

# Physical Education 8

*Curriculum At A Glance*

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Prepared by the Department of Education and Early Childhood Development

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## 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

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

### 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.

## 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

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

### 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.

## 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

- Critical Thinking (CT)
- Communication (COM)
- Citizenship (CZ)
- Personal and 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.

## 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

- Critical Thinking (CT)
- Creativity and Innovation (CI)
- Communication (COM)
- Citizenship (CZ)
- Personal and 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.

## 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

- Critical Thinking (CT)
- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Personal and 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.

## 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

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

## 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

- Critical Thinking (CT)
- Creativity and Innovation (CI)
- Communication (COM)
- Citizenship (CZ)
- Personal and 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.

### Analyze

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.