

Physical Education 10-12

Foundational Outcomes

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Prepared by the Department of Education and Early Childhood Development

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Physical Education 10

General Curriculum Outcomes

Students will be expected to

Knowing

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

Doing

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

Valuing

- F. demonstrate positive personal and social behaviours and interpersonal relationships
- G. demonstrate positive attitudes toward and an appreciation of physical activity through participation
- H. demonstrate awareness of career and occupational opportunities related to physical activities

Specific Curriculum Outcomes

To reduce the number of outcomes for the 2020-21 school year, teachers can consider addressing only the first 3 modules within Physical Education 10.

Students will be expected to

Outdoor Pursuits

- 1.1 demonstrate effective interpersonal and communication skills through cooperative activities in group settings
- 1.2 demonstrate understanding of how poor group cohesion can increase chance of incidents during outdoor pursuits
- 1.3 demonstrate an appreciation for the outdoor environment by utilizing effective minimal impact techniques
- 1.4 demonstrate proficient skills and techniques necessary for outdoor adventures taught
- 1.5 demonstrate proficiency utilizing both traditional and current equipment during several outdoor adventures
- 1.6 demonstrate proficiency in a variety of wilderness adventures, using both traditional and current techniques while applying smart risk practices

Exercise Science

- 2.1 demonstrate an understanding of basic human anatomy
- 2.2 apply basic principles of biomechanics to maintain or improve their individual athletic performance using SMART principles
- 2.3 analyze the relationship between nutritional input and the requirements for active living
- 2.4 investigate career and volunteer opportunities related to the field of exercise science

Personal Fitness

- 3.1 apply an understanding of the components of health and skill related physical fitness to activities that develop physical fitness for active, healthy living
- 3.2 apply effective risk practices in health- and skill-related physical activities
- 3.3 apply principles of training to physically active experiences
- 3.4 apply effective risk practices in health- and skill-related physical fitness
- 3.5 apply principles of training to physically active experiences
- 3.6 demonstrate knowledge of what health-related physical fitness appraisals measure: cardiovascular endurance, upper and lower body muscular strength and endurance, flexibility, and body composition
- 3.7 assess their own level health-related physical fitness
- 3.8 set SMART goals to maintain or improve current levels of health related to physical fitness

Leadership

- 4.1 apply effective leadership characteristics through physically active experiences
- 4.2 demonstrate effective interpersonal skills while participating in group physical activities
- 4.3 demonstrate teamwork by co-operating within group physical activities
- 4.4 demonstrate effective teamwork by co-operating within group physical activities
- 4.5 apply effective leadership skills in various activities

Fitness Leadership 11

General Curriculum Outcomes

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Knowing

- A. demonstrate an understanding of the concepts that support human movement
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Doing

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

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- F. demonstrate positive personal and social behaviours and interpersonal relationships
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Specific Curriculum Outcomes

Students will be expected to

Anatomy and Physiology

- 1.1 analyze various physiological changes to the body before, during, and after physical activity through a variety of movement experiences
- 1.2 apply their knowledge of proper terminology to identify various structures of the skeletal, muscular, and cardiovascular systems

Principles of Conditioning

- 2.1 recognize the health-related skill components of fitness and apply their knowledge of each component of physical fitness within an instructional fitness class
- 2.2 design programs that will enhance the components of physical fitness, using the principles of conditioning
- 2.3 create and lead a variety of conditioning programs designed to enhance the various components of fitness for various age groups

Leadership

- 3.1 apply effective leadership techniques and management skills designed to maximize learning, fun, and activity time for group led fitness experiences
- 3.2 recognize and research factors that may contribute to physical inactivity among children and youth
- 3.3 demonstrate an understanding of the relationship between healthy eating and physical activity
- 3.4 examine legal liabilities associated with administrating program delivery

Injury Prevention and Risk Management

- 4.2 demonstrate an understanding of what to do if an injury occurs during instructional time
- 4.3 recognize injury prevention practices in various teaching and leadership situations
- 4.4 apply appropriate action and procedures to common and fitness-related injuries

Components of a Fitness Class

- 5.1 lead age-appropriate warm-up and cool-down activities
- 5.2 demonstrate various techniques in cueing fitness exercises
- 5.3 demonstrate various fitness exercises in a progressive order
- 5.4 design and deliver a community-based fitness experience for children and youth ages 5 18

Physical Education 11

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- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
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Specific Curriculum Outcomes

Students will be expected to

Tactical and Strategic Game Play

- 1.1 apply effective tactics and techniques to invade an opponent's territory/space in offensive and defensive situations within an invasion/territory situation
- 1.2 apply effective tactics and techniques to send an object into open space so an opponent is unable to make a return within a net/wall situation
- 1.3 strike a ball so it eludes defenders within a batting/fielding situation
- 1.4 articulate the most effective offensive and defensive tactics within invasion/territory, net/wall, and batting/fielding games environments
- 1.5 apply progressive tactical principles in target games play
- 1.6 articulate the most effective techniques utilized while aiming at a target within the target games environments
- 1.7 identify games other than those addressed in this course to which specific skills and tactics are applicable and transferable

Life Skills through Sport

- 2.1 demonstrate effective communication and interpersonal skills in game settings, and effectively connect these skills to life outside of physical education
- 2.2 demonstrate effective decision-making skills and critical thinking skills in game settings, and effectively connect these skills to life outside of physical education
- 2.3 demonstrate effective coping and self-management skills while in game settings, and effectively connect these skills to life outside of physical education

Sport in Society

- 3.1 identify social injustices in Canadian sport and articulate steps that would help address each of the injustices they identify
- 3.2 identify potential careers in sport and investigate related career pathways
- 3.3 recognize the importance of using inclusive language (related to such constructs as gender, sexuality, race, and ability) in sport and throughout life

Physically Active Living 11

General Curriculum Outcomes

Students will be expected to

Knowing

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

Doing

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

Valuing

- F. demonstrate positive personal and social behaviours and interpersonal relationships
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- H. demonstrate awareness of career and occupational opportunities related to physical activities

Specific Curriculum Outcomes

Students will be expected to

Active Lifelong Pursuits

- 1.1 demonstrate competence in a variety of lifelong physical activities
- 1.2 demonstrate competence in a variety of modes of active transportation, applying appropriate safety procedures and exploring opportunities and challenges
- 1.3 lead an active game in a natural setting that would be inclusive of and appeal to all ages and abilities, and explain the value of play in leisure time throughout the lifespan
- 1.4 experience and reflect upon diverse lifelong outdoor recreation activities, as environmentally conscious participants

Community Participation

- 2.1 demonstrate awareness of the range of human and physical resources, including natural and built environments, supportive of physical activity, sport, and recreation in the community, region, and province

- 2.2 identify barriers and solutions to participation in their physical activity interests in regard to cost, time, and access based upon a projected disposable income
- 2.3 locate, access, and participate at the moderate to vigorous intensity level in a new physical activity experience, structured or unstructured, available in their community
- 2.4 facilitate a learning experience that promotes active, healthy living within their school and/or community
- 2.5 apply their understanding of fair play and monitor their own behaviour in a variety of physical activities

Personal Fitness and Goal Setting

- 3.1 assess their personal level of health-related physical fitness
- 3.2 develop a fitness plan using a goal-setting approach
- 3.3 demonstrate an understanding of health-related fitness components and how to use them to improve personal fitness levels
- 3.4 apply the principles of training within a personal fitness plan and analyze how these principles can help to improve or maintain personal fitness levels
- 3.5 set goals to increase skill level in a physical activity of choice and monitor, document, and reflect on progress over time

Healthy Living

- 4.1 explain the role that healthy eating and physical activity play in enhancing mental health, disease prevention, and addiction prevention
- 4.2 identify community resources that address and enhance mental health, and recognize harms associated with delayed treatment of mental illness
- 4.3 examine consumer rights and critically analyze issues related to health and fitness services and products
- 4.4 investigate a health issue of relevance to youth, including its impact personally, regionally, and globally

Yoga 11

General Curriculum Outcomes

Students will be expected to

Knowing

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

Doing

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

Valuing

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- H. demonstrate awareness of career and occupational opportunities related to physical activities

Specific Curriculum Outcomes

Students will be expected to

Proper Breathing and Asana Practice

- 1.1 demonstrate foundational standing and balance postures with proper alignment
- 1.2 demonstrate foundational seated postures with proper alignment
- 1.3 demonstrate foundational restorative postures with proper alignment
- 1.4 demonstrate the sun salutation sequence with proper alignment, integrating breath, postures, and movement
- 1.5 apply effective breathing techniques to their yoga practice
- 1.6 demonstrate an understanding of anatomy and physiology as they apply to the intentional integration of breath, postures, and movement within the practice of yoga
- 1.7 identify asanas specific to their desired health benefits and create a yoga practice to use outside of class time

The Origins and Philosophy of Yoga

- 2.1 demonstrate an understanding of the eight limbs of ashtanga practice
- 2.2 apply their understanding of yogic text and principles to their daily lives and yoga practice
- 2.3 distinguish among the four forms of yoga to find the practice most suited to their personality

Integrating a Mindful Practice

- 3.1 analyze their own eating patterns with respect to healthy and mindful eating practices
- 3.2 explore relaxation techniques to observe thoughts and to manage emotions and stress, and reflect on those techniques which are most effective for them
- 3.3 apply the principles of yoga in a personal way outside of yoga practice

Physical Education Leadership 12

Students will be expected to

Module 1: Defining Leadership

- 1.1 demonstrate an understanding of positive and effective leadership through leading physically active experiences in micro-teaching* settings among peers and/or during Module 3
- 1.2 apply and critique various leadership skills through leading physically active experiences in micro-teaching settings among peers and/or during Module 3
- 1.3 apply and critique various leadership styles through leading physically active experiences in micro-teaching settings among peers, and to connect the knowledge to experiences outside of physical activity and beyond high school
- 1.4 identify and critique their own leadership styles and set goals and provide a rationale to maintain or modify current leadership styles

Module 2: Effective Leaders

- 2.1 investigate characteristics of effective leaders in history and effective leaders from their past and critique them
- 2.2 apply effective verbal and non-verbal communication skills while serving as leaders through physically active micro-teaching settings among peers and/or during Module 3
- 2.3 apply knowledge of group dynamics while serving as leaders through leading physically active experiences in micro-teaching settings among peers and/or during Module 3
- 2.4 demonstrate an understanding of the planning, scheduling, and organization required to lead effectively during micro-teaching settings and/or during Module 3

Module 3: Leading through Service

- 3.1 convey what service learning projects are, their benefits, and what service projects should not be
- 3.2 initiate a needs assessment for their leadership role within a group, and a needs assessment for the service learning project to be implemented
- 3.3 implement a service learning project in the community and continuously reflect on (and adjust as necessary) their leadership effectiveness throughout the project
- 3.4 demonstrate an understanding of the importance of inclusive language (related to such constructs as gender, sexuality, race, and ability) while serving as leaders
- 3.5 demonstrate an understanding of risk-management responsibilities when leading others
- 3.6 present a summary report of the service learning experience for future groups to learn from and build on
- 3.7 identify potential leadership opportunities beyond high school and determine how to explore such opportunities

* micro-teaching: 3 to 4 students in a group

Module 4: NCCP Fundamental Movement Skills

- 4.1 investigate competencies of a physically literate individual
- 4.2 apply core NCCP practices that enhance physical literacy
- 4.3 apply safe teaching practices and processes of fundamental movement skill development in children
- 4.4 reflect on simple games and physical activities that enhance fundamental movement skill development in children