to enhance both components [CT]						
A2.3 assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time (e.g., by tracking heart rates, recovery time, how they feel during and after activity, level of participation; noting increase in range of motion when doing yoga stretches; tracking increases in the number of repetitions when doing arm curls with exercise bands) [PS, CT]						
A2.4 develop, implement, and revise a personal plan to meet short- and long-term health-related fitness and physical activity goals [PS, CT]						
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., following appropriate procedures and guidelines; demonstrating social responsibility; encouraging others to act safely; wearing sunscreen, long sleeves, sunglasses, and a hat to limit UV exposure) in a variety of physical activity settings (e.g., school, community recreational facilities, outdoor recreational venues) [PS, IS]						
A3.2 demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity (e.g., remain calm, know when more help is needed or when to call 9-1-1, know where to get more help, know how to recognize symptoms of asthma or anaphylaxis, move objects						

that may be a safety hazard away from the injured person, know what an automated external defibrillator (AED) is and be aware of where they are located in community facilities) [PS, CT]						
Movement Competence						
B1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance (e.g., display control while stepping and turning on and off steps during an aerobic routine; move smoothly between positions and twists during a Pilates activity; work with a partner to create a sequence that involves holding a partner's partial or whole weight when transferring from one balance to another) [PS, IS]						
B1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (e.g., approach, take off, and land when doing a triple jump into a pit; strive to beat a time record in orienteering; choreograph a dance sequence in response to music; perform step aerobics at different tempos; change styles of cross-country skiing depending on snow and terrain conditions, using a skate technique on open, flat sections and a classic technique on narrower trails) [PS]	☐			☐	☐	☐
B1.3 use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement* (e.g., shift weight and use all joints for maximum force when throwing against the wind; put an appropriate spin on the ball when throwing a football or rolling a ball around an obstacle in front of a target; sprint to catch a pass that has been thrown short to an open space away from defenders; while moving to music, transfer a rhythmic gymnastics ball from one hand to the other, using the momentum of the movement to hold on to the ball; show awareness of others' positions when taking off and landing in a basketball layup; move body to retain an object in flag tag while evading defenders; keep the basketball on their lap while moving and evading a defender in wheelchair basketball) [PS, IS]	☐	☐	☐	☐	☐	☐
B1.4 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through) and apply this understanding to the refinement of movement skills in a variety of physical activities (e.g., assume a ready position, swing, and follow through in a badminton stroke; reach, pull, and recover when doing the back crawl) [PS]	☐	☐	☐	☐	☐	☐
B2.1 demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments [IS, CT]						
B2.2 demonstrate an understanding of how movement skills, concepts, and strategies are transfer- able across different physical activities within various categories* (e.g., individual, target, net/wall, striking/fielding, territory), and identify skills, concepts, and strategies that they found effective while participating in a variety of physical activities in different categories [CT]						
B2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities (e.g., individual activities: use conscious breathing to enhance movement during a fitness activity;	☐	☐	☐	☐	☐	☐

toss balls or beanbags in an even pattern and keep eyes focused at the peak of the toss when learning to juggle with three objects; target activities: position balls or rocks in a place that makes it difficult for the opposing team to score in games such as bocce or curling; net/wall activities: choose the type of shot and consider the placement of the shot to gain an offensive advantage; striking/ fielding activities: send the object away from the defenders to allow for more time to score before the fielders retrieve the object; territory activities: send a pass that places the object closer to the goal; keep their body between the object and the defender while moving; practise using a fast transition from offence to defence) [IS, CT]**						
Healthy Living						
C1.1 demonstrate an understanding of different types of nutrients (e.g., macronutrients and micro- nutrients) and their functions						
C1.2 identify situations that could lead to injury or death (e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents) and describe behaviours that can help to reduce risk (e.g., wearing protective gear, especially helmets; thinking before acting; avoiding conflicts that could lead to violence; avoiding diving into unknown water; being cautious when driving or riding ATVs, tractors, boats, or snowmobiles; being aware of food safety when cooking and preparing food) [CT]						
C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., changes in behaviour, gradual withdrawal from social circles, a drop in academic performance) and the consequences that can occur (e.g., aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; financial problems resulting from online gambling; overdose as a result of misuse of prescription medications, including pain relievers; inability to make good decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self- harming behaviours, including cutting, related to mental illnesses such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy)						
C2.1 evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients (e.g., fats, carbohydrates, protein, vitamins and minerals, calories, additives, allergens), preparation method, and other factors that can affect health and well-being [CT]						
C2.2 demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or artificial tanning that involve potential health risks), and apply strategies for avoiding dangerous situations [CT]						
C2.3 explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health (e.g., engaging in physical activity, listening to music, resting, meditating, talking with a trusted individual, practising						

smudging) [PS]						
C3.1 identify strategies for promoting healthy eating within the school, home, and community (e.g., implementing school healthy food policies, launching healthy-eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to highlight healthy food choices) [CT]						
C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, restorative justice programs) [CT]						

Quebec






January, 2012

115 | Page

Quebec	Lesson					
Grade 1 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Competency 1: To perform movement skills in different physical activity settings.						
<i>Learnings</i>						

Concepts related to the body: Parts of the body (head, trunk, upper limbs, lower limbs, segments, etc.)						
Concepts related to the body: Position of the body and of body parts in space (left, right, in front, behind, beside, diagonally, etc.)						
Concepts related to the body: Kinesthetic feedback from the body (moving, stationary, hot, cold, pain, etc.)						
Time and space concepts: Concepts of space, reference points, direction (small, big, left, right, front, back, across, in relation to, inside, outside, etc.)						
Time and space concepts: Concepts of time, speed and distance (second, minute, day, week, month, fast, slow, faster, slower, closer, farther, etc.)						
Principles of balance: The number of body parts in contact with the floor or surface						
Principles of balance: The position of the body parts used for support						
Principles of balance: The surface used for support						
Principles of balance: The position of the centre of gravity						
Principles of balance: The relative position of the body segments						
Principals of coordination: Dissociation (use of body segments singly or in isolation)						
Principals of coordination: Linking of movements						
Principals of coordination: Flow in the performance of movement skills.						
Types of support: On feet, hands						
Types of grips: Pronation, supination, mixed, crossed, leg hook						
Vocabulary related to the equipment used: Characteristics of implements, objects, apparatus, etc.						
Motor Skills						
Types of skills: Locomotor skills – walking, running, jumping, crawling, galloping, hopping, skipping, twirling, climbing up, climbing over, climbing down, crossing, going around, etc.						
Types of skills: Non-locomotor skills – turning, pivoting, pirouetting, adopting postures, stretched, archer, tucked, piked, etc.						
Types of skills: Manipulation skills – handling (dribbling, juggling), projecting (throwing, hitting), receiving (catching, blocking, deflecting), etc.						
Means of Action						
Types of activities: Technical/artistic activities (rhythmic gymnastics, artistic gymnastics, acrobatic gymnastics, etc.)						
Types of activities: Cyclical activities (snowshoeing, cycling, walking, running, swimming, cross-country skiing, etc.)						
Types of activities: Single-skill activities (throwing, jumping, etc.)						
Types of activities: Skill activities (juggling, precision throwing, etc.)						
Types of activities: Rhythmic and expressive activities (aerobics, mime, etc.)						
Quebec	Lesson					

Grade 2 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Competency 1: To perform movement skills in different physical activity settings.						
Learnings						
Concepts related to the body: Parts of the body (head, trunk, upper limbs, lower limbs, segments, etc.)				☐		☐
Concepts related to the body: Position of the body and of body parts in space (left, right, in front, behind, beside, diagonally, etc.)	☐	☐	☐	☐	☐	☐
Concepts related to the body: Kinesthetic feedback from the body (moving, stationary, hot, cold, pain, etc.)				☐		☐
Time and space concepts: Concepts of space, reference points, direction (small, big, left, right, front, back, across, in relation to, inside, outside, etc.)	☐	☐	☐	☐	☐	☐
Time and space concepts: Concepts of time, speed and distance (second, minute, day, week, month, fast, slow, faster, slower, closer, farther, etc.)	☐			☐	☐	☐
Principles of balance: The number of body parts in contact with the floor or surface						
Principles of balance: The position of the body parts used for support						
Principles of balance: The surface used for support						
Principles of balance: The position of the centre of gravity						
Principles of balance: The relative position of the body segments						
Principals of coordination: Dissociation (use of body segments singly or in isolation)						
Principals of coordination: Linking of movements					☐	☐
Principals of coordination: Flow in the performance of movement skills.		☐	☐	☐	☐	☐
Types of support: On feet, hands						
Types of grips: Pronation, supination, mixed, crossed, leg hook						
Vocabulary related to the equipment used: Characteristics of implements, objects, apparatus, etc.	☐	☐	☐	☐	☐	☐
Motor Skills						
Types of skills: Locomotor skills – walking, running, jumping, crawling, galloping, hopping, skipping, twirling, climbing up, climbing over, climbing down, crossing, going around, etc.	☐	☐		☐	☐	
Types of skills: Non-locomotor skills – turning, pivoting, pirouetting, adopting postures, stretched, archer, tucked, piked, etc.	☐	☐	☐	☐	☐	☐
Types of skills: Manipulation skills – handling (dribbling, juggling), projecting (throwing, hitting), receiving (catching, blocking, deflecting), etc.	☐	☐	☐	☐	☐	☐
Means of Action						
Types of activities: Technical/artistic activities (rhythmic gymnastics, artistic gymnastics, acrobatic gymnastics, etc.)						
Types of activities: Cyclical activities (snowshoeing, cycling, walking, running, swimming, cross-country skiing, etc.)						
Types of activities: Single-skill activities (throwing, jumping, etc.)	☐			☐	☐	

Types of activities: Skill activities (juggling, precision throwing, etc.)						
Types of activities: Rhythmic and expressive activities (aerobics, mime, etc.)						

Quebec	Lesson					
Grade 3 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Competency 2: To interact with others in different physical activity settings.						
<i>Learnings</i>						

Principals of Communication: Being understood by the person with whom one is interacting	☐	☐	☐	☐	☐	☐
Principals of Communication: Sending out misleading signals (feinting)						
Principals of Communication: Being receptive to others' messages	☐	☐	☐	☐	☐	☐
Methods of communication: Sound signals, touch, visual signals, verbal cues						
Principles of synchronization: – Movements or actions performed in the right place at the right time - Throwing an object (hitting a moving target) - Receiving an object (moving toward the point where the object will fall, catching the object)	☐	☐	☐	☐	☐	☐
Principles of synchronization: – Movements or actions performed according to different synchronization modes in relation to another person or other persons - Simultaneous - Successive - Alternating - Overlapping	☐	☐	☐	☐	☐	☐
Roles: Offence						
Roles: Defence						
Roles: Team captain or leader						
Roles: Carrier						
Roles: Noncarrier						
Roles: Position (forward, back, goaltender, etc.)						
Roles: Support roles (referee, scorekeeper, goal judge, etc.)						
Strategies						
Action rules in combat activities: Using the space available	☐	☐	☐	☐	☐	☐
Action rules in combat activities: Encircling opponent(s)						
Action rules in combat activities: Throwing opponent(s) off-balance						
Action rules in combat activities: Blocking opponent(s)						
Action rules in combat activities: Feinting						
Action rules in combat activities: Reacting to movements or actions of opponent(s)			☐	☐	☐	☐
Action rules in dueling activities: Recovering			☐	☐	☐	☐
Action rules in dueling activities: Catching opponent(s) wrongfooted						
Action rules in dueling activities: Feinting						
Action rules in dueling activities: Using the space available	☐	☐	☐	☐	☐	☐
Action rules in group activities in common space: Moving the object forward	☐	☐	☐	☐	☐	☐
Action rules in group activities in common space: Passing the object to teammates	☐	☐	☐	☐	☐	☐
Action rules in group activities in common space: Recovering the object	☐	☐	☐	☐	☐	☐
Action rules in group activities in common space: Getting back on defence						
Action rules in group activities in common space: Attacking the other team's goal						
Action rules in group activities in common space: Protecting the goal						
Action rules in group activities in common space: Using the space available	☐	☐	☐	☐	☐	☐

Action rules in group activities in common space: Counterattacking						
Action rules in group activities in separate spaces: Attacking the other team's target						
Action rules in group activities in separate spaces: Recovering the object						
Action rules in group activities in separate spaces: Counterattacking						
Action rules in group activities in separate spaces: Passing the object to teammates						
Action rules in group activities in separate spaces: Protecting own team's territory						
Motor Skills						
Types of movements or actions: Cooperation: helping, collaborating, interpreting, communicating, etc.	☞	☞	☞	☞	☞	☞
Types of movements or actions: Opposition: feinting, throwing off balance, dodging, chasing, etc.						
Types of movements or actions: Cooperation-opposition: moving into an open space, scoring, moving the object forward, making passes, etc.			☞	☞	☞	☞
Means of Action						
Types of Activities: Group activities: mini-basketball, kinball, flags, parachute, etc.						
Types of Activities: Cooperative activities: games, pyramid-building, etc.						
Types of Activities: Combat activities: judo, badminton, etc.	☞	☞	☞	☞	☞	☞
Types of Activities: Duelling activities: steal the bacon, tug-of-war, etc.						
Behavior						
Ethics-related aspects: Ethical rules relevant to the situation	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Values developed through games and sports	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Respect for peers, rules, the referee	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Fairness	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Fighting spirit	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Desire to surpass oneself	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Acceptance of victory and defeat			☞	☞	☞	☞
Ethics-related aspects: Appreciation for good plays			☞	☞	☞	☞
Ethics-related aspects: Honesty	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Dignity and self-control	☞	☞	☞	☞	☞	☞

Quebec	Lesson					
Grade 4 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Competency 2: To interact with others in different physical activity settings.						
Learnings						
Principals of Communication: Being understood by the person with whom one is interacting	☞	☞	☞	☞	☞	☞

Principals of Communication: Sending out misleading signals (feinting)						
Principals of Communication: Being receptive to others' messages	☞	☞	☞	☞	☞	☞
Methods of communication: Sound signals, touch, visual signals, verbal cues						
Principles of synchronization: – Movements or actions performed in the right place at the right time - Throwing an object (hitting a moving target) - Receiving an object (moving toward the point where the object will fall, catching the object)	☞	☞	☞	☞	☞	☞
Principles of synchronization: – Movements or actions performed according to different synchronization modes in relation to another person or other persons - Simultaneous - Successive - Alternating - Overlapping	☞	☞	☞	☞	☞	☞
Roles: Offence						
Roles: Defence						
Roles: Team captain or leader						
Roles: Carrier						
Roles: Noncarrier						
Roles: Position (forward, back, goaltender, etc.)						
Roles: Support roles (referee, scorekeeper, goal judge, etc.)						
Strategies						
Action rules in combat activities: Using the space available	☞	☞	☞	☞	☞	☞
Action rules in combat activities: Encircling opponent(s)						
Action rules in combat activities: Throwing opponent(s) off-balance						
Action rules in combat activities: Blocking opponent(s)						
Action rules in combat activities: Feinting						
Action rules in combat activities: Reacting to movements or actions of opponent(s)			☞	☞	☞	☞
Action rules in dueling activities: Recovering			☞	☞	☞	☞
Action rules in dueling activities: Catching opponent(s) wrongfooted						
Action rules in dueling activities: Feinting						
Action rules in dueling activities: Using the space available	☞	☞	☞	☞	☞	☞
Action rules in group activities in common space: Moving the object forward	☞	☞	☞	☞	☞	☞
Action rules in group activities in common space: Passing the object to teammates	☞	☞	☞	☞	☞	☞
Action rules in group activities in common space: Recovering the object	☞	☞	☞	☞	☞	☞
Action rules in group activities in common space: Getting back on defence						
Action rules in group activities in common space: Attacking the other team's goal						
Action rules in group activities in common space: Protecting the goal						
Action rules in group activities in common space: Using the space available	☞	☞	☞	☞	☞	☞
Action rules in group activities in common space: Counterattacking						

Action rules in group activities in separate spaces: Attacking the other team's target						
Action rules in group activities in separate spaces: Recovering the object						
Action rules in group activities in separate spaces: Counterattacking						
Action rules in group activities in separate spaces: Passing the object to teammates						
Action rules in group activities in separate spaces: Protecting own team's territory						
Motor Skills						
Types of movements or actions: Cooperation: helping, collaborating, interpreting, communicating, etc.	☞	☞	☞	☞	☞	☞
Types of movements or actions: Opposition: feinting, throwing off balance, dodging, chasing, etc.						
Types of movements or actions: Cooperation-opposition: moving into an open space, scoring, moving the object forward, making passes, etc.			☞	☞	☞	☞
Means of Action						
Types of Activities: Group activities: mini-basketball, kinball, flags, parachute, etc.						
Types of Activities: Cooperative activities: games, pyramid-building, etc.						
Types of Activities: Combat activities: judo, badminton, etc.			☞	☞	☞	☞
Types of Activities: Duelling activities: steal the bacon, tug-of-war, etc.						
Behavior						
Ethics-related aspects: Ethical rules relevant to the situation	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Values developed through games and sports	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Respect for peers, rules, the referee	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Fairness	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Fighting spirit	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Desire to surpass oneself	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Acceptance of victory and defeat			☞	☞	☞	☞
Ethics-related aspects: Appreciation for good plays			☞	☞	☞	☞
Ethics-related aspects: Honesty	☞	☞	☞	☞	☞	☞
Ethics-related aspects: Dignity and self-control	☞	☞	☞	☞	☞	☞

Quebec	Lesson					
Grade 5 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Competency 3: To adopt a healthy, active lifestyle						
Learnings – Lifestyle Habits						

Regular Physical Activity: Psychological benefits – positive emotions, mental relaxation, maintenance or improvement concentration						
Regular Physical Activity: Physiological benefits – effects on growth, improvement capacity to recover						
Regular Physical Activity: Social benefits – Improvement of interpersonal relations or maintenance of harmonious interpersonal relations.						
Safe Participation in Physical Activity: Proper use of equipment	☰	☰	☰	☰	☰	☰
Safe Participation in Physical Activity: Appropriate clothing						
Safe Participation in Physical Activity: Exercises with a high injury risk						
Safe Participation in Physical Activity: Behaviours to adopt in potentially dangerous situations						
Safe Participation in Physical Activity: Proper set-up and storage of equipment.						
Safe Participation in Physical Activity: Safety rules to observe in different settings						
Safe Participation in Physical Activity: Stages of physical activity (warm-up, performance, cool-down)						
Safe Participation in Physical Activity: Pacing						
Fitness: Flexibility	☰	☰	☰	☰	☰	☰
Fitness: Posture	☰	☰	☰	☰	☰	☰
Fitness: Cardiovascular endurance						☰
Fitness: Strength						
Personal hygiene related to physical activity						
Relaxation						
Stress management						
<i>Effects of a Sedentary Lifestyle</i>						
Weight						
Flexibility						
Muscle mass						
<i>Anatomy and Physiology of the Human Body</i>						
Anatomy: bones, muscles, heart, lungs, joints						
Physiology: cardiovascular system, respiratory system, muscular system, the body’s response to exercise						

Quebec	Lesson					
Grade 6 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Competency 3: To adopt a healthy, active lifestyle						
<i>Learnings – Lifestyle Habits</i>						

Regular Physical Activity: Psychological benefits – positive emotions, mental relaxation, maintenance or improvement concentration						
Regular Physical Activity: Physiological benefits – effects on growth, improvement capacity to recover						
Regular Physical Activity: Social benefits – Improvement of interpersonal relations or maintenance of harmonious interpersonal relations.						
Safe Participation in Physical Activity: Proper use of equipment	☞	☞	☞	☞	☞	☞
Safe Participation in Physical Activity: Appropriate clothing						
Safe Participation in Physical Activity: Exercises with a high injury risk						
Safe Participation in Physical Activity: Behaviours to adopt in potentially dangerous situations						
Safe Participation in Physical Activity: Proper set-up and storage of equipment.						
Safe Participation in Physical Activity: Safety rules to observe in different settings						
Safe Participation in Physical Activity: Stages of physical activity (warm-up, performance, cool-down)						
Safe Participation in Physical Activity: Pacing						
Fitness: Flexibility	☞	☞	☞	☞	☞	☞
Fitness: Posture	☞	☞	☞	☞	☞	☞
Fitness: Cardiovascular endurance	☞			☞	☞	☞
Fitness: Strength						
Personal hygiene related to physical activity						
Relaxation						
Stress management						
<i>Effects of a Sedentary Lifestyle</i>						
Weight						
Flexibility						
Muscle mass						
<i>Anatomy and Physiology of the Human Body</i>						
Anatomy: bones, muscles, heart, lungs, joints						
Physiology: cardiovascular system, respiratory system, muscular system, the body's response to exercise						

Quebec	Lesson					
Grade 7 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Competency 1 – Perform movement skills in different physical activity settings.						
<i>Key Feature 1 – Analyzes the situation according to the requirements of the setting.</i>						

Establishes connections among the goal pursued, instructions and game rules, safety rules, the constraints associated with the physical environment and own ability and fitness levels.	☐	☐	☐	☐	☐	☐
Considers a variety of possible choices and their consequences.						
Selects one or more movement skills.						
Visualizes them.						
Chooses a type of physical preparation (warm-up or stretching) appropriate to the setting.						
Key Feature 2 – Performs movement skills taking into account the different constraints of the physical environment.						
Applies the principles of coordination and balance to different movement skills, according to objects, tools, obstacles, space and performance time.	☐	☐	☐	☐	☐	☐
Takes into account own ability and fitness level.						
Pays attention to kinesthetic feedback from the body.						
Observes codes of ethics and safety rules.						
Consolidates and broadens own repertoire of movement skills.						
Performs a variety of movement sequences.						
Key Feature 3 – Evaluates own motor efficiency and process in light of the goal.						
Assesses own results, performance choices of movement skills.						
Critically analyzes the steps taken.						
Identifies possible improvements.	☐	☐	☐	☐	☐	☐
Decides which improvements to make.						
Recognizes elements that may be applied to other settings.						
Competency 2 – Interacts with others in different physical activity settings.						
Key Feature 1 – Cooperates in developing a plan of action.						
With others helps set effective rules for the group or team.						
Establishes connections among known parameters such as the goal pursued, instructions and game rules, safety rules, the constraints associated with the physical environment, and participants’ ability level, fitness level and role.						
Considers possible strategies and what they involve.						
Selects one or more movements or tactics and the roles to be played.						
Key Feature 2 – Participates in carrying out the plan of action.						
Applies game rules and safety rules.	☐	☐	☐	☐	☐	☐
Performs movements or tactics according to constraints and the chosen strategy.	☐	☐	☐	☐	☐	☐
Applies the principles of balance, coordination, communication and synchronization.	☐	☐	☐	☐	☐	☐
Plays different roles with one or more partners or against one or more opponents.	☐	☐	☐	☐	☐	☐
Demonstrates fair play.	☐	☐	☐	☐	☐	☐
Key Feature 3 – Cooperates in evaluating the plan of action.						

Assesses with teammates, the effectiveness of own strategy or that of a peer or another team.						
Explains the reasons for achievements and difficulties.	☞	☞	☞	☞	☞	☞
Critically analyzes the steps taken.						
Evaluates own peers' contribution.						
Evaluates own interest, enjoyment, well-being and desire to apply what has been learned to different contexts.						
Identifies desirable improvements with teammates.						
Identifies, with teammates, strategies that can be used again in different contexts.						
Competency 3 – Adopts a healthy, active lifestyle.						
<i>Key Feature 1 – Analyzes the impact of certain personal lifestyle habits on own health and well-being.</i>						
Keeps an open mind toward information on health and well-being.						
Consults relevant resources while maintaining a critical stance.						
Compiles observable facts on own lifestyle habits.						
Identifies which habits are conducive or detrimental to own health and well-being.						
<i>Key Feature 2 – Develops a plan designed to change some personal lifestyle habits.</i>						
Identifies own tastes and aptitudes.						
Uses the human and material resources available at school, at home and in the community.						
Sets a realistic goal.						
Develops the strategy that seems most promising to change some personal lifestyle habits.						
Use a planning tool.						
Assesses what personal choices demand and what they imply in terms of consequences.						
<i>Key Feature 3 – Carries out the plan.</i>						
Applies own strategy for doing regular physical activity and for integrating healthy lifestyle habits such as sleep and personal hygiene into his/her daily life.						
Perseveres in spite of difficulties encountered.						
<i>Key Feature 4 – Evaluates own process and lifestyle habits.</i>						
Records data concerning changes to personal lifestyle habits.						
Using tools, measures whether own fitness level has been maintained or improved.						
Evaluates own progress and determination in changing lifestyle habits, and the effectiveness of the plan in terms of health and well-being.						
Assesses own motivation and desire to apply what has been learned to different contexts.						
Critically examines the steps taken.						
Makes a decision based on own evaluation.						

Quebec	Lesson					
Grade 8 Health and Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Competency 1 – Perform movement skills in different physical activity settings.						
<i>Key Feature 1 – Analyzes the situation according to the requirements of the setting.</i>						

Establishes connections among the goal pursued, instructions and game rules, safety rules, the constraints associated with the physical environment and own ability and fitness levels.	☐	☐	☐	☐	☐	☐
Considers a variety of possible choices and their consequences.						
Selects one or more movement skills.						
Visualizes them.						
Chooses a type of physical preparation (warm-up or stretching) appropriate to the setting.						
Key Feature 2 – Performs movement skills taking into account the different constraints of the physical environment.						
Applies the principles of coordination and balance to different movement skills, according to objects, tools, obstacles, space and performance time.	☐	☐	☐	☐	☐	☐
Takes into account own ability and fitness level.						
Pays attention to kinesthetic feedback from the body.						
Observes codes of ethics and safety rules.						
Consolidates and broadens own repertoire of movement skills.						
Performs a variety of movement sequences.						
Key Feature 3 – Evaluates own motor efficiency and process in light of the goal.						
Assesses own results, performance choices of movement skills.						
Critically analyzes the steps taken.						
Identifies possible improvements.	☐	☐	☐	☐	☐	☐
Decides which improvements to make.						
Recognizes elements that may be applied to other settings.						
Competency 2 – Interacts with others in different physical activity settings.						
Key Feature 1 – Cooperates in developing a plan of action.						
With others helps set effective rules for the group or team.						
Establishes connections among known parameters such as the goal pursued, instructions and game rules, safety rules, the constraints associated with the physical environment, and participants’ ability level, fitness level and role.						
Considers possible strategies and what they involve.	☐	☐	☐	☐	☐	☐
Selects one or more movements or tactics and the roles to be played.						
Key Feature 2 – Participates in carrying out the plan of action.						
Applies game rules and safety rules.	☐	☐	☐	☐	☐	☐
Performs movements or tactics according to constraints and the chosen strategy.	☐	☐	☐	☐	☐	☐
Applies the principles of balance, coordination, communication and synchronization.	☐	☐	☐	☐	☐	☐
Plays different roles with one or more partners or against one or more opponents.	☐	☐	☐	☐	☐	☐
Demonstrates fair play.	☐	☐	☐	☐	☐	☐
Key Feature 3 – Cooperates in evaluating the plan of action.						

























Assesses with teammates, the effectiveness of own strategy or that of a peer or another team.						
Explains the reasons for achievements and difficulties.	☞	☞	☞	☞	☞	☞
Critically analyzes the steps taken.						
Evaluates own peers' contribution.						
Evaluates own interest, enjoyment, well-being and desire to apply what has been learned to different contexts.						
Identifies desirable improvements with teammates.						
Identifies, with teammates, strategies that can be used again in different contexts.						
Competency 3 – Adopts a healthy, active lifestyle.						
Key Feature 1 – Analyzes the impact of certain personal lifestyle habits on own health and well-being.						
Keeps an open mind toward information on health and well-being.						
Consults relevant resources while maintaining a critical stance.						
Compiles observable facts on own lifestyle habits.						
Identifies which habits are conducive or detrimental to own health and well-being.						
Key Feature 2 – Develops a plan designed to change some personal lifestyle habits.						
Identifies own tastes and aptitudes.						
Uses the human and material resources available at school, at home and in the community.						
Sets a realistic goal.						
Develops the strategy that seems most promising to change some personal lifestyle habits.						
Use a planning tool.						
Assesses what personal choices demand and what they imply in terms of consequences.						
Key Feature 3 – Carries out the plan.						
Applies own strategy for doing regular physical activity and for integrating healthy lifestyle habits such as sleep and personal hygiene into his/her daily life.						
Perseveres in spite of difficulties encountered.						
Key Feature 4 – Evaluates own process and lifestyle habits.						
Records data concerning changes to personal lifestyle habits.						
Using tools, measures whether own fitness level has been maintained or improved.						
Evaluates own progress and determination in changing lifestyle habits, and the effectiveness of the plan in terms of health and well-being.						
Assesses own motivation and desire to apply what has been learned to different contexts.						
Critically examines the steps taken.						
Makes a decision based on own evaluation.						

New Brunswick

January, 2012

New Brunswick	Lesson					
Grade 1 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Doing						

1-Demonstrate space and body awareness.	☐	☐	☐	☐	☐	☐
2-Move through general space in a safe and controlled manner, Be able to stop quickly with good balance.	☐			☐	☐	
3-Move through personal and general space, changing direction and maintaining control.	☐	☐		☐	☐	
4-Perform locomotor and non-locomotor skills individually, with a partner, and while manipulating objects.	☐	☐	☐	☐	☐	☐
5-Perform locomotor and non-locomotor skills with a change in speed.				☐		
6-Plan and perform simple movement tasks and sequences, Describe movement by using simple terminology.						
7-Respond to a variety of stimuli, creating a movement sequence, Create simple movement sequences.						
8-Make a variety of shapes, transfer weight and balance on various body parts.						
9-Combing travelling, jumping, landing and rolling with control.						
10-Mount, travel, and dismount using a variety of apparatus.						
11-Demonstrate ways to carry an object with control.				☐	☐	☐
12-Demonstrate ways to send and object using a variety of body parts and objects.		☐	☐	☐	☐	☐
13-Demonstrate ways of receiving objects, individually and with a partner.		☐	☐	☐	☐	☐
14-Create and play simple games, including cooperative activities, parachute play and games emphasizing cooperation.						
15-Cooperatively link movement and rhythmical patterns for the purpose of performing a dance.						
16-Move safely in a variety of environments.						
Knowing						
1-Demonstrate an understanding of the importance of activity in the development of personal fitness.						
2-Identify relevant parts of the human body, Explain why a wide base improves stability, Explain that less space is needed when seated.						
3-Describe changes that take place in the body during activity.						
4-Describe the importance of physical activity in developing personal well being.						
5-Describe the benefits of keeping his or her eyes on the object when receiving it, Watch the target when passing and make sure your partner is ready, Explain why catching is more difficult when moving.			☐	☐	☐	☐
6-Describe how to land properly when jumping and understand why it is important for safety.						
7-Explain why practice is necessary to improve skills.						
8-Explain the importance of following rules during all physical activities.						
9-Explain the principal of absorbing force.						
10-Explain how to lift safely.						
Valuing						
1-Show a willingness to listen to directions and simple explanations.	☐	☐	☐	☐	☐	☐
2-Employ safe behaviors in responding to simple movement tasks.	☐	☐	☐	☐	☐	☐
3-Stay on task when participating in physical activity.	☐	☐	☐	☐	☐	☐

4-Share space and equipment with others.						
5-Begin to assume responsibility for roles.						
6-Begin to accept abilities of self and others.						
7-Demonstrate self-confidence in exploring new activities and environments.						
8-Show interest and enjoyment in physical activity.						

New Brunswick	Lesson					
Grade 2 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Doing						

1-Select and perform locomotor and nonlocomotor skills (with and without objects) in simple sequences, individually and with a partner.						
2-Solve movement tasks using given criteria.						
3-Invent and describe movement sequences.						
4-Interpret and respond to a variety of stimuli in creating a movement sequence.						
5-Plan and perform movement sequences with different rhythm patterns using locomotor and nonlocomotor movements.						
6-Perform basic dance steps						
7-Develop individual and partner sequences involving small apparatus, while respecting safety.						
8-Demonstrate ways to retain and move an object with control.						
9-Demonstrate ways to send and receive a variety objects with and without equipment such as a racquet, baseball bat, or hockey stick.						
10-Use acquired motor skills in simple, low organized games.						
11-Create and explain their own games which have been designed to practice specific skills.						
12-Demonstrate running, jumping, and throwing in a variety of ways.						
13-Demonstrate activity-specific motor skills in a variety of alternative environments.						
Knowing						
1-Explain the importance of participating daily in vigorous physical activities.						
2-Explain the relationship between good nutritional habits and personal well-being.						
3-Explain ways enjoyment can be obtained by being physically active.						
4-Explain how working with a partner or group may affect performance.						
5-Identify safety rules and procedures for various activities.						
6-Explain the principal of absorbing force.						
7-Explain how to lift safely.						
Valuing						
1-Accept responsibility willingly for assigned roles while participating in physical activity.						
2-Work willingly with others of varying abilities, interests, and cultural backgrounds.						
3-Explain the differences between work and leisure, and the need to have a balance between the two.						
4-Explain why persistence may be important to achieving a goal.						
5-Value the continued development of exploration and creativity.						
6-Explain the importance of listening to directions and staying on task.						
7-Demonstrate safe behaviors when using small and large apparatus.						
8-Display a willingness to share ideas, space and equipment when participating cooperatively in small groups.						

New Brunswick	Lesson					
Grade 3 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Doing						
1-Select and perform locomotor and nonlocomotor skills (with and without objects) in simple sequences, individually and with a partner.	☐	☐	☐	☐	☐	☐
2-Solve movement tasks using given criteria.						
3-Invent and describe movement sequences.						
4-Interpret and respond to a variety of stimuli in creating a movement sequence.						
5-Plan and perform movement sequences with different rhythm patterns using locomotor and nonlocomotor movements.						
6-Perform basic dance steps						
7-Develop individual and partner sequences involving small apparatus, while respecting safety.						
8-Demonstrate ways to retain and move an object with control.	☐	☐	☐	☐	☐	☐
9-Demonstrate ways to send and receive a variety of objects with and without equipment such as a racquet, baseball bat, or hockey stick.	☐	☐	☐	☐	☐	☐
10-Use acquired motor skills in simple, low organized games.	☐	☐	☐	☐	☐	☐
11-Create and explain their own games which have been designed to practice specific skills.						
12-Demonstrate running, jumping, and throwing in a variety of ways.						
13-Demonstrate activity-specific motor skills in a variety of alternative environments.						
Knowing						
1-Explain the importance of participating daily in vigorous physical activities.						
2-Explain the relationship between good nutritional habits and personal well-being.						
3-Explain ways enjoyment can be obtained by being physically active.						
4-Explain how working with a partner or group may affect performance.						
5-Identify safety rules and procedures for various activities.						
6-Explain the principle of absorbing force.						
7-Explain how to lift safely.						
Valuing						
1-Accept responsibility willingly for assigned roles while participating in physical activity.	☐	☐	☐	☐	☐	☐
2-Work willingly with others of varying abilities, interests, and cultural backgrounds.	☐	☐	☐	☐	☐	☐
3-Explain the differences between work and leisure, and the need to have a balance between the two.						
4-Explain why persistence may be important to achieving a goal.						
5-Value the continued development of exploration and creativity.						
6-Explain the importance of listening to directions and staying on task.						
7-Demonstrate safe behaviors when using small and large apparatus.						

8-Display a willingness to share ideas, space and equipment when participating cooperatively in small groups.



New Brunswick	Lesson					
Grade 4 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Doing						
1-Select and combine locomotor and nonlocomotor skills into complex movement sequences individually, with others, and with objects.						
2-Refine and present complex movement sequences, using elements of body awareness, special awareness, quality and relationships.						
3-Perform movement skills with variations in body awareness, space awareness, qualities and relationships using apparatus.						
4-Perform complex dance steps.						
5-Demonstrate ways to send and receive an object with increasing accuracy, individually and with others.						
6-Demonstrate ways to send and receive an object with increasing accuracy, using an implement.						
7-Create individual, dual and team activities drawing from activity-specific motor skills.						
8-Demonstrate basic motor skills and refine these skills into specific games or sport activities.						
9-Demonstrate basic offensive and defensive positions and strategies.						
10-Be involved in fitness activities.						
Knowing						
1-Explain the importance of participating in physical activities to develop components of fitness and motor abilities. a) Practice and describe the importance of warm-up and cool-down activities b) Be able to describe the components of physical fitness						
2-Describe how activity affects body systems and levels of fitness.						
3-Identify nutritional needs related to physical activity.						
4-Demonstrate a knowledge and understanding of safety rules and procedures for activities.						
5-Demonstrate an ability to set personal goals.						
Valuing						
1-Explain the importance of following rules, routines and safety procedures in a variety of activities.						
2-Accept responsibility for various roles while participating in physical activity.						
3-Participate willingly in a variety of activities from all movement categories.						
4-Demonstrate etiquette and fair play by participating co-operatively in physical activity with others who may have varying interests, abilities and backgrounds.						
5-Take personal responsibility for a physically active life style.						
6-Explain the enjoyment gained from being physically active.						

New Brunswick	Lesson					
Grade 5 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Doing						
1-Select and combine locomotor and nonlocomotor skills into complex movement sequences individually, with others, and with objects.						
2-Refine and present complex movement sequences, using elements of body awareness, special awareness, quality and relationships.						
3-Perform movement skills with variations in body awareness, space awareness, qualities and relationships using apparatus.						
4-Perform complex dance steps.						
5-Demonstrate ways to send and receive an object with increasing accuracy, individually and with others.						
6-Demonstrate ways to send and receive an object with increasing accuracy, using an implement.						
7-Create individual, dual and team activities drawing from activity-specific motor skills.						
8-Demonstrate basic motor skills and refine these skills into specific games or sport activities.						
9-Demonstrate basic offensive and defensive positions and strategies.						
10-Be involved in fitness activities.						
Knowing						
1-Explain the importance of participating in physical activities to develop components of fitness and motor abilities. a) Practice and describe the importance of warm-up and cool-down activities b) Be able to describe the components of physical fitness						
2-Describe how activity affects body systems and levels of fitness.						
3-Identify nutritional needs related to physical activity.						
4-Demonstrate a knowledge and understanding of safety rules and procedures for activities.						
5-Demonstrate an ability to set personal goals.						
Valuing						
1-Explain the importance of following rules, routines and safety procedures in a variety of activities.						
2-Accept responsibility for various roles while participating in physical activity.						
3-Participate willingly in a variety of activities from all movement categories.						
4-Demonstrate etiquette and fair play by participating co-operatively in physical activity with others who may have varying interests, abilities and backgrounds.						
5-Take personal responsibility for a physically active life style.						
6-Explain the enjoyment gained from being physically active.						

Grade 6 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Doing						
1. Select, combine and refine locomotor and non-locomotor skills into movement alone and with others.						
2. Demonstrate dance patterns from a variety of dance forms alone and with others.						
3. Perform rhythmic/creative movements with variations of body awareness, space awareness, qualities and relationships.						
4. Demonstrate ways to receive, retain, and send an object with increasing accuracy individually and with others.						
5. Demonstrate ways to receive, retain and send an object with increasing accuracy using an implement.						
6. Demonstrate sport specific skills through cooperative modified games that involve everyone.						
7. Consistently and confidently demonstrate offensive and defensive positions and strategies.						
8. Demonstrate ways to achieve a personal functional level of physical fitness through participation in physical activity.						
9. Demonstrate activity-specific motor skills in a variety of alternative environments.						
Knowing						
1. Develop and modify goals to develop personal fitness to maintain a healthy lifestyle. Select simple and safe activities.						
2. Identify the components of health-related fitness.						
3. Explain the relationship between good nutritional practices and physical activity						
4. Follow rules, routines, and procedures of safety in a variety of activities and facilities.						
5. Identify basic concepts in relation to body mechanics and skill analysis.						
6. Demonstrate an ability to set goals to improve personal performance.						
7. Identify strategies and concepts related to offensive and defensive positions/strategies.						
Valuing						
1. Explain the enjoyment gained from being physically active.						
2. Demonstrate fair play and etiquette.						
3. Demonstrate self-confidence while participating in physical activity.						
4. Demonstrate a willingness to participate in a variety of activities.						
5. Identify and accept responsibility for various roles while participating in physical activity.						
6. Participate cooperatively in physical activity with others of various abilities, interests, and cultural backgrounds.						

Grade 7 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Doing						
1. Demonstrate ways to improve and refine locomotor and non- locomotor skills into complex movement.	☐	☐	☐	☐	☐	☐
2. Refine, perform and present dance patterns from a variety of dance forms alone and with others.						
3. Perform and present rhythmic/creative movements with variations of body awareness, space awareness, qualities and relationships.						
4. Demonstrate ways to receive, retain, and send an object with varying speeds and accuracy in skills specific to an activity.	☐	☐	☐	☐	☐	☐
5. Demonstrate ways to receive, retain, and send an object with varying speeds and accuracy using an implement.	☐	☐	☐	☐	☐	☐
6. Demonstrate sport specific skills through lead-up games that reinforce specific game skills.	☐	☐	☐	☐	☐	☐
7. Demonstrate challenging strategies, tactics and rules that coordinate effort with others.	☐	☐	☐	☐	☐	☐
8. Demonstrate and evaluate ways to achieve a personal functional level of fitness through goal setting.						
9. Demonstrate activity-specific skills in a variety of environments using appropriate equipment.	☐	☐	☐	☐	☐	☐
Knowing						
1. Set goals to develop personal fitness based on interest and abilities.						
2. Identify factors that affect choices for being physically active for life.						
3. Identify activities that enhance the different components of health-related fitness.						
4. Follow rules, routines, and procedures of safety in a variety of activities and facilities in and out of the school environment.	☐	☐	☐	☐	☐	☐
5. Identify and analyze basic concepts in relation to body mechanics and skill analysis in themselves and others.						
6. Set challenging goals to improve personal performance.	☐	☐	☐	☐	☐	☐
7. Identify challenging strategies, tactics and rules that coordinate effort with others.	☐	☐	☐	☐	☐	☐
Valuing						
1. Explain the enjoyment gained alone and with others, from being physically active.						
2. Demonstrate fair play and etiquette.	☐	☐	☐	☐	☐	☐
3. Demonstrate confidence in self and others while participating in physical activity.	☐	☐	☐	☐	☐	☐
4. Demonstrate a willingness to participate in a variety of activities and in one new activity that is personally challenging.	☐					
5. Identify and accept responsibility for various roles while participating in physical activity.	☐	☐	☐	☐	☐	☐
6. Participate cooperatively in physical activity with others of various abilities, interests, and cultural backgrounds.	☐	☐	☐	☐	☐	☐

New Brunswick	Lesson					
Grade 8 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Doing						
1. Apply and refine combined locomotor and non-locomotor skills into complex movement.						
2. Select, refine and present a variety of dance forms alone or with others.						
3. Apply rhythmic/creative movements with variations of body awareness, space awareness, qualities and relationships.						
4. Demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity.						
5. Demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance using an implement.						
6. Refine sport specific skills through practice with small group, unit, and team situations.						
7. Demonstrate specific strategies and tactics that coordinate effort with others.						
8. Apply ways to achieve a personal functional level of fitness.						
9. Apply activity-specific skills in a variety of environments and using appropriate equipment.						
Knowing						
1. Set and refine goals for personal fitness based on interest and abilities.						
2. Identify and apply the principles of training.						
3. Design a personal fitness and nutrition plan.						
4. Show an understanding of rules with regard to safety. Show an understanding of rules in a game situation.						
5. Identify, analyze, and coach basic concepts in relation to body mechanics and skill analysis in themselves and others.						
6. Set and evaluate goals to improve personal, group and team performance.						
7. Identify specific strategies and tactics that coordinate effort with others.						
Valuing						
1. Explain the enjoyment and benefits gained alone and with others, from being physically active in an alternative setting.						
2. Demonstrate fair play and etiquette.						
3. Demonstrate confidence in self and others while participating in physical activity.						
4. Demonstrate a willingness to participate in a variety of activities, including those in an alternative setting.						
5. Describe and apply leadership skills related to physical activity.						
6. Demonstrate respect while participating co-operatively in physical activity with others of various abilities, interests, and cultural backgrounds.						

Nova Scotia

Nova Scotia	Lesson					
Grade 1 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Basic Movement						
Respond to a variety of stop and start signals	☐	☐		☐	☐	
Find a self-space in a large boundaried area	☐	☐		☐	☐	
Identify the location of different body parts						☐
Perform fast and slow movements with various body parts						
Travel while moving in a variety of body shapes, with and without a partner						
Put a variety of body parts and objects into different levels, alone and with a partner				☐		
Experience changing from a leading to a following position in relation to a partner	☐			☐		
Demonstrate ways to change direction and pathways while moving through general space, in order to not collide with others	☐	☐		☐	☐	
Jump, skip, gallop, slide						
Alternative Environments						
Experience walking around the school observing landmarks and being conscious of litter and the environment						
Experience scaling a hill under different seasonal conditions using different number of body parts						
Participate in the building of sculptures						
Play a game of shadow tag on sunny day						
Play on playground apparatus and discuss the safety issues of each piece						
Experience walking as quietly as possible as a measure of sensitivity to the environment						
Dance						
Experience the enjoyment of participating alone and with others						
Select and respond to music of different tempos to stimulate locomotor movements						
Experience moving on straight, curved, and zig-zag pathways						
Demonstrate ways to change from a leading position to a following position in relation to a partner						
Demonstrate ways to express the qualities of fast and slow speed through a variety of creative dance sequences						
Perform simple sequences that focus on changes in direction, level, pathway, and shape (separately or combined)						
Educational Gymnastics						
Demonstrate and understanding of safety rules specific to gymnastics environment						
Demonstrate a willingness to take turns, as directed, on various pieces of gymnastic equipment						
Perform the qualities of fast and slow speed through a variety of gymnastic sequences on the floor and on small equipment						

Demonstrate ways to follow different pathways and directions while moving on the ground or on low equipment						
Demonstrate the use of movement sentences (the starting position is the capital letter, the action is the verb, the quality of movement is the adjective, and the finishing position is the period) to explore balances and shapes						
Experience and perform a variety of rolls (leg, shoulder, forward)						
Combine jumps and landing to create a sequence						
Demonstrate ways to jump and land using a variety of take-off and landing patterns (two feet to two feet, one foot to two feet, one foot to one foot, one foot to the other)						
Skill Development						
Demonstrate an understanding of fair-play principles	☞	☞	☞	☞	☞	☞
Demonstrate a willingness to move in various formations (line, circle, scattered)	☞	☞	☞	☞	☞	
Demonstrate an understanding of the difference between right and left		☞	☞	☞	☞	☞
Catch a softly throw ball at different levels using properly positioned hands						
Travel slowly in different directions while manipulating a ball with various implements and body parts (hands, feet, scoop, hockey stick) on the spot or while travelling	☞	☞		☞	☞	
Use both right and left hands to push a balloon upward and keep it off the ground with the hands, or with a implement (e.g. Lightweight paddle)						
Strike a lightweight ball at least three different body parts (e.g. knee, foot, elbow) keeping it in self space						

Nova Scotia	Lesson					
Grade 2 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Basic Movement						
Demonstrate an understanding of safety rules in physical education	☐	☐	☐	☐	☐	☐
Respond to react to stop and start signals (e.g. use drum, whistle, voice) using speed as a variable	☐	☐		☐		
Experience a variety of ways of moving in relation to a stationary partner or object		☐	☐	☐	☐	☐
Experience combining shapes, levels, and pathways into simple sequences				☐		
Demonstrate an understanding of the effect of physical activity on one's heart						
Demonstrate a variety of warm-up and cool-down activities						
Alternative Environments						
Plan a clean-up at a local beach or park						
Experience coasting on a nearby hill						
Participate in building a mini log cabin using dead sticks in nearby woods						
Brainstorm the hazard of going sledding and going to the beach						
Experience playing a game in a variety of environments (e.g. hide and seek in a wooden restricted area, snow-golf)						
Dance						
Experience dancing to a variety of music with varying tempos or speeds						
Demonstrate an understanding of the origin of dances taught in class, and explore the cultures from which these dances originate						
Experience using different body shapes and movements with a partner demonstrating different relationships (e.g. Force, speed)						
Perform locomotor and non-locomotor movements with a partner demonstrating different relationships (e.g., leading, following, mirroring)						
Demonstrate ways to create a still life and slow motion representation of a symbol or picture of physical activity						
Educational Gymnastics						
Take responsibility for the safety of oneself and others using gymnastics equipment						
Select and perform activity-specific stretches for gymnastics manoeuvres						
Demonstrate ways to manage own body weight while being hanging and climbing						
Demonstrate ways to transfer own body weight over low equipment (e.g., hurdles, hoops, mats) in a variety of ways						
Experience the qualities of light and strong force through a variety of gymnastics sequences						
Perform different body shapes in the air when jumping off the ground or low-level equipment						
Emphasize resilience in the landing						

Perform a jump, land, roll in any direction						
Demonstrate an understanding of proper spotting procedures when using large apparatus						
Skill Development						
Demonstrate using the inside of the foot to send and collect a ball						
Move to catch an object in a small group (two on one keep away situation)		☞	☞	☞	☞	☞
Demonstrate the ability to strike a suspended ball, using a forehand motion, with either a hand or a lightweight paddle	☞	☞	☞	☞	☞	☞
Send a ball along the ground and through the air with a body part and an implement to a stationary partner		☞	☞	☞	☞	☞
Run and kick a ball that is moving slowly toward or away from him/her, using the instep						
Use an overhand throw, so that the ball travels in different pathways in the air and covers different distances						
Using dodging skills in a small group situation using a soft, lightweight object						
Use a variety of objects (balls, beanbag) to practice throwing at a target						
Recognize that skill development requires practice		☞	☞	☞	☞	☞
Dribble a ball, using the hands or feet						

Nova Scotia	Lesson					
Grade 3 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Basic Movement						
Demonstrate and understanding of safety rules in physical education						
Respond and react to stop and start signals (e.g., use drum, whistle, voice) using speed as a variable						
Experience a variety of ways of moving in relation to a stationary partner						
Experience combining shapes, levels, and pathways into simple sequences						
Demonstrate an understanding of the effect physical of physical activity on one's heart						
Demonstrate a variety of warm-up and cool-down activities						
Alternative Environments						
Plan a clean-up at a local beach or park						
Experience coasting on a nearby hill						
Participate in building a mini log cabin using dead sticks in nearby wooded area						
Brainstorm the hazards of going sledding and going to the beach						
Experience playing a game in a variety of environments(e.g., hide and seek in a wooded area, snow-golf)						
Dance						
Experience dancing to a variety of music with varying tempos and speed						
Demonstrate an understanding of the origins of dances taught in class, and explore the cultures from which these dances originate						
Experience using different body shapes and movements to creatively express the various qualities of effort (e.g., leading, following, mirroring)						
Perform locomotor and non-locomotor movements with a partner demonstrating different relationships (e.g., leading, following, mirroring)						
Demonstrate ways to create a still life and slow motion representation of a symbol or picture of physical activity						
Perform dance sequence that focus on changes in direction, level, pathway, and shape (separately or combined)						
Educational Gymnastics						
Take responsibility for the safety of oneself and other using gymnastic equipment						
Select and perform activity-specific stretches for gymnastics manoeuvres						
Demonstrate ways to manage own body weight hill hanging and climbing						
Demonstrate ways to transfer weight over low equipment (e.g., hurdles, hoops, mats) in a variety of ways						
Experience the qualities of light and strong force through a variety of gymnastics sequences						
Perform different body shapes in the air while jumping off the ground or low-level equipment						
Emphasize resilience in the landing						

Perform a jump, land, and roll in any direction						
Demonstrate an understanding of proper spotting procedures while using large apparatus						
Skill Development						
Demonstrate using the inside of the foot to send and collect a ball						
Move to catch an object in a small group (two on one keep away situation)	☞	☞	☞	☞	☞	☞
Demonstrate the ability to strike a suspended ball, using a forehand motion, with either hand or a lightweight paddle	☞	☞	☞	☞	☞	☞
Send a ball along the ground and through the air with a body part and an implement to a stationary partner	☞	☞	☞	☞	☞	☞
Run and kick a ball that is moving slowly toward or away from him/her, using the instep						
Using an overhand throw, so that the ball travels in different pathways in the air and covers different distances						
Using dodging skills in a small group using a soft, lightweight object						
Use a variety of objects (balls, beanbag) to practice throwing at a target						
Recognize that skill development requires practice	☞	☞	☞	☞	☞	☞
Dribble a ball, using the hands or feet						
Strike a ball with a bat from tee or cone, using correct grip and side orientation						

Nova Scotia	Lesson					
Grade 4 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
Demonstrate an understanding of the importance and benefits of warm-up and cool-down activities.						
Demonstrate knowledge of the location of the body's large muscle groups and use them to increase strength.						
Perform locomotor activities of low, medium, and high-intensity (e.g., walking, jogging, running).	☞	☞				☞
Develop a variety of skipping skills for use in an aerobic activity.						
Demonstrate a willingness to participate in an intramural activity at lunchtime or after school.						
Identify and list benefits resulting from participation in different forms of physical activities.						
Participate with and show respect for persons of like and different skill levels.	☞	☞	☞	☞	☞	☞
Identify good and bad foods and their effect on the body.						
Alternative Environments						
Experience using a community resource to participate in physical activity (e.g., pool, rink).						
Experience an outdoor activity in each of the four seasons.						
Select appropriate clothing for different types of weather.						
Participate in a schoolyard clean up program.						
Participate in a walking or jogging program in preparation for hiking, orienteering, cross-country skiing.						
Follow directions and symbols on a map of the school grounds, locating specific landmarks.						
Dance						
Demonstrate ways to travel, changing speed and direction, in response to a variety of rhythms.						
Perform simple rhythmic actions to songs.						
Demonstrate ways to mirror and match the movements of a traveling partner to form sequences and dances.						
Demonstrate ways to combine two or more movement patterns based on sets of either three or four beats into repeatable sequences or to music.						
Perform a folk dance for a group (e.g., younger students, parents, senior citizens).						
Identify and describe how culture is reflected in folk dance.						
Identify and compare the use of a variety of types of music used in dance, and appreciate and respect the place of each.						
Educational Gymnastics						
Apply appropriate safe spotting procedures for gymnastics activities.						
Perform balance in a variety of positions using one, two, three, four, or five bases or support and demonstrating various shapes and body control (wide, narrow, curled).						
Demonstrate ways to travel, jump, land, and roll over low equipment (starting the roll with or without hands on the floor).						
Demonstrate a variety of rolls (e.g., hoops, ropes) to create a sequence of various gymnastics skills.						

Create and perform simple sequences alone or with a partner involving rolling, weight transfers, and balances.						
Skill Development						
Throw balls of various sizes and weights to an appropriate target or partner using a smooth overhand motion.						
Perform dodging skills.						
Dribble with feet and hands in a group in a restricted area without colliding with others.						
Strike a lightweight ball in succession using at least two different body parts, keeping it in self-space.						
Strike a ball to a wall or a partner, with a paddle, using forehand and backhand strokes.	☞	☞	☞	☞	☞	☞
Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts (e.g., the bump volley as in volleyball, the thigh as in soccer).						
Demonstrate ways to avoid or catch an individual or object while traveling.						
Demonstrate ways to keep an object in the air using a variety of body parts and implements in a small group (e.g., ball, scoops, paddles, head, hands, feet).	☞	☞	☞	☞	☞	☞
Identify and demonstrate the techniques of basic games skills (throw, catch) and practice independently to improve skill level.	☞	☞	☞	☞	☞	☞
Demonstrate an understanding of the basic rules of the games played in class.	☞	☞	☞	☞	☞	☞
Demonstrate an appreciation of the differences between co-operative and competitive activities and the role of each in physical education.				☞	☞	☞
Demonstrate ways to toss/catch three scarves in own space.						

Nova Scotia	Lesson					
Grade 5 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
Select and perform stretching activities for specific muscle groups.						
Demonstrate the ability to monitor heart rate before, during, and after activity.						
Experience recovering from vigorous physical activity in an appropriate length of time.						
Identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them.						
Participate with and show respect for persons of like and different skill levels.	☞	☞	☞	☞	☞	☞
Demonstrate a willingness to participate in intramural activity.						
Demonstrate a willingness to choose and participate in an activity at home or in the community for personal enjoyment or health benefits.						
Monitor nutritional intake and relate it to an active, healthy lifestyle.						
Alternative Environments						
Take part in an activity utilizing a community resource (physical or human).						
Plan and adapt an indoor activity of his/her choice to a setting in an alternative environment.						
Identify potentially harmful wildlife, insects, and plants in a variety of environments (e.g., poison ivy, mosquitoes).						
Identify the early signs and implications of not dressing properly for weather conditions (e.g., frostbite, sun burn, hypothermia, heat exhaustion).						
Dance						
Demonstrate and participate in a variety of dance steps (e.g., promenade, do-si-do).						
Create, perform, and teach a simple dance of his/her choice (e.g., line, folk, modern).						
Demonstrate the use of a variety of relationships with a partner, or group, in a repeatable dance (e.g., behind, beside, mirroring, matching).						
Demonstrate an understanding of the roles of males and females in the world of dance.						
Demonstrate an appreciation of ways to use the body and movement activities to communicate ideas and feelings.						
Educational Gymnastics						
Demonstrate ways to jump and land for height as well as for distance, using both a one and a two-foot take off.						
Balance on low equipment (tables, benches) using a variety of bases of support.						
Move feet into a high level by placing weight on the hands and landing with control.						
Transfer weight in a variety of ways along low and medium-level apparatus (beam, bench), using changes in direction, level, speed, and body shape.						
Identify and describe the elements of different types of gymnastics (e.g., educational, artistic, rhythmic).						

Demonstrate an appreciation that people have various levels of flexibility and muscular strength, and these levels determine their performance in gymnastics.						
Create, individually, or with partners, a three or four-part routine, using a chosen theme (flight, weight, transfer, balance).						
Participate in gymnastics activities that increase upper body strength (e.g., climb, pull, swing, hang).						
Skill Development						
Catch objects of different sizes and weights while moving toward a specified area.	☞	☞	☞	☞		
Strike a ball, using a golf club or a hockey stick, so that it travels in an intended direction.						
Bounce and then strike a small object using a forehand motion with a lightweight paddle or racket.	☞	☞	☞	☞	☞	☞
Strike a gently tossed ball from a partner, using a backhand motion.	☞	☞	☞	☞	☞	☞
Demonstrate ways to purposefully use general space to create or deny space when developing or using game strategies.				☞	☞	☞
Dribble a ball with hands and feet and maintain control while traveling within a group.						
Demonstrate an understanding of offensive and defensive strategies in the games.						
Identify a game from Canada and one from another country, learn the rules of each, and present to the class.						
Apply and respect the rules of games and accept officials' decisions.						
Demonstrate respect for his/her opponents and give everyone an equal chance to participate.				☞	☞	☞
Devise strategies to keep opponents from reaching a specific area, person, or object.				☞	☞	☞
Use basic juggling skills to toss/catch scarves.						

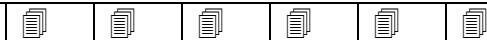
Nova Scotia	Lesson					
Grade 6 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
Seek out, participate with, and show respect for persons of like and different skill levels.	☐	☐	☐	☐	☐	☐
Select and lead a warm-up and/or cool-down activity.						
Perform activity-specific stretching.						
Demonstrate a willingness to choose to exercise at home for personal enjoyment and benefit.						
Participate in games, sports, dance, and outdoor pursuits, both in and outside school, based on individual interests and capabilities.						
Demonstrate the ability to officiate a small-group game in class, intramural, or in the community (e.g., boys and girls club, scouts/guides).						
Select activities designed to improve and maintain muscular strength and endurance, flexibility, and cardiorespiratory functioning.						
Explain the benefits of good nutrition on activity level.						
Alternative Environments						
Participate in an orienteering-type activity using a map and compass on the school grounds or at a local park.						
Describe a list of activities in which he/she participates in alternative environments.						
Demonstrate an understanding of the implications of the term “environmental citizenship”.						
Appreciate and recognize the effects of human activity on the environment.						
Set up a mock campsite on the school grounds (including tent set-up, site preparation).						
Dance						
Teach a dance of their choice to a group of younger students.						
Perform dance sequences that show smooth transitions between movements.						
Create dance sequences using a variety of external stimuli (e.g., parachute, scarf, umbrella, homemade instruments) focusing on body shapes.						
Select a dance form and research its historical, social, and cultural context.						
Recognize the role of dance in getting to know and understand others’ cultures.						
Educational Gymnastics						
Use small equipment (e.g., ribbons, balls, clubs) to create rhythmic gymnastic sequences to music.						
Demonstrate ways to transfer weight, from feet to hands, at fast and slow speeds, using large extension (e.g. mule kick, handstand, cartwheel).						
Create and perform repeatable sequences (with a partner or in a small group) involving rolling and other skills (such as traveling, balancing, and weight transfers).						
Balance in a symmetrical or asymmetrical shape on large gymnastics equipment (e.g., beams, tables,						

benches).						
Balance on a variety of moving objects (e.g., balance boards, skates, scooters).						
Set up apparatus that promote climbing, swinging, pulling, and hanging.						
Transfer gymnastics skills (e.g., balance) into other movement categories.						
Skill Development						
Design and play small-group co-operative games.						
Perform an overhead volley using a lightweight ball back and forth with a partner across a medium-level net or rope.						
Strike a rebounding ball from a wall using forehand or backhand strokes, moving back to a ready position between strokes.	☞	☞	☞	☞	☞	☞
Throw a variety of objects combining both accuracy and distance (e.g., Frisbees, deck tennis rings, footballs).						
Explain and apply safety procedures in equipment handling and game play.						
Manipulate objects (e.g., kick, throw) using varied amounts of force, flow, and speed appropriate to the given situation.	☞	☞	☞	☞	☞	☞
Pass and catch a ball while guarded by opponents.						
Explain why time and effort are prerequisites for skill improvement and fitness benefit.						

Nova Scotia	Lesson					
Grade 7 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
Set and modify goals to develop personal fitness to maintain a healthy lifestyle.						
Categorize activities and exercises according to cardiovascular benefits.						
Describe and practice relaxation techniques for stress management.						
Describe the relationship between nutrition and activity.						
Explain the benefits of and demonstrate warm-up and cool-down activities.						
Participate in activities that enhance cardiovascular fitness, muscular strength, endurance and flexibility.	☞	☞	☞	☞	☞	☞
Identify resources in the community that contribute to active living.						
Outdoor Activities						
Know and practice safety procedures and routines in a variety of outdoor activities.						
Find a desired direction of travel by taking a compass bearing.						
Know and understand the concept of reading a map.						
Participate in activities or games that demonstrate sensitivity towards the environment (e.g., school grounds clean-up).						
Participate in at least one land-based (e.g., hiking, orienteering) and one water-based activity (e.g., swimming, canoeing) seasonal activity that practices environmental safety.						
Dance						
Perform a variety of individual novelty dances (e.g., Y.M.C.A., Macarena, line dance, limbo).						
Perform an aerobic dance sequence to music.						
Demonstrate the use a variety of objects (e.g. fans, drums, hats) to create dances.						
Perform a variety of line, circle, and square dances learned in elementary school.						
Create and perform movement sequences to a variety of music and rhythmic forms.						
Educational Gymnastics						
Demonstrate safety procedures and practices to avoid unnecessary risks.						
Perform correct techniques for basic gymnastics skills (e.g., rolls, cartwheels, handstands).						
Demonstrate travel, balance, and weight transfers on the floor and on small and/or large equipment.						
Sport Experience						
Demonstrate sport-specific skills and be able to break them down into their components: preparation, action, follow-through.	☞	☞	☞	☞	☞	☞
Participate in a wide variety of sports and games.	☞	☞	☞	☞	☞	☞
Demonstrate an understanding of rules with regard to safety.	☞	☞	☞	☞	☞	☞
Demonstrate an understanding of rules in game situations.		☞	☞	☞	☞	☞
Demonstrate positive personal and social behaviours that emphasize fair play.	☞	☞	☞	☞	☞	☞







Nova Scotia	Lesson					
	L1	L2	L3	L4	L5	L6
Grade 8 Physical Education Outcomes						
Active Living						
Use relaxation techniques for stress management.						
Design and analyze a personal nutritional plan.						
Analyze activities and exercises according to benefits to muscular strength, cardiovascular fitness, flexibility and endurance.						
Explain the benefits of and demonstrate warm-up and cool-down activities.						
Participate in activities that enhance muscular strength, cardiovascular fitness, flexibility, and endurance.	☞	☞	☞	☞	☞	☞
Plan how to utilize community resources.						
Outdoor Activities						
Practice the sport of orienteering in a controlled environment.						
Know and understand the concept of reading a map.						
Participate in activities or games that demonstrate sensitivity towards the environment.						
Participate in at least on land-based (e.g., hiking, orienteering) and one water-based (e.g., swimming, canoeing) seasonal activity that practices environmental safety.						
Review and practice the use of a compass.						
Dance						
Demonstrate learned traditional, line, circle, and square dances from previous grades.						
Practice new traditional, line, circle, and square dances.						
Create, with a partner, an aerobic dance sequence to music.						
Dramatize through dance such things as historical events, movie themes, poetry, or art.						
Choreograph movement sequences using elements of movement and basic dance steps and patterns.						
Educational Gymnastics						
Demonstrate safety procedures and practices to avoid unnecessary risks.						
Experience individual, partner, and small-group balance and counterbalance.						
Develop and perform, with a partner, a sequence containing basic gymnastic skills on the floor and on small and/or large equipment.						
Sport Experience						
Refine sport-specific skills through practice and repetition.	☞	☞	☞	☞	☞	☞
Demonstrate the discipline and attitude required to master a skill.	☞	☞	☞	☞	☞	☞
Demonstrate an understanding of positioning offensive and defensive situations.						
Participate in sport and games using modified rules.	☞	☞	☞	☞	☞	☞
Maintain the safety of game play when rules are modified.	☞	☞	☞	☞	☞	☞

Demonstrate positive personal and social behaviours that emphasize fair play.



Prince Edward Island













Prince Edward Island	Lesson					
Grade 1 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
1.1 Health-related Fitness: Build a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength.	☐	☐	☐	☐	☐	☐
1.2 Active Living: Examine and express what it means to live actively each day and the personal benefits of being active.						
Skillful Movement						
1.3 Locomotor Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a: control level of skill when: walking, running, jumping forward and landing, jumping sideways and landing; progressing-towards: control level of skill when: jumping backward and landing, hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop) leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps and the other moves to meet the first foot, "step-close") galloping (one foot steps, body propels upward, other foot moves to meet the first foot) rolling forward (see note) rolling sideways.	☐	☐		☐	☐	
1.4 Non-locomotor Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot, including at a: control level of skill when: balancing, jumping on the spot, progressing-towards- control level of skill when: landing on hands from kneeling position, rotating on the spot.	☐	☐	☐	☐	☐	☐
1.5 Manipulative Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing- towards-control level when: throwing (rolling), catching (collecting, gathering), kicking.	☐	☐	☐	☐	☐	☐
1.6 Movement Variables: Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in: space (personal space, general space, levels, directions, pathways), effort (force, time/speed), relationships(individually and with objects).	☐	☐	☐	☐	☐	☐
Play Strategies and Skills: Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: low-organizational games involving traveling (e.g., tag games, follow-the- leader, hopscotch, long-rope skipping), target games (e.g., ring or hoop toss, bowling, bocce ball), alternate environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross- country skiing).	☐	☐	☐	☐	☐	☐
Relationships						
1.9 Safety and Cooperation: Demonstrate, with little or no support, safe and cooperative behaviours while participating in physical education activities.	☐	☐	☐	☐	☐	☐

1.10 Relationships: Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.						
--	---	---	---	---	---	---

Prince Edward Island	Lesson					
Grade 2 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
2.1 Health-related fitness Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.	☰	☰	☰	☰	☰	☰
2.2 Active Living Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life.						
Skillful Movement						
2.3 Locomotor Skills: Explore, express, and apply, a variety of ways to skillfully move the body through space while participating in movement activities, including at a: utilization level of skills when: walking, running, jumping forward and landing, jumping sideways and landing, control level of skill when: jumping backward and landing, hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps and the other moves to meet the first foot, "step-close"), galloping (one foot steps, body propels upward, other foot moves to meet the first foot), rolling forward (see note), rolling sideways. Progressing-towards-control level of skill when: rolling backward (see note on page 34).	☰	☰		☰	☰	
2.4 Non-locomotor skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot while participating in movement activities, including at a: utilization level of skill when: balancing, jumping and landing on the spot. Control level of skill when: landing on hands from kneeling position, rotating on the spot. Progressing-towards-control level of skill when: landing on hands from a bent knee standing position.	☰	☰	☰	☰	☰	☰
2.5 Manipulative Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: control level of skill when: throwing, catching (collecting, gathering), kicking. Progressing-towards-control level of skill when: hand dribbling, foot dribbling, striking objects with hands, striking objects with short-handled implements (e.g., short-handled racquets, paddles).	☰	☰	☰	☰	☰	☰
2.6 Movement Variables: Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of: space (general space, levels, directions, pathways, and extensions), effort (time/speed, force, and flow), relationships (with objects and with others).	☰	☰	☰	☰	☰	☰
2.7 Rhythmical Movement: Explore and demonstrate rhythmical movement with smooth transitions between movements in: self-created patterns, responsive patterns, involving relationships with objects and others, established dances.						

2.8 Strategies and Skills: Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: low-organizational, cooperative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games, follow- the-leader, fox and geese, parachute play, hopscotch), target games (e.g., ring or hoop toss, bowling, bocce ball, curling), alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country, skiing, cycling, dog sledding, tobogganing).	☰	☰	☰	☰	☰	☰
Relationships						
2.9 Safe Behaviours: Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.	☰	☰	☰	☰	☰	☰
2.10 Relationships: Demonstrate self-control and a willingness to work and play cooperatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities.	☰	☰	☰	☰	☰	☰

Prince Edward Island	Lesson					
Grade 3 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
3.1 Health-related Fitness: Apply a repertoire of strategies for developing components of health-related fitness, (cardiovascular endurance, flexibility, muscular endurance, and muscular strength), through movement activities during scheduled times in school, at home, and in the community.	☰	☰	☰	☰	☰	☰
3.2 Active Living: Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities.						
Skillful Movement						
3.3 Locomotor Skills: Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a: utilization level of skill when: jumping backward and landing, hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps, body propels upward, other foot moves to meet the first foot), galloping (one foot steps, body propels upward, other foot moves to meet the first foot), rolling forward (see note), rolling sideways, control level of skill when: rolling backward (see note on page 34).	☰					☰
3.4 Non-locomotor Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot when participating in movement activities, including at a: utilization level of skill when: landing on hands from kneeling position, rotating on the spot, control level of skill when: landing on hands from a bent knee standing position.	☰	☰	☰	☰	☰	☰
3.5 Manipulative Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: utilization level of skill when: throwing, catching (collecting, gathering), kicking, control level of skill when: hand dribbling, foot dribbling, striking objects with hands, striking objects with short-handled implements (e.g., short-handled racquets, paddles) progressing-towards- control level of skill when: volleying (to send an object in the air before it comes to rest), striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks).	☰	☰	☰	☰	☰	☰
3.6 Movement Variables Apply movement variables of: extensions in space, a focus on effort (time/speed, force, flow), relationships with objects and others to increase complex movement skills and sequences while participating in body management activities (including dance and educational gymnastics, and others such as yoga, skipping, aerobics, and track and field).	☰	☰	☰	☰	☰	☰
3.7 Strategies and Skills: Select and use effective movement skills, tactics, and strategies while participating in: low-organizational, inventive, and cooperative games (e.g., tag games, relay races, fox and geese, prisoner's base), small-sided and lead-up target games (e.g., bowling, curling, ring or hoop toss, bocce ball), small-sided and lead-up striking/fielding games (e.g., kickball, long ball) small-sided and lead-up invasion/territorial games (e.g., two-on-two, three- on-three games using skills from games such as soccer,	☰	☰	☰	☰	☰	☰

basketball, touch football), alternate environment activities (e.g., hiking, cross- country skiing, orienteering, aquatics, snowshoeing, canoeing, skating, tobogganing, cycling).						
Relationships						
3.8 Positive Interactions: Demonstrate positive interactions with others in cooperative and competitive movement activities.						
3.9 Safety: Evaluate personal commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities.						
3.10 Relationships: Demonstrate, verbally and non-verbally, consideration and respect for all others (regardless of ideas, abilities, worldviews, physical characteristics, cultural backgrounds, or gender) while participating in physical education activities.						

Prince Edward Island	Lesson					
Grade 4 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
4.1 Health-related Fitness: Make decisions about and apply, with guidance, strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness.						
4.2 Body Systems: Demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to, and affected by, the development of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition).						
Skillful Movement						
4.3 Complex Locomotor Skills: Select and apply performance cues to refine and combine locomotor skills into increasingly complex movement skills as applicable to lead-up games and body management activities including dance and educational gymnastics, and others such as yoga, skipping, aerobics, martial arts, and track and field.						
4.4 Locomotor Skills: Apply, with guidance, how to skillfully perform locomotor skills while participating in movement activities, including at a: utilization level of skill when: rolling backward.	📄					📄
4.5 Complex Non-locomotor Skills: Select and apply performance cues to combine and refine non-locomotor skills: balancing, jumping and landing on the spot on feet and hands, rotating on the spot into increasingly complex movement skills while participating in body management activities (including dance and educational gymnastics, as well as others such as yoga, skipping, aerobics, martial arts, and track and field).	📄	📄	📄	📄	📄	📄
4.6 Manipulative Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: utilization level of skill when: hand dribbling, foot dribbling, striking objects with hands and/or short-handled implements (racquets and paddles), control level of skill when: volleying (to send an object in the air before it comes to rest), striking objects with long-handled implements (bats, golf clubs, hockey sticks), progressing-towards- control level of skill when: punting.	📄	📄	📄	📄	📄	📄
4.7 Complex Manipulative Skills: Select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying objects) skills in increasingly complex movement activities such as lead-up games, including: throwing, catching (gathering, collecting) , kicking.	📄	📄	📄	📄	📄	📄
4.8 Movement Refinement: Refine the application of movement variables, movement concepts, and performance cues to improve personal performance and to provide feedback to others.	📄	📄	📄	📄	📄	📄
4.9 Skillful Play: Select and use effective movement skills, tactics, and strategies while participating in: small-sided and lead-up net/wall games (e.g., balloon volleyball, pickleball, hand ball) and refine selected	📄	📄	📄	📄	📄	📄

movement skills, tactics, and strategies while participating in: low-organizational, inventive, and cooperative games (e.g., tag games, relay race, prisoner’s base), small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball), small-sided and lead-up striking/fielding games (e.g., long ball, kick ball, softball), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three- on-three games using skills from games such as soccer, basketball, and soft lacrosse), alternate environment activities (e.g., hiking, aquatics, skating, snowshoeing, orienteering, cross-country skiing, tobogganing, cycling, tracking).						
Relationships						
4.10 Tactics, Strategies, and Rules: Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to co-operative and competitive lead-up games as well as alternate environment activities, when alone and with others.	☰	☰	☰	☰	☰	☰
4.11 Safety and First Aid: Incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class.						
4.12 Relationships: Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play.	☰	☰	☰	☰	☰	☰
4.13 Culture and History: Examine and communicate the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities.						

Prince Edward Island	Lesson					
Grade 5 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
5.1 Health-related Fitness: Create and implement, with guidance, as a class, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.						
5.2 Muscular Fitness: Apply, with guidance, beneficial and safe strategies to improve flexibility and muscular endurance through participation in a variety of movement activities.						
Skillful Movement						
5.3 Complex Skills: Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor skills to be used in body management activities (including dance and educational gymnastics, and others such as track and field, aquatics, aerobics, skipping, pilates, yoga) and games.	📄	📄	📄	📄	📄	📄
5.4 Manipulative Skills: Express and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: utilization level of skill when: volleying (to send an object in the air before it comes to rest), striking with long-handled implements (bats, golf clubs, hockey sticks), control level of skill when: punting.	📄	📄	📄	📄	📄	📄
5.5 Complex Manipulative Skills Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including: throwing, catching (collecting, gathering), kicking, hand dribbling, foot dribbling, striking with hands and short-handled implements (short-handled racquets and paddles).	📄	📄	📄	📄	📄	📄
5.6 Performance Refinement Apply performance cues, movement variables, tactics (e.g., body fakes, change of speed, change of direction, keeping the body low while moving), and principles of practice (e.g., form, consistency, repetition) in complex movement activities to improve the performance of self and others.	📄	📄	📄	📄	📄	📄
5.7 Skillful Play Refine, alone and with others, selected movement skills, tactics, and strategies while participating in: small-sided and lead-up net/ wall games (e.g., badminton, tennis, table tennis, one bounce, three-on-three volleyball, pickleball, paddle ball) and critically reflect on chosen movement skills, tactics, and strategies used in: small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball, archery), small sided and lead-up striking/fielding games (e.g., long ball, softball, kickball, cricket), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse), small-sided and lead-up alternate environment activities and games (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking, cycling, wall climbing, paddling).	📄	📄	📄	📄	📄	📄
Relationships						

5.8 Rules: Demonstrate an understanding of and willingness to accept the rules of teacher-selected games, including lead-up games, and invented games by officiating and participating in classmate officiated competitions.	☰	☰	☰	☰	☰	☰
5.9 Safety and First-Aid: Make decisions about how to prevent and care for common movement activity-related discomforts and injuries (e.g., stiffness, nose bleeds, and sprains).						
5.10 Social Skills: Examine and critically assess personal positioning within the five levels of a social skills continuum for participation in movement activities (i.e., irresponsible behaviour, self-control, involvement).						
5.11 Culture and History: Examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options for participation in movement activities in this country.						

Prince Edward Island	Lesson					
Grade 6 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
6.1 Cardiovascular Fitness Create and implement a personal health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.						
6.2 Body Composition Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect (maintain, increase, decrease) body fat composition.						
6.3 Muscle Fitness Apply self-selected strategies for effectively and safely improving muscular endurance and flexibility, and apply, with guidance, an understanding of how to effectively and safely improve muscular strength.						
Skillful Movement						
6.4 Skill-related Fitness Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) and how they connect with the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) in the development of each other.						
6.5 Complex Skills Demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball).	☞	☞	☞	☞	☞	☞
6.6 Manipulative Skills Express and apply, with guidance, performance cues (visual contact, point of release or contact, absorption) to enhance manipulative (moving objects) skills: to the utilization level of skill when punting.	☞	☞	☞	☞	☞	☞
6.7 Biomechanics Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills involving locomotor (traveling), non-locomotor (non-traveling), and manipulative (moving objects) skills.	☞	☞	☞	☞	☞	☞
6.8 Movement Concepts Analyze and apply, with guidance, movement concepts to support skill development while participating in: target games (e.g., effort qualities in backswing and wrist action on “out-turn” in curling), invasion/territorial games (e.g., offensive pace to an “open space”).	☞	☞	☞	☞	☞	☞
6.9 Decision Making Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in: target games (e.g., bowling, curling, golf, bocce ball, archery), invasion/territorial games (e.g., basketball, touch football, soccer, team handball, soft lacrosse, floor hockey, ultimate frisbee), low-organizational, inventive,	☞	☞	☞	☞	☞	☞

and co- operative games (e.g., capture the flag, prisoner’s base, four goal game).						
6.10 Alternate Environment & Body Management Apply controlled use of selected movement skills and variations (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of: alternate environment activities (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering), body management activities including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics).						
Relationships						
6.11 Volunteerism & Leadership Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.						
6.12 Influences Analyze the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as source of information for making decisions related to participation of self and others in movement activity as well as possible career choice implications.						
6.13 Safety & Rules Analyze and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others.						
6.14 Relationship Skills Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self- control, involvement, self- responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities.						
6.15 History & Culture Examine, evaluate, and represent the historical and present impact of our World neighbours on the development of movement activity options as a means of supporting the well-being of self and others.						

Prince Edward Island	Lesson					
Grade 7 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
7.1 Health-related Fitness Create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.						
7.2 Body Composition Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.						
7.3 Skeletal System Demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/ decreased bone density, increased/decreased bone mass) and the function (i.e., shape support, protection) of the skeletal system in relation to participating in movement activities.						
7.4 Cross-training Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops coordination and agility used in basketball; golf and hockey develop hand/ eye coordination/striking skills) while participating in movement activities.						
Skillful Movement						
7.5 Complex Skills Demonstrate control, including smooth transitions, of complex movement skills that combine locomotor (traveling) skills, non- locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, paddling a kayak, passing a lacrosse ball) while participating in movement activities.	☞	☞	☞	☞	☞	☞
7.6 Biomechanics Explore, apply, and communicate biomechanical concepts and principles of balance, stability, spin, and rotation as a means to enhance independence in learning motor skills involving locomotor (traveling), non- locomotor (non-traveling), and manipulative (moving objects) skills.	☞	☞	☞	☞	☞	☞
7.7 Movement Concepts Analyze and apply, with guidance, movement concepts while participating in: net/wall games (e.g., badminton - body awareness in ready position to receive a serve), striking/fielding games (e.g., softball - body position to catch a fly ball or grounder).	☞	☞	☞	☞	☞	☞
7.8 Decision Making Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in: net/wall games (e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball), striking/fielding games (e.g., softball, longball, kickball, cricket), low-organizational, inventive, and co- operative games (e.g., walleyball, king's court).	☞	☞	☞	☞	☞	☞
7.9 Alternate Environment & Body Management Utilize selected movement skills and combinations of skills (i.e., locomotor, non- locomotor, and manipulative) to participate in a variety of: alternate						

environment activities (e.g., skating, cross-country skiing, swimming, snowshoeing, cycling, hiking, tracking, skateboarding, roping, canoeing, downhill skiing, orienteering), body management activities including dance and educational gymnastics, as well as others (e.g., wrestling, track and field, pilates, yoga, aerobics).						
Relationships						
7.10 Volunteerism & Leadership Plan, organize, lead, and evaluate cooperatively movement activity, such as intramurals, fitness fun days, and playground games, to engage younger students and to connect with others.						
7.11 Influences Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.						
7.12 Safety & Rules Analyze and apply the safety guidelines and rules related to net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities to develop an appreciation of their impact on self and others.						
7.13 Relationship Skills Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.	☰	☰	☰	☰	☰	☰
7.14 History & Culture Examine, evaluate, and represent both the historical and present impact of Canada's Northern people on the development of movement activity options as a means of supporting the well-being of self and others						

Prince Edward Island	Lesson					
Grade 8 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Active Living						
8.1 Health-related Fitness Create, implement, evaluate, and revise a personal health- related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility that involves setting goals for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.						
8.2 Muscular System Apply an understanding of how to positively affect the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings) while clarifying an understanding of the effects of exercise and inactivity on the muscular system (e.g., increased/ decreased strength, increased/decreased lean muscle, increased/decreased elasticity, increased/ decreased muscle tone).						
8.3 Skill-related Fitness Implement personal plans for improvement of skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) to improve the weaker components and to support enjoyment in personal, social, and competitive movement activities.						
Skillful Movement						
8.4 Complex Skills Utilize, including smooth transitions, complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities.	📄	📄	📄	📄	📄	📄
8.5 Biomechanics Explore, apply, and communicate biomechanical concepts and principles related to levers and projectiles as well as Newton’s Laws of Motion as a means to enhance independence in learning motor skills.						
8.6 Concepts, Tactics, & Strategies Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of: target games (e.g., bowling, curling, archery, golf, bocce ball), striking/fielding games (e.g., long ball, softball, slo-pitch, cricket), net/wall games (e.g., badminton, tennis, table tennis, volleyball, pickleball), invasion/territorial games (e.g., double ball, basketball, soccer, soft lacrosse, touch football, floor hockey, ultimate frisbee, rugby, team handball), low-organizational and inventive games (e.g., walleyball, capture the flag, prisoner’s base, speedball, kick the can, snowsnakes, bombardment).	📄	📄	📄	📄	📄	📄
8.7 Decision Making Analyze the situational decisions, of self and others, while under the pressure of game play in target games, net/wall games, striking/fielding games, invasion/territorial games, and low-organizational, inventive, and cooperative games to determine the effectiveness of the decisions and to propose options for improvement.	📄	📄	📄	📄	📄	📄

8.8 Alternate Environment Activities Apply and adapt selected activity-related skills (e.g., carrying, paddling, gripping, hanging, wheeling, digging, fire building, snow ploughing, compass reading) and strategies required for participation in alternate environment activities (e.g., backpacking, hiking, cycling, overnight camping, canoeing, snowshoeing, wall climbing, in-line skating, skate boarding, cross-country skiing, tracking, roping, dog sledding, skating, orienteering, downhill skiing, tobogganing, Quincy building).						
8.9 Movement Sequences Perform, both as a leader and a follower, self-created, collaboratively created, and established sequences of movements with smooth transitions, incorporating skills and combinations of skills from a variety of games (i.e., target games, net/wall games, striking/fielding games, invasion/territorial games, low-organizational and inventive games) and body management activities (e.g., dance, aquatics, educational gymnastics, track and field, pilates, yoga, wrestling, martial arts, aerobics), alone and with others.	☰	☰	☰	☰	☰	☰
Relationships						
8.10 Volunteerism & Leadership: Create and implement an individual or small group plan to engage and support at least one other person in repeated participation in movement activity at school, at home, or in the community.						
8.11 Technological Influences: Demonstrate an understanding of the impact of current and emerging technologies (e.g., computer and video games, fitness equipment such as treadmills, heavy wooden racquets compared to lightweight fibreglass racquets, sports shoes) on fitness, fitness- related career options, and well-being.						
8.12 Basic First Aid: Demonstrate the skills required to administer basic first aid (e.g., scene management, seeking help, treating minor injuries, applying precautions for body fluids) required as a result of injury caused by participation in movement activities						
8.13 Social Behaviour: Analyze environmental influences (e.g., family beliefs/ values, culture, gender, role models, workplace, peers, advertising, television) to assess their impact on responsible social behaviour in movement activity settings.						
8.14 History & Culture: Analyze the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives (e.g., in motion, ParticipAction, Indigenous Games, walking paths) that support personal, family, and community active living and well-being.						

Newfoundland and Labrador

Newfoundland and Labrador Grade 1 Physical Education Outcomes	Lesson					
	L1	L2	L3	L4	L5	L6
Games						
Identify, maintain, and use space adequately.	☐	☐		☐	☐	
Demonstrate an understanding of orientation.	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of paths of motion.	☐	☐	☐	☐		
Demonstrate respect for the personal space of others.	☐	☐	☐	☐	☐	☐
Demonstrate the mechanics of various locomotor skills.	☐	☐		☐		
Demonstrate an understanding of basic concepts of human locomotion.		☐		☐		
Identify the effects of movement on the body.						
Demonstrate the ability to cooperate and work with others.	☐	☐	☐	☐	☐	☐
Demonstrate concern for the safety of self and others.	☐	☐	☐	☐	☐	☐
Demonstrate non-locomotor skills using a range of body joints and positions.		☐	☐	☐	☐	☐
Identify non-locomotor skills that contribute to improved health and an active lifestyle.						
Cooperate with partners in performing non-locomotor skills.		☐	☐	☐	☐	☐
Demonstrate safety and concern for others.	☐	☐	☐	☐	☐	☐
Project a small object in a variety of ways.		☐	☐	☐	☐	☐
Receive a small object in a variety of ways.		☐	☐	☐	☐	☐
Demonstrate an understanding of teamwork.			☐	☐	☐	☐
Demonstrate safety and concern for self and others.	☐	☐	☐	☐	☐	☐
Cooperate with a partner.	☐	☐	☐	☐	☐	☐
Project a large ball in a variety of ways.						
Receive a large ball in a variety of ways.						
Demonstrate cooperation in working with others.	☐	☐	☐	☐	☐	☐
Respect the personal space of others.	☐	☐	☐	☐	☐	☐
Demonstrate concern for the safety of self and others and surrounding environment.	☐	☐	☐	☐	☐	☐
Project a variety of objects using an implement.		☐	☐	☐	☐	☐
Receive a variety of objects using an implement.		☐	☐	☐	☐	☐
Discuss the direction of projected objects in relation to body position.			☐	☐	☐	☐
Demonstrate an understanding of the effectiveness of group cooperation.			☐	☐	☐	☐
Manipulate various apparatus individually and in a large group.						
Demonstrate an understanding of the mechanics of using an apparatus.		☐	☐	☐	☐	☐
Demonstrate the ability to cooperate and work with others.	☐	☐	☐	☐	☐	☐

Rhythmic Activities						
Perform locomotor skills to music.						
Identify examples of rhythm in surroundings.						
Demonstrate care and concern for self and others.						
Gymnastics						
Demonstrate basic gymnastic skills in a circuit or in simple routines.						
Demonstrate an understanding of motions that influence propulsion and balance.						
Demonstrate care and cooperation during activities.						

Newfoundland and Labrador	Lesson					
Grade 2 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Games						
Identify, maintain, and use space adequately.	☐	☐		☐	☐	
Demonstrate an understanding of orientation.	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of paths of motion.	☐	☐	☐	☐		
Demonstrate respect for the personal space of others.	☐	☐	☐	☐	☐	☐
Demonstrate the mechanics of various locomotor skills.	☐	☐		☐		
Demonstrate an understanding of basic concepts of human locomotion.		☐		☐		
Identify the effects of movement on the body.						
Demonstrate the ability to cooperate and work with others.	☐	☐	☐	☐	☐	☐
Demonstrate concern for the safety of self and others.	☐	☐	☐	☐	☐	☐
Demonstrate a variety and combinations of nonlocomotor skills using a range of body joints and positions.		☐	☐	☐	☐	☐
Identify non-locomotor skills that contribute to improved health and an active lifestyle.						
Respond to the need for cooperation with others in accomplishing specific tasks.	☐	☐	☐	☐	☐	☐
Demonstrate safety and concern for others.	☐	☐	☐	☐	☐	☐
Project a small object in a variety of ways.		☐	☐	☐	☐	☐
Receive a small object in a variety of ways.		☐	☐	☐	☐	☐
Demonstrate an understanding of concepts related to catching and throwing.						
Demonstrate safety and concern for self and others.	☐	☐	☐	☐	☐	☐
Cooperate with a partner.	☐	☐	☐	☐	☐	☐
Project a large ball in a variety of ways.						
Receive a large ball in a variety of ways.						
Demonstrate cooperation in working with others.	☐	☐	☐	☐	☐	☐
Respect the personal space of others.	☐	☐	☐	☐	☐	☐
Demonstrate concern for the safety of self and others and surrounding environment.	☐	☐	☐	☐	☐	☐
Project a variety of objects using an implement.		☐	☐	☐	☐	☐
Receive a variety of objects using an implement.		☐		☐	☐	☐
Discuss the importance of grip when using implements.		☐	☐	☐	☐	☐
Demonstrate respect for individual differences.	☐	☐	☐	☐	☐	☐
Demonstrate safety and concern for self and others.	☐	☐	☐	☐	☐	☐
Manipulate various apparatus individually and in a large group.						
Demonstrate an understanding of efficient movement while using an apparatus.		☐	☐	☐	☐	☐
Demonstrate the ability to cooperate and work with others.	☐	☐	☐	☐	☐	☐
Rhythmic Activities						

Perform locomotor skills to music.						
Demonstrate an understanding of the relationship of rhythm to performance.						
Demonstrate care and concern for self and others.						
Gymnastics						
Demonstrate basic gymnastic skills in a simple routine.						
Understand the need and function of specific movements.						
Demonstrate concern for the care and safety of others.						

Newfoundland and Labrador	Lesson					
Grade 3 Physical Education Outcomes	L1	L2	L3	L4	L5	L6

Games						
Identify, maintain, and use space adequately.						
Demonstrate an understanding of orientation.						
Demonstrate an understanding of paths of motion.						
Demonstrate respect for the personal space of others.						
Demonstrate the mechanics of various locomotor skills.						
Demonstrate an understanding of basic concepts of human locomotion.						
Identify the effects of movement on the body.						
Demonstrate the ability to cooperate and work with others.						
Demonstrate concern for the safety of self and others.						
Demonstrate a variety and combinations of nonlocomotor skills to improve flexibility and range of movement (over time).						
Demonstrate an understanding of how nonlocomotor skills benefit muscles.						
Demonstrate leadership in planning flexibility routines.						
Demonstrate safety and concern for others.						
Project a small object in a variety of circumstances.						
Receive a small object in a variety of circumstances.						
Demonstrate an understanding of concepts related to catching and throwing.						
Demonstrate safety and concern for self and others.						
Cooperate with others.						
Project a large object in a variety of circumstances.						
Receive a large object in a variety of circumstances.						
Propose solutions to playing in crowded space.						
Respect the personal space of others.						
Demonstrate concern for the safety of self and others and surrounding environment.						
Project a variety of objects using an implement.						
Receive a variety of objects using an implement.						
Discuss the effect of body position on travel of an object.						
Demonstrate respect for individual differences.						
Demonstrate safety and concern for self and others.						
Manipulate various apparatus individually and in a large group.						
Demonstrate an understanding of efficient movement while using an apparatus.						
Demonstrate the ability to cooperate and work with others.						
Rhythmic Activities						
Perform locomotor skills to music.						

Demonstrate an understanding of the relationship of rhythm to performance.						
Demonstrate care and concern for self and others.						
Gymnastics						
Demonstrate basic gymnastic skills in a simple routine.						
Understand the role of strength and flexibility in performance.						
Demonstrate concern for the care and safety of others.						

Newfoundland and Labrador	Lesson					
Grade 4 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Games						

Identify, maintain, and use space adequately.	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of orientation.	☐	☐	☐	☐	☐	☐
Demonstrate respect for the personal space of others.	☐	☐	☐	☐	☐	☐
Demonstrate the mechanics of various locomotor skills.	☐	☐				☐
Demonstrate an understanding of basic concepts of human locomotion.						
Identify the effects of movement on the body.						
Demonstrate the ability to cooperate and work with others.	☐	☐	☐	☐	☐	☐
Demonstrate concern for the safety of self and others.	☐	☐	☐	☐	☐	☐
Demonstrate a range and combination of nonlocomotor skills to improve range of movement, flexibility, strength and balance.	☐	☐	☐	☐	☐	☐
Identify why stretching is important before and after physical activity.						
Demonstrate cooperation in assisting others.	☐	☐	☐	☐	☐	☐
Demonstrate safety and concern for others.	☐	☐	☐	☐	☐	☐
Demonstrate respect for individual differences.	☐	☐	☐	☐	☐	☐
Project a range of objects in a variety of games and activities.	☐	☐	☐	☐	☐	☐
Receive a range of objects in a variety of games and activities.	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of the importance of correct techniques in games and activities.	☐	☐	☐	☐	☐	☐
Demonstrate concern for the safety of self, others and physical surroundings.	☐	☐	☐	☐	☐	☐
Demonstrate leadership in encouraging the participation of others.						
Manipulate various apparatus individually and in a large group.						
Demonstrate an understanding of factors that contribute to skills in using an apparatus.						
Demonstrate the ability to cooperate and work with others.	☐	☐	☐	☐	☐	☐
Demonstrate concern for the care and safety of others and for equipment.	☐	☐	☐	☐	☐	☐
Rhythmic Activities						
Perform locomotor skills to music in patterns and routines.						
Identify the effects of rhythm on movement and on the body.						
Devise rhythmic routines for groups.						
Demonstrate care and concern for self and others.						
Gymnastics						
Demonstrate basic gymnastic skills in a simple routine on floor and apparatus.						
Understand the role of strength and flexibility in performance.						
Demonstrate concern for the care and safety of others and for equipment.						
Sports Lead-up Activities						
Demonstrate basic soccer skills.						
Demonstrate basic hockey skills.						

Demonstrate basic baseball and softball skills.						
Demonstrate basic volleyball skills.						
Demonstrate basic basketball skills.						
Demonstrate basic badminton skills.						
Identify principles of mechanics in various sports and apply to modified games.	☞	☞	☞	☞	☞	☞
Identify basic rules of each sport and principles of fair play.						
Apply basic sport rules and principles of fair play.	☞	☞	☞	☞	☞	☞
Fitness						
Perform a variety of activities that contribute to fitness.						
Demonstrate an understanding of fitness and its contribution of health.						
Demonstrate respect for individual differences and needs.	☞	☞	☞	☞	☞	☞
Explain the relationship between healthy living and fitness.						

Newfoundland and Labrador	Lesson					
Grade 5 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Games						

Identify, maintain, and use space adequately.						
Demonstrate an understanding of paths of motion.						
Demonstrate respect for the personal differences of others.						
Demonstrate the mechanics of various locomotor skills.						
Demonstrate an understanding of basic concepts of human locomotion.						
Identify the effects of movement on the body.						
Demonstrate the ability to cooperate and work with others.						
Demonstrate concern for the safety of self and others.						
Demonstrate a range and combination of nonlocomotor skills to improve range of movement, flexibility, strength and balance.						
Identify how stretching, balance and efficient turning contribute to performance.						
Demonstrate cooperation in assisting others.						
Demonstrate safety and concern for others.						
Demonstrate respect for individual differences.						
Project a range of objects in a variety of games and activities.						
Receive a range of objects in a variety of games and activities.						
Demonstrate an understanding of the simple mechanics of projecting and receiving with or without implements.						
Demonstrate concern for the safety of self, others and physical surroundings.						
Demonstrate leadership in encouraging the participation of others.						
Manipulate various apparatus individually and in a large group.						
Demonstrate an understanding of factors that contribute to skills in using an apparatus.						
Demonstrate the ability to cooperate and work with others.						
Demonstrate concern for the care and safety of others and for equipment.						
Rhythmic Activities						
Perform locomotor skills to music in patterns and routines.						
Identify the effects of rhythm on movement and on the body.						
Identify challenges of performing routines in a large group.						
Demonstrate care and concern for self and others.						
Gymnastics						
Demonstrate basic gymnastic skills in a simple routine on floor and apparatus.						
Understand the role of strength and flexibility in performance.						
Demonstrate concern for the care and safety of others and for equipment.						
Respect individual differences.						
Sports Lead-up Activities						

Demonstrate basic soccer skills.						
Demonstrate basic hockey skills.						
Demonstrate basic baseball/softball skills.						
Demonstrate basic volleyball skills.						
Demonstrate basic basketball skills.						
Demonstrate basic track and field skills.						
Demonstrate basic badminton skills.						
Identify principles of mechanics in various sports and apply to modified games.	☞	☞	☞	☞	☞	☞
Identify basic rules of each sport and principles of fair play.						
Apply basic sport rules and principles of fair play.	☞	☞	☞	☞	☞	☞
Demonstrate leadership during activities.	☞	☞	☞	☞	☞	☞
Fitness						
Perform a variety of activities that contribute to fitness.						
Demonstrate an understanding of fitness and its contribution of health.						
Demonstrate respect for individual differences and needs.	☞	☞	☞	☞	☞	☞
Explain the relationship between healthy living and fitness.						

Newfoundland and Labrador	Lesson					
Grade 6 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Games						

Identify, maintain, and use space adequately.	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of paths of motion.	☐			☐	☐	☐
Demonstrate respect for others through cooperation and leadership.	☐	☐	☐	☐	☐	☐
Demonstrate the mechanics of various locomotor skills.	☐			☐	☐	☐
Demonstrate an understanding of basic concepts of human locomotion.						
Identify the effects of movement on the body.						
Demonstrate the ability to cooperate and work with others.	☐	☐	☐	☐	☐	☐
Demonstrate concern for the safety of self and others.	☐	☐	☐	☐	☐	☐
Demonstrate a range and combination of nonlocomotor skills to improve range of movement, flexibility, strength, and balance.	☐	☐	☐	☐	☐	☐
Identify how stretching increases flexibility and contributes to injury prevention.						
Demonstrate cooperation in assisting others.	☐	☐	☐	☐	☐	☐
Demonstrate safety and concern for others.	☐	☐	☐	☐	☐	☐
Demonstrate respect for individual differences.	☐	☐	☐	☐	☐	☐
Project a range of objects in a variety of games and activities.	☐	☐	☐	☐	☐	☐
Receive a range of objects in a variety of games and activities.	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of the simple mechanics of projecting and receiving with or without implements.	☐	☐	☐	☐	☐	☐
Demonstrate concern for the safety of self, others and physical surroundings.	☐	☐	☐	☐	☐	☐
Demonstrate leadership in encouraging the participation of others.	☐	☐	☐	☐	☐	☐
Manipulate various apparatus individually and in a large group.						
Demonstrate an understanding of factors that contribute to skills in using an apparatus.						
Demonstrate the ability to cooperate and work with others.	☐	☐	☐	☐	☐	☐
Demonstrate concern for the care and safety of others and for equipment.	☐	☐	☐	☐	☐	☐
Rhythmic Activities						
Perform locomotor skills to music in patterns and routines.						
Identify the effects of rhythm on movement and on the body.						
Propose strategies to challenges of performing routines in a large group.						
Demonstrate care and concern for self and others.						
Gymnastics						
Demonstrate basic gymnastic skills in a simple routine on floor and apparatus.						
Demonstrate the importance of technique and fitness.						
Demonstrate concern for the care and safety of others and for equipment.						
Respect individual differences.						
Sports Lead-up Activities						

Demonstrate basic soccer skills.						
Demonstrate basic hockey skills.						
Demonstrate basic baseball/softball skills.						
Demonstrate basic volleyball skills.						
Demonstrate basic basketball skills.						
Demonstrate basic track and field skills.						
Demonstrate basic badminton skills.						
Identify principles of mechanics in various sports and apply to modified games.						
Identify basic rules of each sport and principles of fair play.						
Apply basic sport rules and principles of fair play.	☞	☞	☞	☞	☞	☞
Demonstrate leadership during activities.	☞	☞	☞	☞	☞	☞
Fitness						
Perform a variety of activities that contribute to fitness.	☞	☞	☞	☞	☞	☞
Demonstrate an understanding of fitness and its contribution of health.						
Demonstrate respect for individual differences and needs.	☞	☞	☞	☞	☞	☞
Explain the relationship between healthy living and fitness.						

Newfoundland and Labrador	Lesson					
Grade 7 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Leadership/Cooperative Activities						

Participate in a wide range of team-building and trust activities that require students to demonstrate a variety of movements and an awareness of several movement concepts						
Participate in various activities that require students to cooperate and compete in small and large group activities	☞	☞	☞	☞	☞	☞
Students display a knowledge of past movements to quickly and efficiently complete future tasks/activities						
Students will understand that it is by cooperating and inclusion of all participants that tasks/activities are completed effectively						
Select and assume responsibility for various roles while participating in games or activities						
Students will show knowledge of safety and help create an atmosphere of trust in all activities						
Students will display increased self-confidence, responsibility and individual initiative						
Outdoor Activities						
Demonstrate the basic movements and body mechanics of various outdoor activity skills such as canoe strokes, kayak strokes, skiing, snowshoeing and running movements while using various movement concepts						
Participate in various activities that use a variety of movement concepts while developing personal fitness						
Understand how actions impact safety and performance in a variety of outdoor activities						
Analyse fair play and active living concepts						
Participate in a school or community environment awareness program or project						
Rhythmic Activities						
Use appropriate body mechanics such as posture in rhythmical activities						
Participate in a variety of activities involving movement and music						
Participate in a variety of rhythmical activities to promote personal fitness						
Pose and solve simple movement problems individually (i.e. selecting the most appropriate movement in skipping or in rhythmic gymnastics using scarves and/or balls to use with various music)						
Predict consequences of various actions on performance (i.e. consequence of varying movement concepts of time and level when skipping)						
Identify the effect of growth patterns on rhythmical movements						
Participate willingly in rhythmic activities						
Demonstrate self-confidence when participating in a variety of rhythmical activities						
Alternative Activities						
Use proper body alignment, stance and posture when participating in alternative activities such as golf and archery						
Apply movement concepts and skills to a variety of activities in alternative environments such as golf and archery						
Participate in a variety of personal fitness activities such as self-defence and wrestling						
Students will pose and solve movement problems individually such as the golf swing and archery shot						

techniques to determine which is most effective and why						
Students assess attitudes and behaviours while participating in alternative activities in relation to self, the class, the school and community						
Participate in socially responsive activities within the school and apply the principles of peer mediation while participating in alternative activities						
Demonstrate self-confidence during activities such as archery, golf, gymnastics, rock/wall climbing, self-defence, track and field and wrestling						
Court and Field Activities						
Demonstrate basic stances by using appropriate body mechanics and body awareness concepts such as muscle tension and relaxation and the relationship of body parts while moving	☞	☞	☞	☞	☞	☞
Participate in activities from a variety of cultures						
Demonstrate efficient court and field activity skills and movements during cooperative and competitive activities (i.e. ready position, passing, sending/receiving, movement with and/or without implement)	☞	☞	☞	☞	☞	☞
Demonstrate an understanding of space awareness by experimenting with ways to solve movement problems by applying range and level movement concepts (When an opponent is close, what do you do to score a point?)		☞	☞	☞	☞	☞
In a cooperative group, determine various ways to be successful during field activities						
Predict the efficiency of court activity movements by applying any number of the movement concepts of space, quality of movement and body awareness						
Demonstrate self-responsibility and personal development in court activities as they apply to interscholastic, intramural and community activities						
Demonstrate fair play concepts within cooperative and competitive activities (i.e. changing partners, rotating courts, keeping score, appropriate comments)	☞	☞	☞	☞	☞	☞
Participate willingly in non-traditional field activities such as lacrosse, football and field hockey						
Fitness Activities						
Demonstrate proper fitness skills such as safe aerobic and fitness hustle techniques consistent with an active living lifestyle						
Participate in a variety of fitness activities (i.e. aerobics, dance, Inuit games, fitness hustles, jogging and walking)						
Apply the movement concepts of flow, time and relationship of body parts across fitness activities such as music-based aerobics and fitness hustles						
Participate in a variety of personal fitness activities (Dance Dance Revolution; weight training, TRX, etc.)						
Pose and solve simple movement problems individually such as comparing students' technique with efficient, safe, recommended movement						
Analyse fair play and active living concepts.						
Participate willingly and cooperatively in fitness activities						

Demonstrate self-confidence through self-evaluation and reflection						
--	--	--	--	--	--	--

Newfoundland and Labrador	Lesson					
Grade 8 Physical Education Outcomes	L1	L2	L3	L4	L5	L6
Leadership/Cooperative Activities						
Participate in various activities that require students to use cooperative and competitive strategies in small and large groups	☐	☐	☐	☐	☐	☐
Participate in various activities that allow the use of skills and movements in alternate settings such as a field, a park, a section of forest, etc.						
Students can initiate and work through self-generated tasks and problems						
Students are able to recognize and evaluate their own behaviours as well as the behaviour and actions of others in small and large groups						
While engaged in cooperative activities and games students display a concern for the safety of others and display fair play concepts						
During and after activity students are able to assess and reflect on decisions made and actions undertaken						
Students can identify and demonstrate various cooperative skills while participating willingly in activities and games						
Outdoor Activities						
Demonstrate improvement and transference in outdoor activity skills and movements by applying various movement concepts						
During various outdoor activities students demonstrate cooperative and competitive strategies to complete a task or activity						
While using various movement concepts, students work in cooperative groups to solve problems and situations during outdoor activities						
Discuss outdoor activities as examples of how people can achieve and maintain fitness and healthy lifestyles						
During various outdoor activity programs, students participate in a manner that ensures all students are safe, comfortable and demonstrate the principles of fair play						
Rhythmic Activities						
Refine appropriate body mechanics such as posture and foot placement in rhythmical activities to improve movement						
Participate in a variety of activities involving movement and music						
In a cooperative group choose a rhythmical activity to be performed in synchronization using the movement concepts of balance, flow, force and time						
Identify practices and qualities that promote personal fitness, a healthy lifestyle and potential career pursuits						
While participating in rhythmic activities, analyse personal responses and behaviours in cooperative groups (i.e. fair play)						
Show respect and concern for the safety and comfort of yourself, others and the environment during rhythmic activities						

Identify and demonstrate cooperative skills in rhythmic activities						
Alternative Activities						
Demonstrate improvement in activity skills and movements by applying movement concepts such as range, level, force, balance, relationship of body parts while moving and body “language”						
Demonstrate cooperative and competitive strategies which can be applied to alternative activities						
Apply movement skills and concepts such as relationship of body parts while moving, muscle tension and relaxation, possible movement of body parts, balance and direction, to a variety of alternate environments such as the swimming pool						
Through alternative activities such as bowling, skate boarding, skipping and roller blading, identify practices that promote personal fitness and a healthy lifestyle						
Students recognize and identify the effect of growth patterns on movement						
Show concern for the comfort and safety of others in alternative activities such as archery, gymnastics, rock/wall climbing, self-defence, skating, swimming and wrestling						
During and after activity, students are able to assess and reflect on decisions made and actions undertaken						
Court and Field Activities						
Demonstrate improvement in court activity skills (sending/receiving, movement with or without implement) by applying movement concepts of body awareness (relationship of body parts while moving and body “language”) and space (direction, range and force)	☞	☞	☞	☞	☞	☞
Demonstrate strategies in a variety of cooperative and competitive court activities using movement concepts of levels and body language	☞	☞	☞	☞	☞	☞
Create a competitive or cooperative field game which uses rules, concepts, and skills from a combination of other court and field activities						
Discuss how court activities are an excellent example of how people can achieve and maintain fitness and healthy lifestyles						
Analyse personal responses and behaviours in cooperative groups such as character education concepts (i.e. caring, sharing, citizenship, responsibility, respect, trustworthiness and fairness)						
Participate in interscholastic athletics, intramural programs and/or community based activity programs						
Show concern and safety for self, others and the environment during activities (i.e. rugby, football, soccer)	☞	☞	☞	☞	☞	☞
Reflect critically on responses and behaviours in cooperative groups						
Identify and demonstrate cooperative behaviours that enable all students to all students to participate and enjoy activities						
Fitness Activities						
Demonstrate proper fitness skills such as required in weight training and circuit training consistent with an active living lifestyle						
Apply the principles of body mechanics and understand the concepts of flow and time as they relate to summation of joint forces while using appropriate terminology of body parts						

Pose and solve simple movement problems in a cooperative group such as determining the cause for inefficient movement and exploring ways in which to increase the efficiency						
Identify active living concepts as a guide by which to promote personal fitness and a healthy lifestyle						
Demonstrate socially responsive behaviours while pursuing activities in a fitness oriented environment (i.e. weight room; gymnasium; community)						
During various fitness activities students participate in a manner that ensures all students are safe, comfortable and demonstrate the principles of fair play						