



Curriculum Links



PHE Canada
Physical & Health Education Canada



PHYSICAL LITERACY THROUGH GAMES AND SPORT



British Columbia and Yukon

Curriculum Links

Grade 4 Physical Education Outcomes

Physical literacy

Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments



Apply a variety of movement concepts and strategies in different physical activities



Develop and demonstrate safety, fair play, and leadership in physical activities





British Columbia and Yukon

Curriculum Links

Grade 5 Physical Education Outcomes

Physical literacy

Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments



Apply a variety of movement concepts and strategies in different physical activities



Develop and demonstrate safety, fair play, and leadership in physical activities





British Columbia and Yukon

Curriculum Links

Grade 6 Physical Education Outcomes

Physical literacy

Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments



Develop and apply a variety of movement concepts and strategies in different physical activities



Develop and demonstrate safety, fair play, and leadership in physical activities





British Columbia and Yukon

Curriculum Links

Grade 7 Physical Education Outcomes

Physical literacy

Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments



Develop and apply a variety of movement concepts and strategies in different physical activities



Develop and demonstrate safety, fair play, and leadership in physical activities





British Columbia and Yukon

Curriculum Links

Grade 8 Physical Education Outcomes

Physical literacy

Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments



Develop and apply a variety of movement concepts and strategies in different physical activities



Develop and demonstrate safety, fair play, and leadership in physical activities





British Columbia and Yukon

Curriculum Links

Grade 9 Physical Education Outcomes

Physical literacy

Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments



Develop and apply a variety of movement concepts and strategies in different physical activities



Develop and demonstrate safety, fair play, and leadership in physical activities





Alberta, Northwest Territories and Nunavut

Curriculum Links

Grade 4 Physical Education Outcomes

Activity

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.



A4-6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship.



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.



Cooperation

C4-3 identify and demonstrate etiquette and fair play.





Alberta, Northwest Territories and Nunavut

Curriculum Links

Grade 5 Physical Education Outcomes

Activity

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.



A5-6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship.



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.



Cooperation

C5-3 demonstrate etiquette and fair play.





Alberta, Northwest Territories and Nunavut

Curriculum Links

Grade 6 Physical Education Outcomes

Activity

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.



A6-6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship.



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.



Cooperation

C5-3 demonstrate etiquette and fair play.





Alberta, Northwest Territories and Nunavut

Curriculum Links

Grade 7 Physical Education Outcomes

Activity

A7-2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance.



A7-6 demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance.



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.



Cooperation

C7-3 demonstrate etiquette and fair play



Grade 8 Physical Education Outcomes

Activity

A8-2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance



A8-6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance



A8-10 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



Cooperation

C8-3 demonstrate etiquette and fair play





Alberta, Northwest Territories and Nunavut

Curriculum Links

Grade 9 Physical Education Outcomes

Activity

A9–2 apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance



A9–6 apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance



A9–10 apply and refine activity-specific basic skills in a variety of games



A9–11 create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal



Cooperation

C9–3 demonstrate etiquette and fair play





Alberta, Northwest Territories and Nunavut

Curriculum Links

Grade 4 Physical Education Outcomes

Active Living, Skillful Movement and Relationships

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.



4.7 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.



4.9 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).



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.








4.12 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.



Grade 5 Physical Education Outcomes

Active Living, Skillful Movement and Relationships

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| <p>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.</p> |  |
| <p>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).</p> |  |
| <p>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.</p> |  |
| <p>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).</p> |  |
| <p>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.</p> |  |



Saskatchewan

Curriculum Links

Grade 6 Physical Education Outcomes

Active Living, Skillful Movement and Relationships

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).



6.8 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).



6.13 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.





Saskatchewan

Curriculum Links

Grade 7 Physical Education Outcomes

Active Living, Skillful Movement and Relationships

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.



7.7 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).



7.12 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.





Saskatchewan

Curriculum Links

Grade 8 Physical Education Outcomes

Active Living, Skillful Movement and Relationships

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.



8.6 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.





Saskatchewan

Curriculum Links

Grade 9 Physical Education Outcomes

Active Living, Skillful Movement and Relationships

9.6 Games, Tactics, & Strategies: Design and implement, collaboratively, plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others in each of the following: target games (e.g., bowling, curling, golf, archery, bocce ball), striking/fielding games (e.g., long ball, softball, slo-pitch), net/wall games (e.g., badminton, tennis, table tennis, volleyball, pickleball), invasion/territorial games (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball), low-organizational, inventive, and cooperative games (e.g., capture the flag, prisoner's base, speedball, kick the can, bombardment, dodgeball).





Grade 4 Health and Physical Education Outcomes

Movement

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



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...)



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...)



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...)





Manitoba

Curriculum Links

Grade 5 Health and Physical Education Outcomes

Movement

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.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...)



S.1.5.B.2 Combine selected movement skills (e.g., extensions, variations...) in a variety of group/team activities/games, including innovative activities (e.g., modified soccer, cooperative challenges...)



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





Manitoba

Curriculum Links

Grade 6 Health and Physical Education Outcomes

Movement

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.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...)



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



Grade 7 Health and Physical Education Outcomes

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.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.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 -



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



Grade 8 Health and Physical Education Outcomes

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.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.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...)



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...)



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 ...)



Grade 9 Health and Physical Education Outcomes

Movement

K.1.S1.B.3 Analyze movement concepts related to game strategies in team activities (e.g., space awareness and relationships as applied to person-to-person defence or zone defence...)



K.1.S1.C.2 Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball...)



K.1.S1.C.3 Describe the basic strategies employed in specific games and sports, including individual and team activities (e.g., pacing in running, varying placement of service...)



S.1.S1.B.1 Apply and adapt activity-specific movement skills (e.g., serving...) in physical activities, including individual/dual games/sports (e.g., badminton, tennis...)



S.1.S1.B.2 Apply and adapt activity-specific movement skills (e.g., sending a pass, receiving a pass...) in physical activities, including group/team-type activities (e.g., ultimate, rugby, touch football, team handball...)



Safety

K.3.S1.A.1 Review safety rules, routines, and procedures prior to participating in physical activity (e.g., allow space for full backswing and follow-through in golf...)





Ontario

Curriculum Links

Grade 4 Health and Physical Education Outcomes

Living Skills

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use encouraging words to support teammates when playing in small groups; Movement Competence: signal with one hand or another to indicate whether they want to receive a pass using their dominant or their nondominant hand; Healthy Living: identify what a bystander could do or say when someone calls another person names)



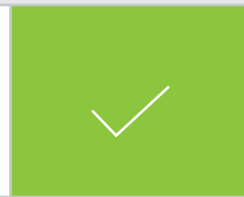
1.5 use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: think through and apply the steps they will take to avoid injury while participating in a physical activity; Movement Competence: group different games and activities according to features they have in common; explore different body positions [arms up or down, body stretched or loose] when doing a log roll to determine which position works best for keeping the roll straight; Healthy Living: with a classmate, brainstorm ways of avoiding unhealthy behaviours or situations that make them feel uncomfortable, and list healthy alternatives)



Movement Competence: Skills, Concepts, and Strategies

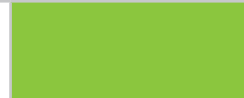
Movement Skills and Concepts

K.3.S1.A.1 Re 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] view safety rules, routines, and procedures prior to participating in physical activity (e.g., allow space for full backswing and follow-through in golf...)



Movement Strategies

Continued...



Grade 4 Health and Physical Education Outcomes (continued)

Movement Strategies

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 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]



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]



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]*





Ontario

Curriculum Links

Grade 5 Health and Physical Education Outcomes

Living Skills

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: warn others and report to the teacher if any equipment is broken or unsafe to use; Movement Competence: when working with a partner to create a developmental gymnastics sequence, listen to their partner and share ideas for ways to improve the sequence; Healthy Living: practise using refusal skills if presented with choices or peer pressure regarding use of alcohol or tobacco)



1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: make connections between being active and working towards personal fitness goals; Movement Competence: explain the idea of "healthy competition", what it involves and what it should not involve, and how the presence or absence of those features might affect participation in physical activity; explore how using different speeds and pathways can enhance a dance sequence; Healthy Living: describe how the media can influence their food choices)



Active Living

Safety

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]



Movement Competence: Skills, Concepts, and Strategies

Movement Skills and Concepts

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]



Grade 5 Health and Physical Education Outcomes (continued)

Movement Strategies

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]*





Ontario

Curriculum Links

Grade 6 Health and Physical Education Outcomes

Living Skills

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use encouraging words to support other students when being active; Movement Competence: communicate clearly when working together in small groups to create a movement sequence; Healthy Living: describe what verbal and non-verbal signals could be used to send messages to others about how you feel about them)



1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: describe the steps that should be taken when responding to minor injuries; Movement Competence: plan a variety of offensive and defensive tactics that could be used in different situations in striking/fielding games; Healthy Living: describe what can be done to challenge stereotypes and assumptions, and to encourage respect for and acceptance of differences and inclusion of all people in social activities)



Active Living

Safety

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]



Movement Competence: Skills, Concepts, and Strategies

Movement Skills and Concepts

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]



Grade 6 Health and Physical Education Outcomes (continued)

Movement Strategies

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, creative movement, and jazz steps) [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]**



Grade 7 Health and Physical Education Outcomes

Living Skills

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: clearly communicate refusal to participate in activities that are unsafe, particularly when peer pressure is involved; Movement Competence: show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as “Good try”, to the goalie; Healthy Living: practise effective responses to someone who directs a homophobic or racial slur to them or to another student)



1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: describe how they can use health-related fitness-assessment information when making action plans for personal fitness; Movement Competence: devise and experiment with different tactical solutions for better results in particular sports and other physical activities; Healthy Living: explain the connections between body image, mental health, and the risk of substance abuse; explain the importance of understanding connections between food choices and chronic diseases)



Movement Competence: Skills, Concepts, and Strategies

Movement Skills and Concepts

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]



Grade 7 Health and Physical Education Outcomes (continued)

Movement Strategies

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]*



Grade 8 Health and Physical Education Outcomes

Living Skills

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: give examples of how to communicate information clearly and concisely in an emergency situation; Movement Competence: congratulate opponents on a good play in a sincere way; Healthy Living: make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating)



1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: track and analyse changes in their health-related components of fitness over a designated period of time, and make any necessary adjustments in their fitness plans; plan ways to promote the involvement of all the students in the school in “healthy schools” activities such as litterless lunch programs and active recess activities; Movement Competence: explain how developing movement competence and building confidence influence the extent to which people participate in physical activity; Healthy Living: analyse potentially dangerous situations and devise solutions for making them safer)



Movement Competence: Skills, Concepts, and Strategies

Movement Skills and Concepts

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]



Grade 8 Health and Physical Education Outcomes (continued)

Movement Strategies

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]**





Ontario

Curriculum Links

Grade 9 Health and Physical Education Outcomes

Living Skills

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: describe how to communicate information clearly and concisely before starting cardiopulmonary resuscitation (CPR); Movement Competence: communicate with a partner during a doubles match in a net/wall game or a teammate in a territory game to ensure cohesive play; Healthy Living: demonstrate, through role play, the ability to reach out with compassion to a friend who seems to be struggling emotionally or the ability to use assertiveness skills to respond to situations or comments that might trigger conflict)



1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: use self-assessment information to identify adjustments that may be necessary in their fitness plans; Movement Competence: explain how the ability to apply movement skills, concepts, and strategies affects their movement competence and confidence and encourages their lifelong participation in physical activity; Healthy Living: describe strategies, such as planning in advance, weighing pros and cons, or considering consequences, that they can use to make decisions in a variety of situations: on small daily matters such as getting a ride or walking to school; matters with longer-term impacts such as the selection of courses that lead to a desired career path; or matters related to personal health and safety such as using the Internet and social media, texting, and reacting positively and proactively to peer pressure to smoke, take drugs, or drink alcohol in social situations)



Active Living

Active Participation

A1.3 demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities (e.g., work effectively and collaboratively in groups by encouraging others, acknowledging others' contributions, giving and receiving assistance, playing fair and displaying good activity etiquette, providing leadership) [PS, IS]



Grade 9 Health and Physical Education Outcomes (continued)

Movement Competence: Skills, Concepts, and Strategies

Movement Skills and Concepts

B1.2 perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli (e.g., send a rock, using an appropriate amount of force, to remove the opposing team's rock in curling; move body into position to retain possession in ultimate disc while evading defenders; be aware of a defender's position to determine whether to use a left or right forehand or backhand pass or shot in sledge hockey) [PS, IS, CT]



Movement Strategies

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 wide variety of physical activities in a range of indoor and outdoor environments (e.g., gym, fitness room, ice rink, pool, park, recreational facilities, hiking and snow trails) [IS, CT]



B2.2 apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities (e.g., individual activities: alter a movement sequence to improve the flow in a dance or fitness routine or in a game; choose a hiking trail suited to their experience or fitness level; target activities: focus mentally on the target and ignore external distractions in order to enhance aim and accuracy; net/wall activities: direct an object to the part of the court that is hardest for the opponent to cover; striking/ fielding activities: apply spin to the ball to make it more difficult for the opponent to strike; territory activities: create space by using a "give and go" play to get to an open space and receive a return pass; stay between the opponent and the goal when defending) [PS, IS, CT]



B2.3 demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities [PS, CT]



Grade 4 Health and Physical Education Outcomes

Competency 2: To interact with others in different physical activity settings.

Learnings

Principals of communication	Sending out misleading signals (feinting)	✓
	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)	✓
Roles	Offence	✓
	Defence	✓
	Carrier	✓
	Noncarrier	✓
	Position (forward, back, goaltender, etc.)	✓

Grade 4 Health and Physical Education Outcomes (continued)

Strategies		
Action rules in combat activities	Using the space available	✓
	Encircling opponent(s)	✓
	Throwing opponent(s) off-balance	✓
	Blocking opponent(s)	✓
	Feinting	✓
	Reacting to movements or actions of opponent(s)	✓
Action rules in dueling activities	Recovering	✓
	Catching opponent(s) wrongfooted	✓
	Using the space available	✓
Action rules in group activities in common space	Moving the object forward	✓
	Passing the object to teammates	✓
	Recovering the object	✓
	Getting back on defence	✓
	Attacking the other team's goal	✓
	Protecting the goal	✓
	Using the space available	✓

Grade 4 Health and Physical Education Outcomes (continued)

Strategies (continued)		
Action rules in group activities in separate spaces	Attacking the other team's target	✓
	Recovering the object	✓
	Counterattacking	✓
	Passing the object to teammates	✓
	Protecting own team's territory	✓
Motor Skills		
Types of movements or actions	Cooperation: helping, collaborating, interpreting, communicating, etc.	✓
	Opposition: feinting, throwing off balance, dodging, chasing, etc.	✓
	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.	✓
	Combat activities: judo, badminton, etc.	✓
Behavior		
Ethics-related aspects:	Values developed through games and sports	✓

Grade 5 Health and Physical Education Outcomes

Competency 2: To interact with others in different physical activity settings

Learnings

Principals of communication	Sending out misleading signals (feinting)	✓
	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)	✓
Roles	Offence	✓
	Defence	✓
	Carrier	✓
	Noncarrier	✓
	Position (forward, back, goaltender, etc.)	✓

Grade 5 Health and Physical Education Outcomes (continued)

Strategies		
Action rules in combat activities	Using the space available	✓
	Encircling opponent(s)	✓
	Throwing opponent(s) off-balance	✓
	Blocking opponent(s)	✓
	Feinting	✓
	Reacting to movements or actions of opponent(s)	✓
Action rules in dueling activities	Recovering	✓
	Catching opponent(s) wrongfooted	✓
	Using the space available	✓
Action rules in group activities in common space	Moving the object forward	✓
	Passing the object to teammates	✓
	Recovering the object	✓
	Getting back on defence	✓
	Attacking the other team's goal	✓
	Protecting the goal	✓
	Using the space available	✓
	Counterattacking	✓

Grade 5 Health and Physical Education Outcomes (continued)

Strategies (continued)		
Action rules in group activities in separate spaces	Attacking the other team's target	✓
	Recovering the object	✓
	Counterattacking	✓
	Passing the object to teammates	✓
	Protecting own team's territory	✓
Motor Skills		
Types of movements or actions	Cooperation: helping, collaborating, interpreting, communicating, etc.	✓
	Opposition: feinting, throwing off balance, dodging, chasing, etc.	✓
	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.	✓
	Combat activities: judo, badminton, etc.	✓
Behavior		
Ethics-related aspects:	Values developed through games and sports	✓

Grade 6 Health and Physical Education Outcomes

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	✓
	Sending out misleading signals (feinting)	✓
	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)	✓
Roles	Offence	✓
	Defence	✓
	Carrier	✓
	Noncarrier	✓
	Position (forward, back, goaltender, etc.)	✓

Grade 6 Health and Physical Education Outcomes (continued)

Strategies		
Action rules in combat activities	Using the space available	✓
	Encircling opponent(s)	✓
	Throwing opponent(s) off-balance	✓
	Blocking opponent(s)	✓
	Feinting	✓
	Reacting to movements or actions of opponent(s)	✓
Action rules in dueling activities	Recovering	✓
	Catching opponent(s) wrongfooted	✓
	Using the space available	✓
Action rules in group activities in common space	Moving the object forward	✓
	Passing the object to teammates	✓
	Recovering the object	✓
	Getting back on defence	✓
	Attacking the other team's goal	✓
	Protecting the goal	✓
	Using the space available	✓
Counterattacking	✓	

Grade 6 Health and Physical Education Outcomes (continued)

Strategies (continued)		
Action rules in group activities in separate spaces	Attacking the other team's target	✓
	Recovering the object	✓
	Counterattacking	✓
	Passing the object to teammates	✓
	Protecting own team's territory	✓
Motor Skills		
Types of movements or actions	Cooperation: helping, collaborating, interpreting, communicating, etc.	✓
	Opposition: feinting, throwing off balance, dodging, chasing, etc.	✓
	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.	✓
	Combat activities: judo, badminton, etc.	✓
Behavior		
Ethics-related aspects:	Values developed through games and sports	✓

Grade 7 Health and Physical Education Outcomes

Competency 1: Perform movement skills in different physical activity settings

Key Feature 1 – Analyzes the situation according to the requirements of the setting

Principals of communication	Being understood by the person with whom one is interacting	✓
	Sending out misleading signals (feinting)	✓
	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)	✓
Roles	Offence	✓
	Defence	✓
	Carrier	✓
	Noncarrier	✓
	Position (forward, back, goaltender, etc.)	✓

Grade 7 Health and Physical Education Outcomes

Competency 1: Perform movement skills in different physical activity settings

Key Feature 1 – Analyzes the situation according to the requirements of the setting

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.



Key Feature 2 – Performs movement skills taking into account the different constraints of the physical environment.

Observes codes of ethics and safety rules.



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.



Grade 7 Health and Physical Education Outcomes (continued)

Competency 2 – Interacts with others in different physical activity settings.

Key Feature 1 – Cooperates in developing a plan of action.

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.



Grade 7 Health and Physical Education Outcomes (continued)

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.



Identifies desirable improvements with teammates.



Identifies, with teammates, strategies that can be used again in different contexts.



Grade 8 Health and Physical Education Outcomes

Competency 1 – Perform movement skills in different physical activity settings

Key Feature 1 – Analyzes the situation according to the requirements of the setting

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.



Key Feature 2 – Performs movement skills taking into account the different constraints of the physical environment.

Observes codes of ethics and safety rules.



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.



Grade 8 Health and Physical Education Outcomes (continued)

Competency 2 – Interacts with others in different physical activity settings.

Key Feature 1 – Cooperates in developing a plan of action.

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.





Quebec

Curriculum Links

Grade 8 Health and Physical Education Outcomes (continued)

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.



Identifies desirable improvements with teammates.



Identifies, with teammates, strategies that can be used again in different contexts.



Grade 9 Health and Physical Education Outcomes

Competency 1 – Perform movement skills in different physical activity settings

Key Feature 1 – Analyzes the situation according to the requirements of the setting

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.



Key Feature 2 – Performs movement skills taking into account the different constraints of the physical environment.

Observes codes of ethics and safety rules.



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.



Grade 9 Health and Physical Education Outcomes (continued)

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.



Plays different roles with one or more partners or against one or more opponents.



Demonstrates fair play.





Quebec

Curriculum Links

Grade 9 Health and Physical Education Outcomes (continued)

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.



Identifies desirable improvements with teammates.



Identifies, with teammates, strategies that can be used again in different contexts.





New Brunswick

Curriculum Links

Grade 4 Physical Education Outcomes

Doing

8-Demonstrate basic motor skills and refine these skills into specific games or sport activities.



9-Demonstrate basic offensive and defensive positions and strategies.



Knowing

4-Demonstrate a knowledge and understanding of safety rules and procedures for activities.



Valuing

1-Explain the importance of following rules, routines and safety procedures in a variety of activities.



4-Demonstrate etiquette and fair play by participating co-operatively in physical activity with others who may have varying interests, abilities and backgrounds.





New Brunswick

Curriculum Links

Grade 5 Physical Education Outcomes

Doing

8-Demonstrate basic motor skills and refine these skills into specific games or sport activities.



9-Demonstrate basic offensive and defensive positions and strategies.



Valuing

1-Explain the importance of following rules, routines and safety procedures in a variety of activities.



4-Demonstrate etiquette and fair play by participating co-operatively in physical activity with others who may have varying interests, abilities and backgrounds.





New Brunswick

Curriculum Links

Grade 6 Physical Education Outcomes

Doing

6. Demonstrate sport specific skills through cooperative modified games that involve everyone.



7. Consistently and confidently demonstrate offensive and defensive positions and strategies.



Valuing

2. Demonstrate fair play and etiquette.





New Brunswick

Curriculum Links

Grade 7 Physical Education Outcomes

Doing

4. Demonstrate ways to receive, retain, and send an object with varying speeds and accuracy in skills specific to an activity.



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.



Knowing

7. Identify challenging strategies, tactics and rules that coordinate effort with others.



Valuing

2. Demonstrate fair play and etiquette.





New Brunswick

Curriculum Links

Grade 8 Physical Education Outcomes

Doing

4. Demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity.



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.



Knowing

4. Show an understanding of rules with regard to safety. Show an understanding of rules in a game situation.



7. Identify specific strategies and tactics that coordinate effort with others.



Valuing

2. Demonstrate fair play and etiquette.



Grade 9 Physical Education Outcomes

Block 1		
Doing	1.D.3 Apply basic offensive strategies in a variety of games and activities.	✓
	1.D.4 Apply basic defensive strategies in a variety of games and activities.	✓
	1.D.6 Demonstrate movement principles in individual, dual, and team activities.	✓
	1.D.7 Demonstrate cooperative skills in interactions with others.	✓
Knowing	1.K.7 Apply safety rules, routines, and procedures while participating in physical activity.	✓
Valuing	1.V.2 Demonstrate sporting behaviour and fair play concepts in interactions with others.	✓
Block 2		
Types of Doing	2.D.4 Apply increasingly complex offensive strategies in a variety of games and activities.	✓
	2.D.5 Apply increasingly complex defensive strategies in a variety of games and activities.	✓
	2.D.7 Demonstrate and/or extend movement principles in individual, dual, and team activities (refer to Movement Category chart).	✓
	2.D.8 Demonstrate cooperation and supportive behaviour in interactions with others.	✓
Block 3		
Doing	3.D.3 Apply and refine individual/team strategies on offence in an opposed situation.	✓
	3.D.4 Apply and refine individual/team strategies on defence in an opposed situation.	✓
	3.D.5 Apply basic game strategies in the variation/invention of games.	✓
	3.D.7 Demonstrate and/or extend movement principles in individual, dual, and team activities.	✓



New Brunswick

Curriculum Links

Grade 9 Physical Education Outcomes (continued)

Block 3 (continued)		
Knowing	3.K.5 Apply rules and etiquette associated with selected sports/activities while participating and/or officiating.	✓
Block 3		
Valuing	3.V.2 Demonstrate sportsmanship and fair play concepts in interactions with others.	✓



Nova Scotia

Curriculum Links

Grade 4 Physical Education Outcomes

Skill Development

SD-4-2 Perform dodging skills.



SD-4-7 Demonstrate ways to avoid or catch an individual or object while traveling.



SD-4-10 Demonstrate an understanding of the basic rules of the games played in class.





Nova Scotia

Curriculum Links

Grade 5 Physical Education Outcomes

Skill Development

SD-5-5 Demonstrate ways to purposefully use general space to create or deny space when developing or using game strategies.



SD-5-7 Demonstrate an understanding of offensive and defensive strategies in the games.



SD-5-11 Devise strategies to keep opponents from reaching a specific area, person, or object.





Nova Scotia

Curriculum Links

Grade 6 Physical Education Outcomes

Skill Development

SD-6-5 Explain and apply safety procedures in equipment handling and game play.



SD-6-6 Manipulate objects (e.g., kick, throw) using varied amounts of force, flow, and speed appropriate to the given situation.



SD-6-7 Pass and catch a ball while guarded by opponents.





Nova Scotia

Curriculum Links

Grade 7 Physical Education Outcomes

Sport Experience

SE-7-2 Participate in a wide variety of sports and games.



SE-7-3 Demonstrate an understanding of rules with regard to safety.



SE-7-4 Demonstrate an understanding of rules in game situations.



SE-7-5 Demonstrate positive personal and social behaviours that emphasize fair play.





Nova Scotia

Curriculum Links

Grade 8 Physical Education Outcomes

Sport Experience

SE-8-3 Demonstrate an understanding of positioning offensive and defensive situations.



SE-8-4 Participate in sport and games using modified rules.



SE-8-5 Maintain the safety of game play when rules are modified.



SE-8-6 Demonstrate positive personal and social behaviours that emphasize fair play.





Nova Scotia

Curriculum Links

Grade 9 Physical Education Outcomes

Sport Experience

SE-9-1 Play a variety of games putting several sport specific skills into practice



SE-9-3 Apply game strategies in a variety of sports and games



SE-9-7 Demonstrate positive personal and social behaviours that emphasize fair play





Prince Edward Island

Curriculum Links

Grade 4 Physical Education Outcomes

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.



4.7 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.



4.9 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.



4.12 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.



Grade 5 Physical Education Outcomes

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.



5.5 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.



Grade 6 Physical Education Outcomes

Skillful Movement

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).



6.8 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).



Relationships

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.





Prince Edward Island

Curriculum Links

Grade 7 Physical Education Outcomes

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.



7.7 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).



Relationships

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.



Grade 8 Physical Education Outcomes

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.



8.6 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.





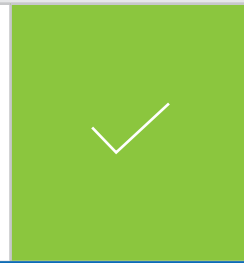
Prince Edward Island

Curriculum Links

Grade 9 Physical Education Outcomes

Skillful Movement, Relationships

9.6 Games, Tactics, & Strategies Collaboratively with teacher or peer, design and implement plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others in each of the following: - target games (e.g., bowling, curling, golf, archery, bocce ball) - striking/fielding games (e.g., long ball, softball, slo-pitch) - net/wall games (e.g., badminton, tennis, table tennis, volleyball, pickleball) - invasion/territorial games (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball) - low-organizational, inventive, and co-operative games (e.g., capture the flag, prisoner's base, speedball, kick the can).





Newfoundland & Labrador

Curriculum Links

Grade 4 Physical Education Outcomes

Games

Identify, maintain, and use space adequately.



Project a range of objects in a variety of games and activities.



Receive a range of objects in a variety of games and activities.



Sports Lead-up Activities

Identify principles of mechanics in various sports and apply to modified games.



Apply basic sport rules and principles of fair play.





Newfoundland & Labrador

Curriculum Links

Grade 5 Physical Education Outcomes

Games

Identify, maintain, and use space adequately.



Project a range of objects in a variety of games and activities.



Receive a range of objects in a variety of games and activities.



Sports Lead-up Activities

Identify principles of mechanics in various sports and apply to modified games.



Apply basic sport rules and principles of fair play.





Newfoundland & Labrador

Curriculum Links

Grade 6 Physical Education Outcomes

Games

Identify, maintain, and use space adequately.



Project a range of objects in a variety of games and activities.



Receive a range of objects in a variety of games and activities.



Sports Lead-up Activities

Identify principles of mechanics in various sports and apply to modified games.



Apply basic sport rules and principles of fair play.





Newfoundland & Labrador

Curriculum Links

Grade 7 Physical Education Outcomes

Leadership/Cooperative Activities

Participate in various activities that require students to cooperate and compete in small and large group activities



Select and assume responsibility for various roles while participating in games or activities



Alternative Activities

Apply movement concepts and skills to a variety of activities in alternative environments such as golf and archery



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



Court and Field Activities

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 fair play concepts within cooperative and competitive activities (i.e. changing partners, rotating courts, keeping score, appropriate comments)





Newfoundland & Labrador

Curriculum Links

Grade 8 Physical Education Outcomes

Leadership/Cooperative Activities

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



Alternative Activities

Demonstrate cooperative and competitive strategies which can be applied to alternative activities



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





Newfoundland & Labrador

Curriculum Links

Physical Education: 2100

Understanding and Applying (Cognitive)	6. Analyze and solve movement tasks and challenges while participating in individual/partner activities	✓
Cooperation and Responsibility (Affective)	9. Identify and follow appropriate rules, etiquette and principles of play while engaged in various individual/partner activities	✓
Games and Group Activities		
Moving and Doing (Psychomotor)	2. Use appropriate strategies in team building activities and game situations	✓
Understanding and Applying (Cognitive)	5. Analyze and solve movement tasks and challenges while participating in games/ activities and team building	✓
Cooperation and Responsibility (Affective)	9. Demonstrate the ability to work collaboratively and manage potential conflict with classmates while engaged in games, activities and team building activities	✓