

Physical Education 7&8

Curriculum Guide

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Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

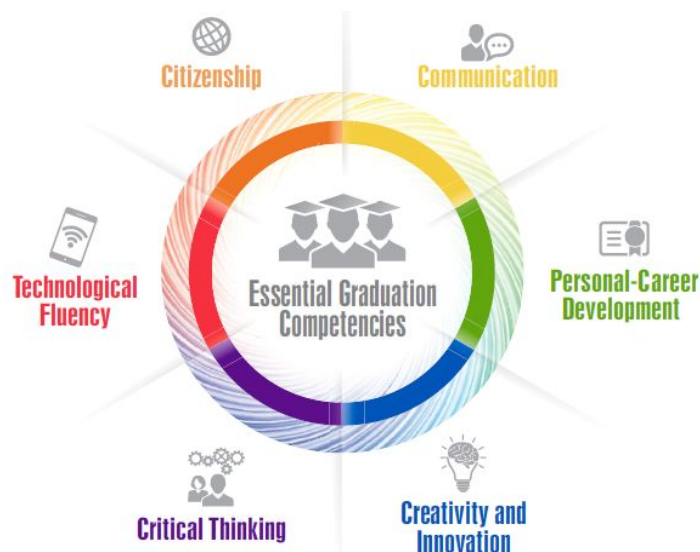
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Learning through the lens of Competencies and Skills

In 2015 the Council of Atlantic Ministers of Education and Training (CAMET) released their findings to a review of the Atlantic Canada Essential Graduation Learnings which had been developed in 1995 as a framework for curriculum development. The review questioned whether the existing model responded to the changing demands of work and life in the 21st century. This review resulted in an updated document, the Essential Graduation Competencies, placed emphasis on the importance of articulating clear statements of what learners are expected to know, be able to do, and reflect on by the time they graduate from high school. These competencies describe expectations, not in terms of individual curricular areas but in terms of attitudes, skills, and knowledge developed throughout the curricula.



What are competencies?

Competencies are an interrelated set of attitudes, skills and knowledge that is drawn upon and applied in a particular context for learning and living. Competencies are developed over time through engagement in learning experiences and a supportive learning environment.

Citizenship (CZ)

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

Personal-Career Development (PCD)

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

Communication (COM)

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

Creativity and Innovation (CI)

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

Critical Thinking (CT)

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

Technological Fluency (TF)

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

The renewed curriculum outcomes are comprised of skills, concepts, and opportunities for engagement with the competencies. Each outcome has suggested indicators to assist in developing those concepts and skills to demonstrate achievement. The design reflects an opportunity for a natural cross curricular approach.

- Indicators have been identified for each outcome; the indicators are aligned with competencies and are suggested ways to scaffold skill development through conceptual exploration in order to provide a depth of understanding in relation to the outcome.
- Concepts are the key ideas, information, and theories that learners come to know through the aligned skill. Guiding questions are offered as possible ways to approach learning associated with the skill and concept.

Competencies are listed at the end of each indicator. These are closely aligned with the combination of skill and concept that are found in the indicator. The competencies can be used by teachers to frame learning experiences. This framing provides opportunities for learners to engage with and develop the related competency.

Course Delivery

Learning will be enhanced through an inquiry-based approach. Inquiry-based learning requires learners to meaningfully engage in the experience/activity while reflecting upon the learning and the competencies and skills they are developing.

By delivering the curriculum through an integrated approach, higher level thinking and active participation are encouraged. This approach supports learners in a deeper understanding of content and offers expanded opportunities for achievement of outcomes in a meaningful way.

Inquiry Based Learning

Inquiry-based learning is an approach that promotes inquiry, the creation of ideas, and observation. The process typically involves investigations, aimed at answering a big question or solving a problem. These investigations require that students learn how to develop questions, look for information, and to identify possible solutions or conclusions.

Project Based Learning

Using "big ideas" as a starting point, students learn through practical projects that require them to acquire a thorough understanding of the subject that they can apply in the real world. This approach engages students in formulating questions, investigating for answers, building new understandings, communicating their learning to others, while developing critical thinking skills, collaboration, communication, reasoning, synthesis skills, and resilience. Project Based Learning typically is concluded with a final product that is presented to a school and/or a community-based audience.

How inquiry based learning benefits learners:

- Makes learning relatable and relevant for learners
- Provides motivation through contextual learning
- Helps learners integrate and practice concepts and theories learned in the classroom
- Creates opportunities for development of skills and success in learning

What could it look like in the classroom?

Learners will:

- Seek and pursue opportunities for innovation
- Introduce and test ideas
- Assess opportunities
- Set goals and action plans
- Demonstrate self-awareness
- Engage in ongoing reflection
- Take risks

How do I know it's working?

Learners are developing as:

- Flexible collaborators
- Reflective leaders
- Calculated risk takers
- Adaptive and resilient problem solvers
- Effective communicators
- Self-aware learner

How to Use This Guide

Outcome: Learners will analyse particle theory in relation to environmental health.

Environmental Action

Rationale
Particle theory is essential to understanding how substances in the environment behave, as well as how we can separate pollutants from natural systems. Exploration of solubility and concentration will help learners analyse ways to determine environmental health. Inquiry into particle theory provides the foundation for future studies in chemistry. In grade 8, concepts related to particle theory will be further refined as students explore heat and the kinetic molecular theory through the theme of climate change.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)
- Technological Fluency (TF)

Indicators

- Investigate pure substances and mixtures in relation to particle theory (COM/CI/CT)
- Investigate methods of separation in solutions and mixtures (COM/CI/CT)
- Analyse the factors that affect solubility and concentration (COM/CT/TF)
- Measure the indicators of health of a local waterway with probes and sensors (CZ/COM/CI/CT)
- Analyse the health of a local waterway (CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (COM/CI/CT)

Concepts (and Guiding Questions)

Particle Theory

- How does the Particle Theory of Matter relate to mixtures and solutions?
- How does the particle theory of matter relate to the dissolution of solids?

Pure substances vs. Mixtures

- How do pure substances and mixtures compare?
- How do various mixtures and solutions compare?

Separation of Mixtures

- How can various mixtures be separated?
- How can pollutants be separated from our drinking water?

Solubility and Concentration

- How do solubility and concentration impact the effect of pollutants in the environment?
- How do different variables affect solubility and concentration?

Curriculum outcomes are statements of what a learner is expected to know and is able to do. Outcomes provide context for skill development in relation to the learning of concepts.

The rationale provides a context for learning in relation to the concepts and skills learners will explore in this outcome.

These are the competencies that relate to this outcome.

The indicators support the development of skills and concepts, and provide evidence of student learning. Teachers have flexibility in how the indicators are selected, used and, combined in order to respond to their learners.

The competencies noted at the end of indicator statements identify the types of learning experiences that best support the outcome.

The concepts provide the context for skill development. Concepts may progress across grade levels as the degree of complexity increases and may be developed across curriculum areas.

The guiding questions can provide starting points for inquiry and guide the development of skills and competencies.

Determining Environmental Health

- How can the health of an environment be determined?
- How can water be kept clean for drinking and as a habitat?
- How does pollution enter the environment?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

The first skill defined is the outcome skill and the others are the skills found in the indicators.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Measure

Background Knowledge

The following chart provides an alignment of related concepts between grade levels:

Grade 4	Grade 5	Grade 7	Grade 8
Learners will have investigated a variety of local natural habitats. Concepts included habitat components and characteristics, survival needs of organisms, how habitats can change over seasons and with time.	Learners will have tested how physical and chemical changes affect the properties of matter. Concepts included physical and chemical properties of matter, physical and chemical changes as well as conservation of mass.	Learners will analyse particle theory in relation to substances in environments. Learners will explore the following concepts: particle theory, pure substances vs. mixtures, separation of mixtures, solubility and concentration, determining environmental health.	Learners will investigate heat in relation to particle theory.

Some courses include a table that describes the scope and sequence of the skills and concepts for this outcome.

Pollution provides the context for learning about particle theory in this outcome. Learners will analyse the impact of various concentrations of substances in the environment. The concept of pollution and an understanding of particle theory will support scientific knowledge that underpins the concept of pollution. An understanding of particle theory allows learners make decisions about what is safe or harmful for the environment. Data logging sensors (probeware) can be used to collect data from local environments. This provides opportunities to connect with the mathematics curriculum as well as careers in environmental management. Using probeware allows for the collection of a lot of data in a short period of time so the effort can be placed in designing controlled experiments and analyzing the data for real-life implications. Learners have had probeware available to them as early as grade 4.

The background knowledge provides an overview of the learners' experiences in relation to the skills and concepts of the outcome.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning. The exploration of skills and concepts for this outcome can be done in any order based on the progression of learning. The experience described below is one of the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *analyse the factors that affect solubility and concentration* when *measuring the indicators of health of a local waterway*.

For each outcome you will find one sample learning experience relating to the skills, concepts, and competencies for a specific indicator.

Guiding questions and learning experiences can be used to launch inquiry into the concept.

Indicators

- Investigate pure substances and mixtures in relation to particle theory (COM/PCD/CI/TF)
- Investigate methods of separation in solutions and mixtures (COM/CI/CT)
- **Analyse the factors that affect solubility and concentration (COM/CT/TF)**
- Measure the indicators of health of a local waterway with probeware (CZ/CI/TF)
- Analyse the health of a local waterway (CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (CZ/COM/PCD/CI/CT)

Overview

The teacher presents learners with the task of designing an experiment to investigate solubility and/or concentration. Depending on where learners are in the curriculum, the teacher may provide questions in the form of a design challenge: How do you dissolve the most sugar in 200 mL of water? What is the fastest method to dissolve a sugar cube?

This provides a quick description of the learning experience outlined in detail below.

Evidence of Learning for the indicator:

Analyse the factors that affect solubility and concentration

Evidence of learning can be gathered as learners design and conduct an experiment to collect information about factors that affect solubility and concentration. Further evidence can be gathered through conversations about the validity and reliability of the data learned.

This section provides an overview of how assessment is embedded within the learning experience. The evidence of learning corresponds to the acquisition of skills and the understanding of concepts related to the outcome.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for teaching.

Description of learning experience for the indicator:

Analyse the factors that affect solubility and concentration

This section details the steps for the sample learning experience and identifies the indicator in focus.

Potential Guiding Questions

- How do different variables affect solubility and concentration?

Guiding questions that relate to the concepts of the sample learning experience are listed here to help launch student inquiry.

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Gather and select appropriate information

Learners can carry out their experiments and gather data. This may be done in small groups or pairs. Alternatively, learners may be placed into groups to discuss the various experimental designs and one design can be chosen to be conducted. Another option is to refine the experimental designs as a group to include elements from several members of the group into one design. This refined design can then be carried out. A discussion or mini lesson on how to effectively record data might help learners organize the experimental information that they will be gathering.

Along with the steps for the learning experience, competencies have been identified that best align with the steps as described.



Essential Graduation Competencies

Technological Fluency

This provides learners the opportunity to use technology in a relevant and meaningful way.

A description of the competency that could be developed through this learning experience.

The teacher should provide feedback with respect to lab safety, throughout the experiment.



Evidence of Learning (Observations)

While students are collecting experimental data, the teacher can provide feedback on the **gathering information** for analysis.

Evidence of learning is gathered throughout the learning experience. Suggested opportunities are found in these boxes.

Determining importance of information and Communicate Findings

Learners can share their findings by exploring the following questions:

- How do the results of different experiments compare?
- What do the results mean in relation to pollutants in the environment?
- How is the factor that you inquired about important for pollution management?



Essential Graduation Competencies

Communication

This provides learners the opportunity to listen and interact purposefully and respectfully in formal and informal contexts.



Evidence of Learning (Conversations)

Learners **communicate** and discuss the **importance of the findings**.



Evidence of Learning (Products)

Learners **communicate their findings** on the factors that affect solubility and concentration.

Moving Forward

How are the variables you investigated relevant to substances in the environment?

The next steps are scaffolded towards learner independence and application of the skill as it relates to the outcome

Outcome: Learners will implement social emotional learning strategies while participating in rhythmic movement, educational gymnastics, outdoor experiences, sports, games, and activities

Rationale

Physical education provides a unique opportunity to teach life skills to students. Learning within this outcome happens concurrently alongside each movement categories to support personal, social, and emotional growth. Physical educators can pause an activity to have students share strategies to enhance their ability to self-manage, build relationships, make responsible decisions, and communicate effectively and respectfully.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)

Indicators

- Implement social and emotional learning strategies to enhance the learning environment for self and others (CT, CZ, COM, CI, PCD)
- Implement Fair Play principles within each movement category (CT, CZ, COM, CI, PCD)

Concepts (and Guiding Questions)

Social and Emotional Learning

(self management, relationship building, responsible decision-making)

- What social and emotional skills are evident in a physically literate individual?
- How can individual actions impact the experience of others in physical education?
- What can happen when rules, regulations, and etiquette is not followed?
- In what ways can one positively contribute to the social and emotional learning environment while being an active or non-active participant?
- How can expressions of respect contribute to the learning environment?
- How can situationally appropriate feedback be given and received in order to contribute to the personal growth of self and others? What are positive ways to give and receive feedback?

Fair Play

(conflict resolution, cooperation, respect, honesty, kindness, use of non-discriminatory language)

- How can fair play be demonstrated in physical education?
- How can proactive ways to resolve conflict between others be used in physically active experiences where cooperation and teamwork are vital?
- How might one stand up for another should an element of fair play be dismissed?

Skills

Implement

Select - Locate several relevant and dependable details to support an answer

Plan – Formulate: Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Apply - Carry out, use or complete a procedure/ technique.

Background Knowledge

Learners will have investigated concepts around fair play, team cooperation, respect, regulating emotions, and use of non-discriminatory language within Physical Education grades 4-6. Continued reinforcement of those skills and concepts related to social and emotional learning introduced throughout the elementary years will continue to strengthen physical literacy of the learner during their adolescent years of growth and development.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may implement social and emotional learning strategies to enhance the learning environment for self and others while they are implementing Fair Play principles within each movement category.

Indicators

- **Implement social and emotional learning strategies to enhance the learning environment for self and others (CT, CZ, COM, CI, PCD)**
- Implement Fair Play principles within each movement category (CT, CZ, COM, CI, PCD)

Overview

This learning experience offers an example of ways that learners can select a Social Emotional Learning¹ concept and develop strategies to apply in the context of cooperative gameplay.

Evidence of Learning for the indicator:

Implement social and emotional learning strategies to enhance the learning environment for self and others

Evidence of learning can be gathered as learners select a strategy to implement, and plan ways to execute the steps. Further evidence can be collected as learners evaluate their choices and apply modifications to their plan.

¹ See Appendix for further information

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Implement social and emotional learning strategies to enhance the learning environment for self and others

Potential Guiding Questions

- What social and emotional skills are evident in a physically literate individual?
- How can individual actions impact the experience of others in physical education?
- What can happen when rules, regulations, and etiquette is not followed?
- In what ways can one positively contribute to the social and emotional learning environment while being an active or non-active participant?
- How can expressions of respect contribute to the learning environment?
- How can situationally appropriate feedback be given and received in order to contribute to the personal growth of self and others? What are positive ways to give and receive feedback?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction

This learning experience can be modified to best meet the needs of learners. Though this refers to relationship building as the social emotional learning concept to consider, the teacher and learners can select a concept that they feel is best to learn how to implement.

The teacher will facilitate a class discussion using the following guiding question as a guide:

- What social and emotional skills are evident in a physically literate individual?

The teacher will offer learners the goal of implementing the social and emotional learning strategies related to relationship building. This may include communication, social engagement, relationship building, teamwork, etc.) Learners will want to locate details to support the choice of relationship skills as a focus for implementation. They may want to consider:

- How do I know this strategy is needed?
- How can I identify if the strategy is successful?



Essential Graduation Competencies

Communication:

This provides learners an opportunity to engage in constructive and critical dialogue



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **locate details** to support the choice of relationship building as a strategy to implement.

Learners can have an opportunity to discuss or describe examples of relationships and relationship building that may occur in their lives and within their communities. This is an opportunity for learners to share and explore multiple ways of knowing and being.

Learners are going to choose possible strategies from what they have shared. They can discuss how these strategies can be refined and adapted to the physical education environment. They may want to consider the following as they refine possible strategies:

- What relationship goals can we set?
- What strategies can we apply during game play?
- In what ways can one contribute to the social and emotional learning environment while being an active or non-active participant?
- How can a game be modified to incorporate the development of social emotional learning?
- What steps can we take to apply these strategies?

Learners work in groups or as a class to outline the process that will help them reach their goal.



Essential Graduation Competencies

Personal and Career Development:

This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social -emotional well being of self and others

The use of cooperative games will help learners to execute the steps of their plan in authentic contexts. Game selection can be done by the teacher or learner to best provide opportunities to practice their strategies.



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **choose, prioritise, and refine their ideas**, and **devise a process**. Further evidence can be gathering as learners **execute their steps** during cooperative gameplay.

The teacher can model how to identify the impact of a specific component, skill, or strategy. They will want to provide explicit instruction on how to:

- Identify ways that a strategy has had an impact
- Provide specific, targeted feedback that can help to revise a strategy
- Identify ways that feedback can be given during gameplay by non-active participants
- Identify ways that feedback can be given during gameplay by active participants
- Identify ways that feedback can be given after cooperative gameplay



Essential Graduation Competencies

Critical Thinking:

This provides learners an opportunity to formulate decisions based on evidence

Learners can have opportunities to evaluate their strategies as they engage in new cooperative games.



Evidence of Learning (Observations/Conversations/Products)

Evidence of learning can be gathered as learners **review results** of their strategies, **consider and communicate varying perspectives and alternative solutions**. Further evidence can be collected as learners identify **potential new problems and/or issues**.



Essential Graduation Competencies

Critical Thinking:

This provides learners an opportunity to work individually, cooperatively, and collaboratively in problem solving

Learners now have time to apply their strategies following the opportunity to give and receive feedback. Learners can apply the revised strategies in the current or new cooperative game.



Evidence of Learning (Conversations)

Evidence of learning can be gathered as learners **carry out the procedures** for social emotional learning.

Moving Forward

Learners can have opportunities to implement strategies in new situations. Learners can revise strategies to respond to the type of game and style of gameplay.

Outcome: Learners will implement motivation principles in rhythmic movement, educational gymnastics, outdoor experiences, sports, games, and activities

Rationale

Learners will be expected to demonstrate persistency in their efforts (e.g., working with others to achieve a goal, working independently to master a skill) throughout each movement category.

Motivation concepts include intensity (i.e., amount of effort toward the task), direction (i.e., task should benefit the individual), and persistence (i.e., duration of effort toward the task)

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)
- Technological Fluency (TF)

Indicators

- Implement strategies for engagement (CT, COM, CZ, PCD)
- Reflect on personal contribution and engagement (CT, COM, PCD)
- Reflect on motivation principles in the development of fundamental movement skills (CT, COM, PCD)

Concepts (and Guiding Questions)

Engagement

- How can you tell if meaningful engagement is happening through Physical Education learning while being an active or non-active participant?
- How can personal levels of engagement and motivation during active experiences be monitored?
- How can active engagement influence team dynamic?

Motivation (intensity, direction, persistence)

- How does persistence play a role in developing and refining skills?
- What is the importance of understanding one's strengths and areas of needs in skill development?
- How is intrinsic motivation developed?
- How does intrinsic motivation relate to persistence and achievement?

Skills

Implement

Select - Locate several relevant and dependable details to support an answer

Plan – Formulate: Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Apply - Carry out, use or complete a procedure/ technique.

Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Background Knowledge

Learners will have investigated concepts throughout grades 4-6 Physical Education, such as persistence and its relationship to building confidence, monitoring feelings associated with physical activity and the role of practice as motivation principles that assist an individual to build and enhance their physical literacy. Continued reinforcement of those skills and concepts related to motivation and engagement introduced throughout the elementary years will continue to strengthen physical literacy of the learner during their adolescent years of growth and development.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may implement strategies for engagement while they reflect on personal contribution and engagement.

Indicators

- **Implement strategies for engagement (CT, COM, CZ, PCD)**
- Reflect on personal contribution and engagement (CT, COM, PCD)
- Reflect on motivation principles in the development of fundamental movement skills (CT, COM, PCD)

Overview

Learners will first spend time observing what engagement looks like and sounds like as active and non-active participants, and conversely what disengagement looks like and sounds like. They will compile criteria as a class for what engagement in physical education and physical activity across learning experiences and movement categories looks like and sounds as both active and non-active participants. An important component of this learning experience is the development of a safe, nonjudgmental space as learners support each other becoming accountable to implement engagement

strategies to the benefit of self others. This provides opportunities for learners to become role models as they engage self and others in the development of physical literacy within all the movement categories.

Evidence of Learning for the indicator:

Implement strategies for engagement

Evidence of learning can be gathered as learners select strategies to implement, and brainstorm and refine how those strategies might be executed in various situations and activities. Further evidence can be gathered as they apply modifications to their strategies in response to new situations and activities.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Implement strategies for engagement

Potential Guiding Questions

- How can you tell if meaningful engagement is happening through Physical Education learning while being an active or non-active participant?
- How can personal levels of engagement and motivation during active experiences be monitored?
- How can active engagement influence team dynamic?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Invite learners at the onset of the school year or a unit of focus to informally observe their own engagement in learning experiences and those of their classmates. It will be beneficial to spend a considerable amount of time simply observing levels of engagement. Learners can consider the following indicators of engagement:

- Stance
- Space
- Safety
- Verbal and non-verbal cues
- etc.



Essential Graduation Competencies

Critical Thinking

This provides learners an opportunity to analyse information and evidence, suspending judgement and accepting ambiguity



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **select** details about engagement strategies.

The teacher can invite learners to discuss as a class to share their observations. Learners can discuss:

- How can you tell if meaningful engagement is happening while being an active or non-active participant?
- What does engagement look like and sound like?
- What engagement strategies did I observe?
- How did my peers engage others?
- What made an engagement strategy effective?
- What strategies could be applied across various activities?



Essential Graduation Competencies

Critical Thinking

This provides learners an opportunity to work individually, cooperatively, and collaboratively in problem solving

Learners can work in partners or small groups to brainstorm, choose, and prioritize strategies that they think will be effective for themselves and as a class.

- What strategies would work for me?
- What strategies might work for our class?

When learners have had time to discuss, they can come back together as a class to share their ideas. The class can discuss and provide feedback on possible strategies where appropriate. The class can decide on strategies that they will execute.



Essential Graduation Competencies

Personal and Career Development

This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social-emotional well being of self and others



Evidence of Learning (Observations/Conversations/Products)

Evidence of learning can be gathered as learners **brainstorm, choose, and refine** ideas for engagement.

Learners should have had multiple opportunities to execute the steps of their plan. This will be essential to happen across multiple movement categories. Learners can consider the following, when they are executing their plans:

- How can we identify if the steps are effective?
- What modifications can be made to apply the strategy in a different movement category?
- How can you tell if meaningful engagement is happening through Physical Education learning while being an active or non-active participant?
- How did I contribute to the success of the strategy?

When appropriate to the activity or experience, learners can communicate their perspective of their experiences with engagement. This is an opportunity to share personal ideas and feelings in a safe space. Learners can collaborate on ways to refine their individual and group strategies as needed.



Essential Graduation Competencies

Communication

This provides learners an opportunity to recognize that experiences shape points of view (perspectives)



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **communicate their perspectives** about the strategies being used. Further evidence can be used as they **apply** modifications for their strategies.

Moving Forward

Engagement is an ongoing concept that will run concurrently throughout physical education during the course of the year. There is a rich opportunity for teachers to check in with learners during the year on both personal and class level of engagement, and to discuss in June if levels of engagement were evident in some areas of learning over other areas.

Outcome: Learners will implement safety and risk management practices while participating in rhythmic movement, educational gymnastics, outdoor experiences, sports, games, and activities

Rationale

Learners need to understand the safety practices for participating in physical activity in their daily life. Specifically, learners will explore safety behaviours related to independent participation in physical activity pursuits. This component of the physical education program is woven into every learning experience.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal Career Development (PCD)

Indicators

- Evaluate how safety guidelines are followed in sports, game, and activities (CT, COM, CZ, PCD)
- Evaluate activity and area of play for safety throughout a physically active experience (CT, COM, CZ)
- Implement risk management practices appropriate to a selected activity (CT, COM, CZ, PCD)
- Implement rules and regulations of a specific activity (CT, COM, CZ)

Concepts (and Guiding Questions)

Managing risk during activity

- How should equipment be used and cared for to increase safety and reduce risk?
- How does risk management and safe participation effectively contribute to reduced equipment costs?
- Why are there safety requirements related to personal protective equipment?

Safe Practices

- How can you determine risks of and associated safe practices with this activity?
- How can you determine the importance of following rules and regulations during activities?
- How do participants adapt, change, and modify their actions during game play to avoid injury to self and others?

Skills

Implement

Select - Locate several relevant and dependable details to support an answer

Plan – Formulate: Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review processes and results from an inquiry; consider and communicate varying

perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Apply - Carry out, use or complete a procedure/ technique.

Evaluate

Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Background Knowledge

Learners will have investigated safety and risk management concepts throughout grades 4-6 Physical Education, such as appropriate use of equipment, role of boundaries, and use of verbal and non verbal cues that assist an individual to build and enhance their physical literacy in ways that are safe for self, others, and the environment. Continued reinforcement of those skills and concepts related to motivation and engagement introduced throughout the elementary years will continue to strengthen physical literacy of the learner during their adolescent years of growth and development.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may evaluate activity and area of play for safety throughout a physically active experience while they implement risk management practices appropriate to a selected activity.

Indicators

- Evaluate how safety guidelines are followed in sports, game, and activities (CT, COM, CZ, PCD)
- **Evaluate activity and area of play for safety throughout a physically active experience (CT, COM, CZ)**
- Implement risk management practices appropriate to a selected activity (CT, COM, CZ, PCD)
- Implement rules and regulations of a specific activity (CT, COM, CZ)

Overview

Learners will be provided the opportunity to organize a physically active experience outside of the gymnasium. They will need to consider risks associated with the planned outing, assess the risks and plan for safety practices that need to be implemented in order to carry out the learning experience in a way that is safe, meaningful, engaging, and contributes to learning outcomes within Physical Education.

Evidence of Learning for the indicator:

Evaluate activity and area of play for safety throughout a physically active experience

Evidence of learning can be gathered as learners review the process of an inquiry into a physically active experience. Further evidence can be gathered as they communicate perspectives and solutions and identify new problems.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Evaluate activity and area of play for safety throughout a physically active experience

Potential Guiding Questions

- How can you determine risks of and associated safe practices with this activity?
- How do participants adapt, change, and modify their actions during a physically active learning experience to promote safety of self and others?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction

Learners will have decided on a possible offsite excursion that promotes physical activity.

Learners will, in small groups, consider the planned offsite learning experience. They will have an opportunity to discuss:

- What are potential risks of the intended activity?
- How could learners identify potential risks?

Once groups have had time to review their planned activity to identify potential risks, they can form larger groups or work as a class to share their ideas. A list of potential risks could be recorded.



**Essential
Graduation
Competencies**

Critical Thinking

This provides learners an opportunity to work individually, cooperatively, and collaboratively in problem solving



Evidence of Learning (Observations/Conversations/Products)

Evidence of learning can be gathered as learners **review processes and results from their inquiry**.

Learners can use their generated lists to begin discussing the points and consider how they could confirm possible modifications and refinements to ensure safe practices that mitigate the risks. They may consider the following:

- How inclusive is this activity for all participants?
- How are risk factors experienced by different participants?
- How would a potential safety measure mitigate the risk?
- How do our possible solutions contribute to the safety of all?

Learners will share their solutions as a class. The teacher can invite learners to come to an agreement as to the overall safety of the original plan, and the overall safety of their modified plan. They can discuss the process that they went through to come to a collective decision to help mitigate risk involved in the off-site physically active experience. If safe protocols cannot be agreed on as is, the teacher can invite critical dialogue on how they could be strengthened.



Essential Graduation Competencies

Citizenship

This provides learners an opportunity to analyse possible consequences of decisions, judgements, and solutions to problems



Evidence of Learning (Observations/Conversations/Products)

Evidence of learning can be gathered as learners consider and **communicate varying perspectives and alternative solutions** to their planned excursion.

Learners may see a new problem or issue having agreed on a process.

- Is there anything that was left out?
- How can the risks be mitigated in advance?

Groups of learners can take a separate section of the trip in order to identify new problems or issues. This can be about before departure, transit, arrival, during the activity, post activity

Learners will come back as a group and share their top solutions to address risks and carry out the physical activity safely. Learners have an opportunity to critique and provide feedback about the possible solutions.

The class will then decide on a course of action for this planned excursion. They can justify their decisions in a number of ways for example through communicating their evaluation to the Principal, Families, SACs, etc.,



Essential Graduation Competencies

Communication

This provides learners an opportunity to express and respond to ideas, information, learnings, perceptions, and feelings appropriate to audience and purpose through multiple media forms



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **identify potential new problems and/or issues with their excursion and justify their decisions.**

Moving Forward

Learners have the opportunity to review the safety plan as it is implemented and to determine the success of their plan during and after the learning experience. This can inform risk management practices in other learning experiences throughout the course of the school year.

Outcome: Learners will implement fundamental skill development in rhythmic movement, educational gymnastics, outdoor experiences, sports, games, and activities

Rationale

Learners need to become skillful movers in a range of environments. They should explore movement through locomotor, manipulative, and non-manipulative skills.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)

Indicators

- Implement fundamental movement skills and skill combinations in authentic experiences versus isolated practice (CT, CI)
- Evaluate skill progression in isolated practice (CT, CI)
- Evaluate skill use and progression in authentic experiences (CT, CI, COM, CZ)
- Evaluate the transfer of skills and skill combinations across a range of activities within and among movement categories (CT, CI, CZ, PCD)

Concepts (and Guiding Questions)

Fundamental Movement Skills

(locomotor, manipulative, non-manipulative)

- Why are skills more easily developed in isolation rather than within games/activities?

Skill Progression and Combinations

- How do participants adapt, change, and modify their actions during game play by combining multiple movement skills?
- How is skill development enhanced by breaking complex skills into component parts?

Skill Transfer

- What skills are transferable across the movement categories of rhythmic movement, educational gymnastics, outdoor experiences, sports, games, and activities?
- Where can skills be transferred across the movement categories of rhythmic movement, educational gymnastics, outdoor experiences, sports, games, and activities?

Skill Practice

- What is the value of skill practice within movement categories?

- What is the value of skill practice among movement categories?

Skills

Implement

Select - Locate several relevant and dependable details to support an answer

Plan – Formulate: Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Apply - Carry out, use or complete a procedure/ technique.

Evaluate

Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Background Knowledge

Learners will have applied fundamental movement skills, new skill combinations, and movement concepts throughout grades 4-6 Physical Education. Continued reinforcement of those skills and concepts with an emphasis on motivation and engagement concepts introduced throughout the elementary years will continue to strengthen physical literacy of the learner during their adolescent years of growth and development.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may evaluate the transfer of skills and skill combinations across a range of activities within and among movement categories while they are implementing fundamental movement skills and skill combinations in authentic experiences versus isolated practice.

Indicators

- Implement fundamental movement skills and skill combinations in authentic experiences versus isolated practice (CT, CI)
- Evaluate skill progression in isolated practice (CT, CI)
- Evaluate skill use and progression in authentic experiences (CT, CI, COM, CZ)
- **Evaluate the transfer of skills and skill combinations across a range of activities within and among movement categories (CT, CI, CZ, PCD)**

Overview

In this learning experience, learners will focus on the movement skill of balance. They will evaluate the transfer and application of balance within a range of physical activities within authentic experiences across movement categories.

Evidence of Learning for the indicator:

Evaluate the transfer of skills and skill combinations across a range of activities within and among movement categories

Evidence of learning can be gathered as learners review the process of engaging in targeted skill development techniques in combination with various physically active experiences. Further evidence can be gathered as learners identify any issues and justify their decisions.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Evaluate the transfer of skills and skill combinations across a range of activities within and among movement categories

Potential Guiding Questions

- Why should we look for ways that skills and skill combination can transfer to a range of activities and categories?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

This learning experience can be applied to any fundamental movement skill, skill combination, and range of activities. An example is provided in this learning experience in relation to balance, but this can easily be modified as per learner interests and areas of focus.

Introduction

The teacher can begin this learning experience by having the class discuss their prior knowledge of the fundamental movement skills. The teacher can identify areas that might benefit from further engagement as they select a movement skill to explore. In this experience the example of balance has been used, however this is an opportunity for the teacher to refine this example to be responsive to learner interest and needs.

The teacher can provide opportunities to engage in static and dynamic balance activities and targeted skill development techniques. This should be supported in the same learning block by engaging in low organized games, traditional sport, rhythmic movement, yoga, dance, etc.,

Learners will come together as a class to discuss:

- How do balance skills apply in this setting?
- How could balance help us in other sports, activities, settings, and beyond the physical education class?
- What are the long-term benefits of developing fundamental movement skills?
- What is the relationship between isolated skill development and overall performance in various activities?



Essential Graduation Competencies

Personal and Career Development

This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social-emotional well being of self and other



Evidence of Learning (Conversations)

Evidence of learning can be gathered as learners **review the process** of their inquiry and **communicate** their **perspectives**.

Learners will work independently to consider and identify:

- How a balance skill and skill combination can be applied in a new scenario.
- How length of time and development of the isolated skill contributes to overall performance of that skill in a new scenario.
- How to identify the impact of skill transfer.
- Where and when it is challenging to identify skill applications.

This independent work can be done in a variety of ways including one on one conferring with the teacher or peers, documenting in a progress chart or journal, etc.,



Essential Graduation Competencies

Personal and Career Development

This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social-emotional well being of self and other



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **identify potential new problems and/or issues** and **justify decisions** relating to skill transference.

Moving Forward

Learners can engage with this learning experience in relation to other fundamental movement skills in a variety of movement categories.

Outcome: Learners will implement effective strategies, tactics and/or movement concepts in rhythmic movement, educational gymnastics, outdoor experiences, sports, games, and activities

Rationale

Learners require opportunities to apply age and developmentally appropriate strategy skills during different types of physical activities. Through this outcome, learners explore effective decision making by adapting their behaviour in a diverse range of activities when conditions are put on: space, time, rules, and tasks.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)

Indicators

- Formulate effective strategies during sport and game play (CT, CZ, COM, CI, PCD)
- Evaluate the effectiveness of roles in team strategies (CT, CI, CZ, PCD)
- Evaluate the use of tactics within the implementation of strategies (CT, CZ, COM, CI)
- Implement offensive and defensive strategies during sport and game play (CT, CZ, CO, CI)
- Evaluate the effectiveness of strategy and movement application (CT, CZ, CO, CI)

Concepts (and Guiding Questions)

Movement Concepts

(Body, Effort, Space, Relationships)

- How do body, effort, space and relationship concepts affect performance?
- How do personal space, general space, levels, pathways, and extensions assist in performing high quality movement in a particular context and/or environment?
- How does understanding effort (force, flow, and time) improve quality of movement in a particular context and/or environment?

Strategies and Tactics

(Space, Time, Rules, and Tasks)

- How can you determine the difference between a strategy and a tactic? How and when are they used?
- How does identifying activity specific factors contribute to choice of skill or strategy within a game play?
- How can teammates take on multiple roles to accomplish the same goal?
- How can you describe essential skills that teammates use in order to be effective in game play?
- How might an effective team strategy be designed?
- What is the value of communication in executing a strategy?

- Why are some strategies transferable across a wide range of activities while others are not?
- How do offensive and defensive strategies contribute to success in game play?
- Why is it important to be able to perform advanced skill combinations while applying various offensive and defensive strategies?

Skills

Implement

Select - Locate several relevant and dependable details to support an answer

Plan – Formulate: Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Apply - Carry out, use or complete a procedure/ technique.

Formulate

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.

Background Knowledge

Applying decision-making skills through the use of strategies and tactics during sport and game play was introduced in grades 4-6.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may formulate effective strategies during sport and game play while they are evaluating the effectiveness of roles in team strategies.

Indicators

- **Formulate effective strategies during sport and game play (CT, CZ, COM, CI, PCD)**
- Evaluate the effectiveness of roles in team strategies (CT, CI, CZ, PCD)
- Evaluate the use of tactics within the implementation of strategies (CT, CZ, COM, CI)
- Implement offensive and defensive strategies during sport and game play (CT, CZ, CO, CI)
- Evaluate the effectiveness of strategy and movement application (CT, CZ, CO, CI)

Overview

Learners will have an opportunity to formulate strategies or tactics as a group or team. Learners will spend time Communicating and Thinking Critically about movement experiences. They can consider strategies and how to implement them independently and collaboratively while working towards a goal. This learning experience will be revisited multiple times as learners engage in a variety of sports and game play.

Evidence of Learning for the indicator:

Formulate effective strategies during sport and game play

Evidence of learning can be gathered as learners identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Formulate effective strategies during sport and game play

Potential Guiding Questions

- How can you determine the difference between a strategy and a tactic?
- How can teammates take on multiple roles to accomplish the same goal?
- How can you describe essential skills that teammates use in order to be effective in game play?
- How might an effective team strategy be designed?
- What is the value of communication in executing a strategy?
- How do offensive and defensive strategies contribute to success in game play?
- How do I improve my performance?
- How can I apply strategies to improve my performance?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction

This learning experience can be used and refined during a variety of games and sports. The teacher will engage learners in discussions about how to formulate strategies during or after they have had opportunities within game play. They can use the following guiding questions as they facilitate this discussion:

- How can I apply strategies to improve my performance?
- How do I identify skills that I have in place and skills that need development?

- How do offensive and defensive strategies contribute to success in game play?
- How can you describe essential skills that teammates use in order to be effective in game play?

This learning experience is suggested to work with learners after they have formed a group or team and engaged in game play.

Learners have an opportunity to independently identify a topic of interest. In this case, they can be given time to think about and identify a personal goal and a team goal that could be achieved in or through the current game or activity. These goals can relate to movement skills and/or concepts, tactics, cooperative game play, etc.



Essential Graduation Competencies

Critical Thinking:

This provides learners an opportunity to formulate decisions based on evidence



Evidence of Learning (Conversations)

Evidence of learning can be gathered as learners **identify a topic of interest** relating to the current game.

Learners will take the goals that they have identified and form back into their groups or teams. They will share their personal goal and team goal with their teammates.

Collaboratively, the groups will organize the goals, and discuss:

- Where do individual goals align?
- How do individual goals contribute to team success?
- How can we design an approach to support our goals?
- How can we support our peers as they work towards their goals?
- How can my choices help my peers?
- How do I revise my gameplay to provide opportunities for others to reach their goal?

Learners will use this discussion to devise possible strategies to support their team goals. They will consider how to support the development of individual goals in their strategies.

The teacher will facilitate a class discussion so that groups can share their team strategies. This is an opportunity for teams to refine their strategies after considering how others are working towards their goal.



Essential Graduation Competencies

Communication:

This provides learners an opportunity to engage in constructive and critical dialogue



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **choose and prioritize** their goal, and **refine strategies** to be used.

Learners will engage in game play in order to apply their strategies.

After playing and while being a non-active participant, learners will work together to:

- Identify how strategies are used by other teams.
- Discuss the impact of communication in supporting the strategy
- Share individual experiences during game play
- Identify how teammates can support the development of the individual goals of their peers.
- Refine their strategies to better support the achievement of their team goal through their individual goals.



Essential Graduation Competencies

Creativity and Innovation:

This provides learners an opportunity to use constructive feedback, reflect, and learn from trial and error



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **evaluate** their choices.

Moving Forward

Learners can have an opportunity to implement the strategies they have formulated in this learning experience in a new scenario (team, game, sport, activity).

- Why are some strategies transferable across a wide range of activities while others are not?

Outcome: Learners will evaluate health related physical fitness principles and community resources that enhance physical fitness

Rationale

Learners have an opportunity to develop and maintain healthy fitness levels through physical education, through this outcome. They will understand that the components of personal fitness promote lifelong participation in physical activity that have physical, mental, spiritual, and social health benefits.

Health-related physical fitness includes: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal Career Development (PCD)
- Technological Fluency (TF)

Indicators

- Reflect on the components of fitness and their relationship to lifelong physical fitness and health (CT, COM, PCD)
- Analyse fitness training principles (CT, COM)
- Apply goal setting principles that enhance personal fitness (CT, CZ, COM, PCD)
- Analyse resources within local communities that support physical activity across the lifespan (CT, CZ, COM, PCD, TF)

Concepts (and Guiding Questions)

Health-related personal fitness

- How are health-related and skill-related components related to personal fitness?
- How can physically active experiences promote lifelong engagement in physical fitness?
- How does enhancement of each health-related component benefit healthy, active living across the lifespan?

Fitness Training Principles

- How does the Frequency, Intensity, Time and Type (FITT) principle apply to fitness training?
- How does a person find their target heart rate zone (THRZ) and monitor their intensity levels during exercise?

Goal Setting

- How can you create and set personal, attainable goals?
- How are goals useful in improving personal fitness?
- How does learning the skill of goal setting apply to other areas of a person's life?

Community Resources

- How do various communities enhance opportunities for physical fitness?
- How might barriers and/or challenges to being physically active within a community be solved?
- How can you describe relationships between physical activity and mental health?

Skills

Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.

Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Apply

Carry out, use, or complete a procedure/ technique.

Background Knowledge

Learners have investigated components of physical fitness within grades 4-6 and have been introduced to making personal fitness goals.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may apply goal setting principles that enhance personal fitness while they analyse resources within local communities that support physical activity across the lifespan.

Indicators

- Reflect on the components of fitness and their relationship to lifelong physical fitness and health (CT, COM, PCD)
- Analyse fitness training principles (CT, COM)
- **Apply goal setting principles that enhance personal fitness (CT, CZ, COM, PCD)**
- Analyse resources within local communities that support physical activity across the lifespan (CT, CZ, COM, PCD, TF)

Overview

Learners will have the opportunity to apply goal setting that help to maintain health-related physical fitness through Physical Education, and throughout their daily lives outside of Physical Education. Learners set or identify goals that help them improve personal fitness levels.

Evidence of Learning for the indicator:

Apply goal setting principles that enhance personal fitness

Evidence of learning can be gathered as learners carry out or use goal setting principles.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Apply goal setting principles that enhance personal fitness

Potential Guiding Questions

- How can you create and set personal, attainable goals?
- How are goals useful in improving personal fitness?
- How do various communities enhance opportunities for physical fitness?
- How might barriers and/or challenges to being physically active within a community be solved?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Learners will discuss the elements of goal setting by asking questions. Some examples of guiding questions might include:

- How can goals be written in such a way that they are likely to be attainable?
- How do I determine if a goal is right for me?
- How can fitness assessments be done in class to assist in the goal-setting process?

Learners will record personal fitness goals alongside fitness assessment information so that they can monitor their progress.



**Essential
Graduation
Competencies**

Personal and Career Development

This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social-emotional well being of self and others



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **carry out the procedure** by setting a goal.

Learners can use health-related fitness-assessment information when making action plans for personal fitness, setting a goal to improve at least two health related fitness components. Learners will work independently or in groups to make decisions on how to monitor and record progress and/or challenges to progress. They can share their strategies for monitoring their progress. Learners can share their progress with classmates to have an opportunity to encourage and assist others in attaining their goals.

Some questions they can consider are:

- How can changes over time be assessed so that goals can be modified and/or changed?
- How will I know when a goal has been met?
- How can we support others to make progress towards a goal?



Essential Graduation Competencies

Personal and Career Development

This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social-emotional well being of self and others



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **carry out the procedure** by selecting strategies to monitor their progress.

Learners have the opportunity to advance and progress towards meeting their goals during class time.

Learners will benefit from having opportunities to think critically about their goals and how these would need to be structured, modified, or revised to respond to the natural and built environment in their neighbourhood and community.

- Could this goal be sustained easily outside of Physical Education instructional time?
- How can I revise my goal in response to the natural and built environment within my community?
- How do various communities offer opportunities for enhancement of physical fitness?
- What can be barriers within a community to achieving enhancement of physical fitness?
- How could these barriers be solved through a creative and/or innovative process?



Essential Graduation Competencies

Personal and Career Development

This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social-emotional well being of self and others



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **carry out the procedure** by working towards their goals and infer how their goals may be structured, modified, or revised.

Moving Forward

Once learners have experienced the process of setting a goal, monitoring their process, and perhaps modifying their goals, they can discuss other areas of their lives outside of Physical Education where goal setting might be beneficial. Learners could be asked to identify such an area, set a goal, and work through the process informally. They can share the outcome of that process during a class to follow without having to name their goal.

Outcome: Learners will reflect on the relationship between sport, games, and activities and personal and cultural identity

Rationale

Through this outcome, learners will be provided with the opportunity to enhance their awareness of how personal and cultural identity can be related to physically active living, both currently and historically.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)

Indicators

- Investigate historical games, sports, and physical activities of various groups in Nova Scotia (CT, CI, COM)
- Analyze how games, sports, and physical activities of various groups and communities influence current practices (CT, CZ, COM, PCD)
- Apply current and traditional cultural practices during movement activities (CT, CZ, COM, CI, PCD)

Concepts (and Guiding Questions)

Personal and Cultural Identity

- How have various groups shaped and influenced physical activity in Nova Scotia?
- How can you explore the relationship between spirituality and outdoor experiences of the Mi'kmaq?
- What role has sport, games, and physically active living played across communities in Nova Scotia over time? How has it changed?
- How can physical activity be understood through the concept of two-eyed seeing?
- How can physical activity shape or affirm an individual's personal and/or cultural identity?
- How has stigma played a role in any group's experience with physically active living?

Skills

Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Apply

Carry out, use, or complete a procedure/ technique.

Background Knowledge

This is the first time that learners will have been provided the opportunity to reflect on a relationship between identity and physically active living.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may Investigate historical games, sports, and physical activities of various groups in Nova Scotia while they are analyzing how games, sports, and physical activities of various groups and communities influence current practices.

Indicators

- **Investigate historical games, sports, and physical activities of various groups in Nova Scotia (CT, CI, COM)**
- Analyze how games, sports, and physical activities of various groups and communities influence current practices (CT, CZ, COM, PCD)
- Apply current and traditional cultural practices during movement activities (CT, CZ, COM, CI, PCD)

Overview

Learners will be introduced to the concept of the relationships between games, sports, and physical activity's relationship to identity past and present. As an ongoing learning experience, learners will have multiple opportunities to investigate this relationship as they engage in diverse physically active movement experiences within all of the movement categories, throughout the course of the year.

Possible cross curricular link: This learning experience provides opportunities to align with skills, concepts, and guiding questions from Social Studies, English Language Arts, Health Education, or Arts Education (Visual arts, Explore Music or Band Instruments)

Evidence of Learning for the indicator:

Investigate historical games, sports, and physical activities of various groups in Nova Scotia

Evidence of learning can be gathered as learners ask questions about historical games, sports, and physical activities, and then locating details through engagement in various experiences. Further evidence can be gathered as learners organize the information they have collected, identifying relationships between physical activity and identity, and communicating their findings.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Investigate historical games, sports, and physical activities of various groups in Nova Scotia

Potential Guiding Questions

- How can physical activity shape or affirm an individual's personal and/or cultural identity?
- How have various groups shaped and influenced physical activity in Nova Scotia?
- How can sports, games, and physical activities contribute to overall ongoing wellness?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Strategic Consideration:

Adolescence is a time of identity forming. We know from provincial and national data that engagement in Physical Education and/or physical activity begins to decline around the time of adolescence, and it is reasonable to assume that because adolescence is a time of change that safe spaces to both explore and affirm identity greatly contributes to the health and well-being of youth. Physical Education provides a rich opportunity to acknowledge the important role of affirming one's own and each others' personal and cultural identity. It is critical that physical education teachers examine their own biases, place of privilege, and provide a safe place in which learners can affirm their own personal and cultural identity/identities.

Introduction

This learning outcome and indicator is an opportunity to engage with the complexity and connections that occur within and among self, activity, community investigating the short term impact, and long term impact of historical games, sports, and physical activities. Learners can engage with this complexity in a way that is safe(space), local (community), and relevant (who is here, what are their interests), and has the capacity to highlight role models for youth to promote lifelong engagement in physical activity. Conversations that result from this learning will be complex and ongoing throughout the year. It will be

important for the teacher to establish a safe space with which to engage in these discussions.

There are many questions for learners to consider as learners engage again and again with this indicator. It will thread as students engage in learning across all movement categories. There are many opportunities for the teacher or learners to select questions that best respond to the students in their classes. It is suggested that learners guide the exploration of these topics to ensure their lived experiences and voices are valued.

This initial asking and revising section can be used to help frame learning for an extended period of time. Having learners generate questions of interest can guide their exploration of physical activities and experiences.

The teacher can provide learners with an opportunity to generate questions about the relationship between physical activity and cultural/personal identity. This can be done in small groups in relation to one of the potential guiding questions and brought back for discussion and collation as a whole group. This may include questions about:

- Game/sport/activities of personal interest
- Game/sport/activities of familial interest
- Game/sport/activities of community interest

After the whole group discussion, learners can select questions from the ideas generated to consider as they move on to locate details in and through the learning experiences throughout the course. The teacher can encourage learners to select (a) question(s) that may have meaning for them to consider as they continue.



Essential Graduation Competencies

Personal and Career Development

This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social-emotional well being of self and others



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **ask and revise questions** relating to personal and/or cultural connections.

Learners will locate details as they engage as active and non-active participants in various games/sports/activities. Other details relating to their questions can be located from a variety of sources not limited to: peers, family, players, organizers, organizations, community groups, Elders, Knowledge Holders, etc. This is an opportunity to include people and examples from the local community.

Learners will want to gather information as they engage in various related physically active movement experiences, in order to locate details to support answers to their questions. They may want to consider:

- What does this game/sport/activity communicate about collaboration?
- What does this game/sport/activity communicate about community?
- What does this game/sport/activity communicate about individuality?
- Who can we gather information from?
- What can you learn through this game/sport/activity?
- How can we learn about the impact of engaging with this game/sport/activity?

To locate details that will help answer their guiding questions, learners will engage in various historical games, sports, and physical activities while exploring information relating to external relationships and connections.



Essential Graduation Competencies

Communication

This provides learners an opportunity to recognize that experiences shape points of view (perspectives)

Possible cross curricular link: This is the opportunity to engage and gather information in the English Language Arts classroom, or Social Studies classroom as well as the Physical Education space.



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **locate several relevant and dependable details** to support an answer.

Strategic Consideration:

It will be important to take the time for discussions of depth to address complexities on the topic of personal and cultural identity and to explore personal and our cultural biases.

Teachers can facilitate questions around relationships and identity within learning experiences in physical education while learners have the space to discuss, share, collaborate, and connect with their peers who are both like and unlike each other. In this way, youth develop cultural understanding of lived experience and become more capable of challenging injustices, so everyone feels safe both inside and outside of physical education.

Learners will engage in dialogue and discussion before, during, or after engaging in ongoing physically active experience in order to identify relationships. They will have opportunities to contribute to and consider the perspectives of their peers, and those that they have collected information from.



Essential Graduation Competencies

Identity

- How do physically active experiences connect to my personal and cultural identity
- How is my identity valued?
- How has stigma played a role in any group's experience with physically active living?
- In what ways does body image impact positive and/or negative experience of physical education, games, sports, and other physical activities?
- How does racism impact the experience of physically active living?
- How does racism show up in sports, games, and other physical activities?
- How have I seen others stand up to racism, classism, sexism, and homophobia in sports, games, and other physically active experiences?
- How does gender inequity show itself in sports, games, and other physically active experiences?
- How does society contribute to my own bias?
- Inequities
- How is my personal identity affirmed through physical activities and learning experiences in physical education?
- How might I experience a game/sport/activity differently from my peers?
- How is this game/sport/activity experienced through other perspectives?
- How might my personal experiences of community influence my engagement?

Communication:

This provides learners an opportunity to engage in constructive and critical dialogue



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **identify relationships**, **recognize represented perspectives**, and **communicate findings**.

Moving Forward

Possible cross curricular link: This learning experience provides opportunities to align with skills, concepts, and guiding questions from Social Studies, English Language Arts, Health Education, or Arts Education (Visual arts, Music Education or Band)

Teachers will provide safe spaces for learners to reflect on the following questions throughout their entire experience during Physical Education over the course of the year. The following are questions to revisit as students learn and interrogate new perspectives -- their own or those of others:

- How does this learning experience help me reflect on my own relationship with/through sport/game/activities?
- How does this inform my approach to games/sports/activities?
- How might I change the way I engage with physical activities?
- How do we modify, adapt, refine a game or game play to communicate a sense of community?
- How do I affirm the personal or cultural identity of others?
- How might I challenge stereotypes, biases, or harmful language and behaviour that does not support personal and/or cultural identities?
- How does privilege, access, and economics impact the ability to participate in a range of sports, games, and/or other physical activities?

Appendix

What is Athletics Citizenship?

Athletics citizenship embodies the social, emotional and spiritual well-being of the individual and group as an active participant. The five principles of the Social and Emotional Learning (SEL) framework are immersed throughout Athletics Citizenship:

- **Self-Awareness** - identifying emotions, self-efficacy, recognizing strengths
- **Social Awareness** - perspective taking, empathy, appreciating diversity, respect for others
- **Responsible Decision-Making** - Identifying problems, analyzing situations, solving problems, evaluating, reflecting, ethical responsibility
- **Self-Management** - Impulse control, stress management, self-discipline, self-motivation, goal setting
- **Relationship Skills** - communication, social engagement, relationship building, teamwork

How is Athletics Citizenship woven into the physical education curriculum?

- **Self-Awareness** - identifying emotions, self-efficacy, recognizing strengths, resilience, perseverance, leadership, taking ownership and responsibility.
- **Social Awareness** - fair play, sport etiquette, perspective taking, empathy, appreciating diversity, respect for self, others and the environment.
- **Responsible Decision-Making** - Identifying problems, analyzing situations, solving problems, evaluating, reflecting, ethical responsibility
- **Self-Management** - Impulse control, stress management, self-discipline, self-motivation, goal setting, following rules and safety guidelines, controlled risk taking.
- **Relationship Skills** - communication, social engagement, relationship building, teamwork, healthy relationships, inclusiveness and awareness of all participants.

How do I know this is working?

- Positive engagement
- Learners feel respected, valued, and included
- Learners work together toward a common goal
- Learners are successful
- Reduced conflict and negative attitudes
- Increased positive reflection on experience