

# Physical Education P-6

*At a Glance*

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## Physical Education P-6

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# **Physical Education P-6**

At a Glance Documents

2019



# Table of Contents

Physical Education Primary .....1  
Physical Education Grade 1 .....10  
Physical Education Grade 2 .....18  
Physical Education Grade 3 .....27  
Physical Education Grade 4 .....36  
Physical Education Grade 5 .....45  
Physical Education Grade 6 .....54



# Physical Education Primary

Learners will investigate health-related physical fitness.

## Rationale

Regular participation in physical activity at moderate to vigorous intensities through quality physical education is important for optimal growth and development of children. It is important that learners not only have opportunity to develop and maintain healthy fitness levels through physical education, but to understand that the components of personal fitness promote lifelong participation in physical activity which has physical, mental, emotional, spiritual, and social health benefits. Health-related physical fitness includes cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

## Competencies

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

## Indicators

- **Investigate** how physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (CT)
- **Investigate** how supporting body weight develops muscular strength and endurance (CT, PCD)
- **Investigate** flexibility through a variety of stretching movements (PCD)
- **Investigate** how physical activity can affect body composition and help maintain a healthy body (COM, PCD)

## Concepts (and Guiding Questions)

Changes to heartbeat, breath, and body temperature

- How can you tell if your heart is beating faster during an activity?
- How can you tell if you are breathing harder during an activity?
- How can you tell if your body is warmer during an activity?

Muscular strength and endurance

- How can we exercise our upper bodies to make our arms strong?
- How can we exercise our lower bodies to make our legs strong?
- How do we make the middle part of our bodies (abdomen/core) strong?

Flexibility

- How does reaching and stretching help our bodies?
- How does being flexible protect our bodies?
- How do we become more flexible?

Body composition and healthy bodies

- How does this physical activity/exercise make our body stronger and healthier?
- How does being active help our brain?
- What parts of our health does the brain control?

## Skills

### Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

# Physical Education Primary

Learners will investigate motivation principles in different types of physical activities.

## Rationale

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). This outcome is addressed as learners practice, develop, and apply their learning as it takes place within dance, educational gymnastics, games, and active pursuits.

## Competencies

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

## Indicators

- **Investigate** the use of cues in improving motor skills and movement patterns (COM)
- **Investigate** how practice and persistence assist in learning a new skill (CT, PCD)
- **Investigate** feelings associated with the completion of learning a new skill (COM, PCD)

## Concepts (and Guiding Questions)

### Teaching and learning cues

- How does listening to teaching cues help us to move with more effort?
- How can teaching cues be used personally as you practice a movement skill?

### Practice and persistence

- Why does it matter to keep motivated?
- How does being motivated lead to achieving a goal?
- How does persistence help people to learn new things?
- How does practice help people learn a new skill?

### Feelings

- How do you feel when you work hard to learn something new?
- How can a difficult feeling help you learn a new movement skill?
- How are feelings experienced when learning new skills easily or when met with challenges?

## Skills

### Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.



# Physical Education Primary

Learners will implement fundamental movement skills and movement concepts within dance.

## Rationale

Dance experiences provide opportunities for children to develop skills related to problem solving and critical thinking, in addition to developing fitness and fundamental movement skills and concepts. It also encourages the development of creativity, communication, and collaboration. There are many genres of dance and learners will benefit from exposure to as many different styles and purposes as possible.

## Competencies

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

## Indicators

- **Formulate** connections with the skills and concepts learned in dance to their life (COM, CI, PCD)
- **Analyse** spatial and body awareness, including effort and relationships (CT)
- **Implement** basic dance skills (CI, PCD)
- **Formulate** repeatable patterns of fundamental movement skill combinations by following rhythmic patterns starting with a combination of at least two skills (CI)
- **Implement** movements that tell a story and connect to the flow and rhythm of music (COM, CI, PCD)
- **Implement** rhythmical movement in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures (COM, CI, CZ)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you use your arms to help you hop farther on one foot?
- What are different ways you can move through space within a boundary?
- How can you move through space?
- How can we use the movements we've learned to make patterns to build a dance?
- How can you tell a story with your body with flow using the rhythm of music and a variety of movements we've learned?
- How can learning different kinds of dance promote awareness and understanding of culture?
- Why is it important to understand cultures different than your own?

## Skills

### Implement

**Select** - Locate 2-3 obvious details to support an answer

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review results from an investigation or problem solving; Reflect on and communicate solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Formulate

Identify a topic of interest; brainstorm obvious ideas, choose a single idea to guide next steps; reflect on choice.

### Analyse

Gather and select appropriate information; Communicate findings.

# Physical Education Primary

Learners will implement fundamental movement skills and movement concepts within educational gymnastics.

## Rationale

During educational gymnastics, learners are given opportunities to modify skills to develop health-related physical fitness. Educational Gymnastics differs from Olympic-style gymnastics in that it does not demand that there is only one way to perform a skill, require expensive equipment, or have spotting. Apparatuses are added to activities as learners progress through the development of related skills.

## Competencies

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

## Indicators

- **Investigate** ways for traveling through space without making contact with others using a variety of travelling skills (CI)
- **Investigate** language related to gymnastics skills and concepts (COM, CT)
- **Investigate** jumping for distance using proper technique and land with control (PCD)
- **Investigate** jumping forward, backward, and sideways, demonstrating control when landing (PCD)
- **Investigate** balancing objects using different body parts while traveling (CI, CT)
- **Investigate** rolling skills with proper characteristics (PCD)
- **Implement** movement sequences (PCD)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you jump or hop for height and distance through this space and within this boundary?
- How can you demonstrate a proper take off and a safe landing by using your knees?
- How can you explore locomotor, manipulative, and stability separately and together?
- How can you roll easily and safely?
- How can we put all the movements we've learned together?

## Skills

### Implement

**Select** - Locate 2-3 obvious details to support an answer

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review results from an investigation or problem solving; Reflect on and communicate solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

# Physical Education Primary

Learners will implement fundamental movement skills and movement concepts within games.

## Rationale

Games should also be taught at moderate to vigorous intensities as much as possible to improve learners' cardiovascular endurance. For the purposes of this curriculum, games are defined as follows: Educational, Cooperative, Low Organized, and Small-sided/Modified. These game types provide opportunities for collaboration, team work, practice, and skill development.

All games taught in physical education must be non-elimination games and emphasize fair play. Games should provide learners opportunity to develop their health-related physical fitness, competence in skills and movement concepts, and develop their life skills.

## Competencies

- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

## Indicators

- **Investigate** ways for changing the flight of moving objects by changing how the skill is performed (CI, PCD)
- **Investigate** ways for sending small and large implements (CI, PCD)
- **Investigate** receiving in a variety of ways in relation to how body movement changes (CI, PCD)
- **Investigate** throwing and rolling a variety of small objects underhand from varying distances under, over, through, and at obstacles/targets, using one hand and then the other (PCD)
- **Apply** a variety of locomotor skills when playing simple cooperative games and activities (PCD)
- **Apply** a variety of manipulative skills when playing simple cooperative activities and games (PCD)
- **Investigate** how physical activities have different components (PCD)
- **Investigate** ways for moving objects using a variety of body parts (CI, CT, PCD)
- **Apply** long jump-rope skills and basic short jump-rope skills (PCD)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you manipulate objects in and through space?
- What do you need to consider about your body position in order to receive an object being sent?
- How do you throw or roll an object from different distances?
- What are different ways you can move your body in a game?
- How can you move objects using your body within boundaries?
- How do you need to position your body to jump rope?

## Skills

### Implement

**Select** - Locate 2-3 obvious details to support an answer

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review results from an investigation or problem solving; Reflect on and communicate solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

### Apply

Carry out or complete a procedure/ technique.

# Physical Education Primary

Learners will implement fundamental movement skills and movement concepts within active pursuits.

## Rationale

For the purpose of this curriculum, active pursuits include any type of physical activity that does not fall in the preceding three outcomes (i.e., dance, educational gymnastics, games). Active pursuits occur indoors and outdoors and offer learners opportunity to develop skills and movement concepts, enhance their health-related physical fitness, and develop life skills. Learners develop movement skills through a variety of active pursuits alone or with others, such as: Aquatics, Mind/Body, Winter Activities, Other Outdoor Pursuits.

## Competencies

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

## Indicators

- **Implement** moderate to vigorous movement activities in a natural environment for extended periods of time, in both warm and cooler weather (PCD)
- **Implement** yoga poses, zumba, circuit training, etc. (PCD)
- **Investigate** active transportation (PCD)
- **Apply** navigation skills (COM, CZ, PCD, TF)
- **Investigate** places at home and in the community where people can be active (COM, CZ, PCD)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How do we know if we are moving outdoors in a way that is physically active?
- How can people be physically active in all seasons?

## Life outside of physical education

- How can people get to places without using cars or busses?

- How do people in your community get to places they want or need to go?
- Why do people travel the way that they do in your community?
- How can you be active at school, home, and in your community outside of physical education classes?
- How does knowing direction help to find places in the natural environment?
- How are people in your community active?

## Skills

### Implement

**Select** - Locate 2-3 obvious details to support an answer

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review results from an investigation or problem solving; Reflect on and communicate solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

# Physical Education Primary

Learners will **apply** decision-making skills to fundamental movement skills and movement concepts during different types of physical activities.

## Rationale

Learners are given the opportunity to apply strategy skills during different types of physical activities. These strategies begin very concrete in earliest grades (e.g., stopping prior to arriving at a boundary line, change of speed during pursuit and evade games) and increase in the complexity of decision-making required (e.g., create space in game, demonstrate creativity in performance) as grades progress. Briefly pausing activities allows learners to highlight effective strategies or to question current strategies.

## Competencies

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

## Indicators

- **Investigate** change, speed, and direction according to location of peers and boundaries (CT)
- **Apply** strategies for increasing chances of success in physical activities (CT, PCD)
- **Investigate** choices that support physical activity (CT)
- **Investigate** ways for solving problems when moving among other people (COM, CT)
- **Investigate** appropriate clothing choices for unrestricted movement when physically active (CT, PCD)

## Concepts (and Guiding Questions)

### Strategy and tactics

- How can you change your speed or switch directions to enhance movement in this activity?
- How can you creatively use your body, space, objects, and relationship to others during rhythmic movement?
- How do you create space in this game so that you and those around you are safer and you increase your chances of success?

### Unrestrictive movement

- Why is clothing choice important for specific activities?  
How can clothing restrict movement in a variety of activities?
- How might clothing choice make physical activity unsafe?

## Skills

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

# Physical Education Primary

Learners will **apply** communication and interpersonal skills during different types of physical activities.

## Rationale

Exploring feelings associated with physical activity is critical in order to modify or maintain behaviours so positive feelings are associated with physical activity. In this outcome, learners will explore and communicate their feelings and experiences related to multiple activities. Learners will explore feelings during and after individual and group opportunities, as well as when new skills are being taught and experienced. Learning to apply effective communication and interpersonal skills during different types of physical activities is another important component in the development of a physically literate individual that takes time and authentic experience to practice.

## Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)

## Indicators

- **Investigate** cues that support improving motor skills and movement patterns (COM)
- **Investigate** words to describe feelings (COM)
- **investigate** feelings associated with experiences in physical activities (COM, CZ)
- **Investigate** how their choices affect others (CZ)
- **Investigate** the connections the skills and concepts learned in physical education to their life (COM, PCD)

## Concepts (and Guiding Questions)

### Verbal and non-verbal cues

- How can teachers or our classmates help us learn how to perform an activity or a movement?
- How can the words we use or say aloud to describe the way we feel when we are learning a new movement?
- How can the words we use or say aloud help get us further towards learning it?
- How can words to describe how hard learning something new in Physical Education hinder us towards learning?

### Social emotional

- How can you be kind to others during game play?
- What can happen when we are unkind?
- How can the decisions we make when we are angry or frustrated affect others around us?
- How might we apply what we are learning about our feelings, word choices, and actions outside of Physical Education class?

## Skills

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.



# Physical Education Primary

Learners will investigate the well-being and safety of self and others during different types of physical activities in multiple environments.

## Rationale

Safety and risk management practice is a component of physical education that happens concurrently as learning experiences take place. Learners will investigate safety and risk management practice as they are introduced to new learning experiences and equipment, designed to develop fundamental movement skills. This outcome provides an authentic opportunity for learners to investigate fair play principle, a critical element in the development of a physically literate individual. It is within this outcome that learners will address the importance of supportive and inclusive language.

## Competencies

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

## Indicators

- **Investigate** spatial and body awareness, including effort and relationships (CT, PCD)
- **Apply** safe practices, rules, and procedures (CT, CZ)
- **Apply** principles of fair play (CZ, PCD)
- **Investigate** how equipment is used for intended purposes and put away after use (CT, CZ, TF)
- **Investigate** the importance of leaving the outside environment in the condition it is found when participating in physical activities outside (CZ, PCD)
- **Investigate** safe and healthy practices at home, at school, and in the community (CZ, PCD)

## Concepts (and Guiding Questions)

### Safety and risk management practices

- How does knowing and following rules of an activity help keep self and other safe?
- How does knowing risks of an activity keep self and other safe?
- How can these safety rules be practiced outside of Physical Education?

### Equipment

- What is the purpose of the equipment we use in Physical Education?

- How does equipment assist and how can equipment harm people and/or the environment?
- How can we use equipment to keep people and the environment safer?

### Verbal and nonverbal cues

- How does the teacher use verbal and nonverbal cues to keep the class safe?
- How can we use verbal and nonverbal cues to keep each other safe?

### Boundaries

- How can boundaries keep self and others safe during game play and other learning activities in Physical Education?
- How are people made aware of boundaries?
- How can we keep track of boundaries during Physical Education?

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

- Why are rules of an activity important?
- How can people break rules?
- How do we know if we, or others are playing fairly?
- How can fair play be demonstrated in physical education?
- How can we resolve conflict during an activity?
- How might we stand up for another if fair play isn't happening?

## Skills

### Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

### Apply

Carry out or complete a procedure/ technique.

# Physical Education Grade 1

Learners will investigate health-related physical fitness.

## Rationale

Regular participation in physical activity at moderate to vigorous intensities through quality physical education is important for optimal growth and development of children. It is important that learners not only have opportunity to develop and maintain healthy fitness levels through physical education, but to understand that the components of personal fitness promote lifelong participation in physical activity which has physical, mental, spiritual, and social health benefits. Health-related physical fitness includes cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

## Competencies

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

## Indicators

- **Investigate** how physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (CT)
- **Investigate** how supporting body weight develops muscular strength and endurance (CT, PCD)
- **Investigate** flexibility through a variety of stretching movements (PCD)
- **Investigate** how physical activity can affect body composition and help maintain a healthy body (COM, PCD)

## Concepts (and Guiding Questions)

Changes to heartbeat, breath, and body temperature

- How can you tell if your heart is beating faster during an activity?
- How can you tell if you are breathing harder during an activity?
- How can you tell if your body is warmer during an activity?

Muscular strength and endurance

- How can we exercise our upper bodies to make our arms strong?
- How can we exercise our lower bodies to make our legs strong?
- How do we make the middle part of our bodies (abdomen/core) strong?

Flexibility

- How does reaching and stretching help our bodies?
- How does being flexible protect our bodies?
- How do we become more flexible?

Body composition and healthy bodies

- How does this physical activity/exercise make our body stronger and healthier?
- How does being active help our brain?
- What parts of our health does the brain control?

## Skills

### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.



# Physical Education Grade 1

Learners will investigate motivation principles in different types of physical activities.

## Rationale

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). This outcome is addressed as learners practice, develop, and apply their learning as it takes place within dance, educational gymnastics, games, and active pursuits.

## Competencies

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

## Indicators

- **Investigate** the use of cues in improving motor skills and movement patterns (COM)
- **Investigate** how practice and persistence assist in learning a new skill (CT, PCD)
- **Investigate** feelings associated with the completion of learning a new skill (COM, PCD)

## Concepts (and Guiding Questions)

### Teaching and learning cues

- How does listening to teaching cues help us to move with more effort?
- How can teaching cues be used personally as you practice a movement skill?

### Practice and persistence

- Why does it matter to keep motivated?
- How does being motivated lead to achieving a goal?
- How does persistence help people to learn new things?
- How does practice help people to learning a new skill?

### Feelings

- How do you feel when you work hard to learn something new?
- How can a difficult feeling help you learn a new movement skill?
- What feelings do you notice as you are improving little by little?
- How are feelings experienced when learning new skills easily or when met with challenges?

## Skills

### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

# Physical Education Grade 1

Learners will implement fundamental movement skills and movement concepts within dance.

## Rationale

Dance experiences provide opportunities for children to develop skills related to problem solving and critical thinking, in addition to developing fitness and fundamental movement skills and concepts. It also encourages the development of creativity, communication, and collaboration. There are many genres of dance and learners will benefit from exposure to as many different styles and purposes as possible.

## Competencies

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

## Indicators

- **Formulate** connections with the skills and concepts learned in dance to their life (COM, CI, PCD)
- **Analyse** spatial and body awareness, including effort and relationships (CT)
- **Implement** basic dance skills (CI, PCD)
- **Formulate** repeatable patterns of fundamental movement skill combinations by following rhythmic patterns starting with a combination of at least two skills (CI)
- **Implement** movements that tell a story and connect to the flow and rhythm of music (COM, CI, PCD)
- **Implement** rhythmical movement in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures (COM, CI, CZ)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you use your arms to help you hop farther on one foot?
- What are different ways you can move through space within a boundary?
- How can you move through space?
- How can we use the movements we've learned to make patterns to build a dance?
- How can you tell a story with your body with flow using the rhythm of music and a variety of movements we've learned?
- How can learning different kinds of dance promote awareness and understanding of culture?
- Why is it important to understand cultures different than your own?

## Skills

### Implement

**Select** - Locate 4-5 obvious details to support an answer

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving; Reflect on and communicate solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Formulate

Identify a topic of interest; brainstorm ideas; choose a single idea to guide next steps; reflect on choice.

### Analyse

Gather and select information. Reflect on the information. Communicate findings.

# Physical Education Grade 1

Learners will implement fundamental movement skills and movement concepts within educational gymnastics.

## Rationale

During educational gymnastics, learners are given opportunities to modify skills to develop health-related physical fitness. Educational Gymnastics differs from Olympic-style gymnastics in that it does not demand that there is only one way to perform a skill, require expensive equipment, or have spotting. Apparatuses are added to activities as learners progress through the development of related skills.

## Competencies

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

## Indicators

- **Investigate** ways for traveling through space without making contact with others using a variety of travelling skills (CI)
- **Investigate** language related to gymnastics skills and concepts (COM, CT)
- **Investigate** jumping for distance using proper technique and land with control (PCD)
- **Investigate** jumping forward, backward, and sideways, demonstrating control when landing (PCD)
- **Investigate** balancing objects using different body parts while traveling (CI, CT)
- **Investigate** rolling skills with proper characteristics (PCD)
- **Implement** movement sequences (PCD)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you jump or hop for height and distance through this space and within this boundary?
- How can you demonstrate a proper take off and a safe landing by using your knees?
- What can you do with your body to balance this beanbag by moving zigzag in this space?
- How can you explore locomotor, manipulative, and stability separately and together?
- What are ways that help you roll easily and safely?
- How can we put all the movements we've learned together?

## Skills

### Implement

**Select** - Locate 4-5 obvious details to support an answer

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving; Reflect on and communicate solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

# Physical Education Grade 1

Learners will implement fundamental movement skills and movement concepts within games.

## Rationale

Games should also be taught at moderate to vigorous intensities as much as possible to improve learners' cardiovascular endurance. For the purposes of this curriculum, games are defined as follows: Educational, Cooperative, Low Organized, and small-sided/modified. These game types provide opportunities for collaboration, team work, practice, and skill development.

All games taught in physical education must be non-elimination games and emphasize fair play. Games should provide learners opportunity to develop their health-related physical fitness, competence in skills and movement concepts, and develop their life skills.

## Competencies

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

## Indicators

- **Investigate** ways for changing the flight of moving objects by changing how the skill is performed (CI, PCD)
- **Investigate** ways for sending small and large implements (CI, PCD)
- **Investigate** receiving in a variety of ways in relation to how body movement changes (CI, PCD)
- **Investigate** throwing and rolling a variety of small objects underhand from varying distances under, over, through, and at obstacles/targets, using one hand and then the other (PCD)
- **Apply** a variety of locomotor skills when playing simple cooperative games and activities (PCD)
- **Apply** a variety of manipulative skills when playing simple cooperative activities and games (PCD)
- **Investigate** how physical activities have different components (PCD)
- **Investigate** ways for moving objects using a variety of body parts (CI, CT, PCD)
- **Apply** long jump-rope skills and basic short jump-rope skills (PCD)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you manipulate objects in and through space?
- What do you need to consider about your body position in order to receive an object being sent?
- How do you throw or roll an object from different distances?
- What are different ways you can move your body in a game?
- How can you move this object using your body within an identified boundary?
- How do you need to position your body to jump rope?

## Skills

### Implement

**Select** - Locate 4-5 obvious details to support an answer

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving; Reflect on and communicate solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

### Apply

Carry out or complete a procedure/ technique.

# Physical Education Grade 1

Learners will implement fundamental movement skills and movement concepts within active pursuits.

## Rationale

For the purpose of this curriculum, active pursuits include any type of physical activity that does not fall in the preceding three outcomes (i.e., dance, educational gymnastics, games). Active pursuits occur indoors and outdoors and offer learners opportunity to develop skills and movement concepts, enhance their health-related physical fitness, and develop life skills. Learners develop movement skills through a variety of active pursuits alone or with others, such as: Aquatics, Mind/Body, Winter Activities, Other Outdoor Pursuits.

## Competencies

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

## Indicators

- **Implement** moderate to vigorous movement activities in a natural environment for extended periods of time, in both warm and cooler weather (PCD)
- **Implement** yoga poses, zumba, circuit training, etc. (PCD)
- **Investigate** active transportation (PCD)
- **Apply** navigation skills (COM, CZ, PCD, TF)
- **Investigate** places at home and in the community where people can be active (COM, CZ, PCD)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How do we know if we are moving outdoors in a way that is physically active?
- How can people be physically active in all seasons?

## Life outside of physical education

- How can people get to places without using cars or busses?

- How do people in your community get to places they want or need to go?
- Why do people travel the way that they do in your community?
- How can you be active at school, home, and in your community outside of physical education classes?
- How does knowing direction help to find places in the natural environment?
- How are people in your community active?

## Skills

### Implement

**Select** - Locate 4-5 obvious details to support an answer

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving; Reflect on and communicate solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

# Physical Education Grade 1

Learners will **apply** decision-making skills to fundamental movement skills and movement concepts during different types of physical activities.

## Rationale

Learners are given the opportunity to apply strategy skills during different types of physical activities. These strategies begin very concrete in earliest grades (e.g., stopping prior to arriving at a boundary line, change of speed during pursuit and evade games) and increase in the complexity of decision-making required (e.g., create space in game, demonstrate creativity in performance) as grades progress. Briefly pausing activities allows learners to highlight effective strategies or to question current strategies.

## Competencies

- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

## Indicators

- **Investigate** change speed and direction according to location of peers and boundaries (CT)
- **Apply** strategies for increasing chances of success in physical activities (CT, PCD)
- **Investigate** choices that support physical activity (CT)
- **Investigate** ways for solving problems when moving among other people (COM, CT)
- **Investigate** appropriate clothing choices for unrestricted movement when physically active (CT, PCD)

## Concepts (and Guiding Questions)

### Strategy and tactics

- How can you change your speed or switch directions to enhance movement in this activity?
- How can you creatively use your body, space, objects, and relationship to others during rhythmic movement?
- How do you create space in this game so that you and those around you are safer and you increase your chances of success?

### Unrestrictive movement

- Why is clothing choice important for specific activities?
- How can clothing restrict movement in a variety of activities?
- How might clothing choice make physical activity unsafe?

## Skills

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.



# Physical Education Grade 1

Learners will **apply** communication and interpersonal skills during different types of physical activities.

## Rationale

Exploring feelings associated with physical activity is critical in order to modify or maintain behaviours so positive feelings are associated with physical activity. In this outcome, learners will explore and communicate their feelings and experiences related to multiple activities. Learners will explore feelings during and after individual and group opportunities, as well as when new skills are being taught and experienced. Learning to apply effective communication and interpersonal skills during different types of physical activities is another important component in the development of a physically literate individual that takes time and authentic experience to practice.

## Competencies

- Communication (COM)
- Citizenship (CZ)
- Personal Career Development (PCD)

## Indicators

- **Investigate** cues that support improving motor skills and movement patterns (COM)
- **Investigate** words to describe feelings (COM)
- **Investigate** feelings associated with experiences in physical activities (COM, CZ)
- **Investigate** how their choices affect others (CZ)
- **Investigate** the connections the skills and concepts learned in physical education to their life (COM, PCD)

## Concepts (and Guiding Questions)

### Verbal and non-verbal cues

- How can teachers or our classmates help us learn how to perform an activity or a movement?
- How can the words we use or say aloud to describe the way we feel when we are learning a new movement?
- How can the words we use or say aloud help get us further towards learning it?
- How can words to describe how hard learning something new in Physical Education hinder us towards learning?

### Social emotional

- How can you be kind to others during game play?
- What can happen when we are unkind?
- How can the decisions we make when we are angry or frustrated affect others around us?
- How might we apply what we are learning about our feelings, word choices, and actions outside of Physical Education class?

## Skills

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

# Physical Education Grade 1

Learners will investigate the well-being and safety of self and others during different types of physical activities in multiple environments.

## Rationale

Safety and risk management practices is a component of physical education that happens concurrently as learning experiences take place. Learners will investigate safety and risk management practices as they are introduced to new learning experiences and equipment, designed to develop fundamental movement skills. This outcome provides an authentic opportunity for learners to investigate fair play principle, a critical element in the development of a physically literate individual. It is within this outcome that learners will address the importance of supportive and inclusive language.

## Competencies

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

## Indicators

- **Investigate** spatial and body awareness, including effort and relationships (CT, PCD)
- **Apply** safe practices, rules, and procedures (CT, CZ)
- **Apply** principles of fair play (CZ, PCD)
- **Investigate** how equipment is used for intended purposes and put away after use (CT, CZ, TF)
- **Investigate** the importance of leaving the outside environment in the condition it is found when participating in physical activities outside (CZ, PCD)
- **Investigate** safe and healthy practices at home, at school, and in the community (CZ, PCD)

## Concepts (and Guiding Questions)

### Safety and risk management practices

- How does knowing and following rules of an activity help keep self and others safe?
- How does knowing risks of an activity keep self and others safe?
- How can these safety rules be practiced outside of Physical Education?

### Equipment

- What is the purpose of the equipment we use in Physical Education?

- How does equipment assist and how can equipment harm people and/or the environment?
- How can we use equipment to keep people and the environment safer?

### Verbal and nonverbal cues

- How does the teacher use verbal and nonverbal cues to keep the class safe?
- How can we use verbal and nonverbal cues to keep each other safe?

### Boundaries

- How can boundaries keep self and others safe during game play and other learning activities in Physical Education?
- How are people made aware of boundaries?
- How can we keep track of boundaries during Physical Education?

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

- Why are rules of an activity important
- How can people break rules?
- How do we know if we, or others are playing fairly?
- How can fair play be demonstrated in physical education?
- How can we resolve conflict during an activity?
- How might we stand up for another if fair play isn't happening??

## Skills

### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

### Apply

Carry out or complete a procedure/ technique.



# Physical Education Grade 2

Learners will investigate health-related physical fitness.

## Rationale

Regular participation in physical activity at moderate to vigorous intensities through quality physical education is important for optimal growth and development of children. It is important that learners not only have opportunity to develop and maintain healthy fitness levels through physical education, but to understand that the components of personal fitness promote lifelong participation in physical activity which has physical, mental, emotional, spiritual, and social health benefits. Health-related physical fitness includes cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

## Competencies

- Personal Career Development (PCD)

## Indicators

- **Apply** moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (PCD)
- **Investigate** activities that support body weight that improve physical fitness (PCD)
- **Investigate** flexibility through a full range of motion (PCD)
- **Investigate** physical activities that enhance body composition and help maintain a healthy body (PCD)

## Concepts (and Guiding Questions)

Changes to heartbeat, breath, and body temperature

- How can you apply what you have learned about heart rate, breath, and body temperature to monitor your intensity of activity?
- How is cardiovascular endurance improved?

Muscular strength and endurance

- How do you know the fitness component are you working on when performing a specific activity or position
- Why do certain movements strengthen your body in specific ways?

Flexibility

- How does reaching and stretching help our bodies?
- How does being flexible protect our bodies?
- How do we become more flexible?

Body composition and healthy bodies

- How can we be aware of the impact of improving our physical fitness?
- How does physical activity contribute to having a healthy mind and a healthy body?

## Skills

### Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

### Apply

Carry out or complete a procedure/ technique.

# Physical Education Grade 2

Learners will investigate motivation principles in different types of physical activities.

## Rationale

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). This outcome is addressed as learners practice, develop, and apply their learning as it takes place within dance, educational gymnastics, games, and active pursuits.

## Competencies

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

## Indicators

- **Investigate** the use of cues in improving motor skills and movement patterns (COM)
- **Investigate** how practice and persistence assist in learning a new skill (CT, PCD)
- **Investigate** feelings associated with the completion of learning a new skill (COM, PCD)

## Concepts (and Guiding Questions)

### Teaching and learning cues

- How does listening to teaching cues help us to move with more effort?
- How can teaching cues be used personally as you practice a movement skill?

### Practice and persistence

- Why does it matter to keep motivated?
- How does being motivated lead to achieving a goal?
- How does persistence help people to learn new things?
- How does practice help people to learn a new skill?

### Feelings

- How do you feel when you work hard to learn something new?
- How can a difficult feeling help you learn a new movement skill?
- What feelings do you notice as you are improving little by little?
- How are feelings experienced when learning new skills easily or when met with challenges?

## Skills

### Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

# Physical Education Grade 2

Learners will implement fundamental movement skills and movement concepts within dance.

## Rationale

Dance experiences provide opportunities for children to develop skills related to problem solving and critical thinking, in addition to developing fitness and fundamental movement skills and concepts. It also encourages the development of creativity, communication, and collaboration. There are many genres of dance and learners will benefit from exposure to as many different styles and purposes as possible.

## Competencies

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

## Indicators

- **Formulate** connections with the skills and concepts learned in dance to their life (COM, CI, PCD)
- **Analyze** spatial and body awareness, including effort and relationships (CT)
- **Implement** basic dance skills (CI, PCD)
- **Formulate** repeatable patterns of fundamental movement skill combinations by following rhythmic patterns starting with a combination of at least two skills (CI)
- **Implement** movements that tell a story and connect to the flow and rhythm of music (COM, CI, PCD)
- **Implement** rhythmical movement in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures (COM, CI, CZ)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you use your arms to help you move through space?
- How can you move through space in a variety of ways?
- How can we use the movements we've learned to make patterns to build a dance?
- How can you tell a story with your body with flow using the rhythm of music and a variety of movements we have learned?
- How can learning different kinds of dances promote awareness and understanding of culture?
- Why is it important to understand cultures different than your own?

## Skills

### Implement

**Select** - Locate several details to support an answer;

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving. Begin to reflect on and communicate alternative solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Formulate

Identify a topic of interest; brainstorm ideas; choose ideas to guide next steps; reflect on choices.

### Analyze

Gather and select information. Begin to consider appropriateness of information. Communicate findings.

# Physical Education Grade 2

Learners will implement fundamental movement skills and movement concepts within educational gymnastics.

## Rationale

During educational gymnastics, learners are given opportunities to modify skills to develop health-related physical fitness. Educational Gymnastics differs from Olympic-style gymnastics in that it does not demand that there is only one way to perform a skill, require expensive equipment, or have spotting. Apparatuses are added to activities as learners progress through the development of related skills.

## Competencies

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

## Indicators

- **Formulate** balances with a partner (CI, CZ)
- **Analyse** spatial and body awareness, including effort and relationships (CI)
- **Investigate** language related to gymnastics skills and concepts (COM)
- **Apply** locomotor and nonlocomotor movements that includes different pathways, directions, and movement skills (COM, CI)
- **Formulate** sequences for flow and smooth transitions from one movement to another (COM, CT, PCD)
- **Implement** a variety of movements using various pieces of equipment and available objects that show relationships (COM, CI, CT)

## Concepts (and Guiding Questions)

Fundamental Movement Skills (Locomotor, manipulative, Stability) and Movement Concepts (Body, space, effort, and relationship)

- How can you improve your stability using fundamental movement skills?
- How do the activities in educational gymnastics help to increase awareness of movement concepts?
- How can we put all the movements we've learned together?

## Skills

### Implement

**Select** - Locate several details to support an answer;

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving. Begin to reflect on and communicate alternative solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Formulate

Identify a topic of interest; brainstorm ideas; chose ideas to guide next steps; reflect on choices.

### Analyse

Gather and select information. Begin to consider appropriateness of information. Communicate findings.

### Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

### Apply

Carry out or complete a procedure/ technique.

# Physical Education Grade 2

Learners will implement fundamental movement skills and movement concepts within games.

## Rationale

Games should also be taught at moderate to vigorous intensities as much as possible to improve learners' cardiovascular endurance. For the purposes of this curriculum, games are defined as follows: Educational, Cooperative, Low Organized, and Small-sided/Modified. These game types provide opportunities for collaboration, team work, practice, and skill development.

All games taught in physical education must be non-elimination games and emphasize fair play. Games should provide learners opportunity to develop their health-related physical fitness, competence in skills and movement concepts, and develop their life skills.

## Competencies

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

## Indicators

- **Investigate** sending objects while stationary and moving (CI, PCD)
- **Investigate** receiving objects while stationary and moving (CI, PCD)
- **Investigate** receiving a ball that rebounds off a wall, gradually moving further from the wall (PCD)
- **Investigate** striking an object with hands and short-handled implements using a side-arm strike (PCD)
- **Apply** locomotor skills when playing cooperative games and activities (PCD)
- **Apply** manipulative skills when playing cooperative activities and games. (PCD)
- **Investigate** how physical activities have different components (CT, PCD)
- **Apply** performance cues in sending, receiving, and striking objects (COM, CT)
- **Apply** basic short jump-rope skills (PCD)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you manipulate objects in and through space?
- How can you use long handled or short handled equipment effectively?
- How does altering speed and direction impact the outcome of a variety of games?
- How can you move an object using your body within boundaries?
- How can body position be used effectively?

## Skills

### Implement

**Select** - Locate several details to support an answer;

**Plan** -Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving. Begin to reflect on and communicate alternative solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

### Apply

Carry out or complete a procedure/ technique.

# Physical Education Grade 2

Learners will implement fundamental movement skills and movement concepts within active pursuits.

## Rationale

For the purpose of this curriculum, active pursuits include any type of physical activity that does not fall in the preceding three outcomes (i.e., dance, educational gymnastics, games). Active pursuits occur indoors and outdoors and offer learners opportunity to develop skills and movement concepts, enhance their health-related physical fitness, and develop life skills. Learners develop movement skills through a variety of active pursuits alone or with others, such as: Aquatics, Mind/Body, Winter Activities, Other Outdoor Pursuits.

## Competencies

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

## Indicators

- **Plan** an outdoor movement activity for both cold and warm weather (PCD)
- **Apply** effective movement skills and strategies in winter activities that happen in an outdoor environment or a community facility (PCD)
- **Implement** yoga poses, zumba, circuit training, martial arts, etc. (PCD)
- **Investigate** active transportation (COM, CZ, PCD)
- **Apply** navigation skills in orienteering (COM, CZ, PCD, TF)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How do we know if we are moving outdoors in a way that is physically active?
- How can people be physically active in all seasons?
- How can you move safely when navigating outdoors?

## Life outside of physical education

- How can people get to places without using cars or busses?

- How do people in your community get to places they want or need to go?
- Why do people travel the way that they do in your community?
- How can you be active at school, home, and in your community outside of physical education classes?
- How does knowing direction help to find places in the natural environment?
- How are people in your community active?

## Skills

### Implement

**Select** - Locate several details to support an answer;

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving. Begin to reflect on and communicate alternative solutions or findings.

**Apply** - Carry out or complete a procedure/ technique

### Plan

Identify steps to solve the problem. Execute the steps, modifying as necessary.

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.



# Physical Education Grade 2

Learners will **apply** decision-making skills to fundamental movement skills and movement concepts during different types of physical activities.

## Rationale

Learners are given the opportunity to apply strategy skills during different types of physical activities. These strategies begin very concrete in earliest grades (e.g., stopping prior to arriving at a boundary line, change of speed during pursuit and evade games) and increase in the complexity of decision-making required (e.g., create space in game, demonstrate creativity in performance) as grades progress. Briefly pausing activities allows learners to highlight effective strategies or to question current strategies.

## Competencies

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

## Indicators

- **Apply** skill-specific feedback to their practice (CT)
- **Investigate** appropriate responses when constraints have been placed on an activity (CT)
- **Investigate** strategies for increasing chances of success in physical activities (CT, PCD)
- **investigate** ways for solving problems when moving among other people (COM, CT)
- **Investigate** appropriate clothing choices for unrestricted movement when physically active (CT, PCD)

## Concepts (and Guiding Questions)

### Strategy and tactics

- How can you change your speed or switch directions to enhance movement in this activity?
- How can you creatively use your body, space, objects, and relationship to others during rhythmic movement?
- How do you create space in this game so that you and those around you are safer and you increase your chances of success?

### Unrestrictive movement

- Why is clothing choice important for specific activities?
- How can clothing restrict movement in a variety of activities?
- How might clothing choice make physical activity unsafe?

## Skills

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

# Physical Education Grade 2

Learners will **apply** communication and interpersonal skills during different types of physical activities.

## Rationale

Exploring feelings associated with physical activity is critical in order to modify or maintain behaviours so positive feelings are associated with physical activity. In this outcome, learners will explore and communicate their feelings and experiences related to multiple activities. Learners will explore feelings during and after individual and group opportunities, as well as when new skills are being taught and experienced. Learning to apply effective communication and interpersonal skills during different types of physical activities is another important component in the development of a physically literate individual that takes time and authentic experience to practice.

## Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)

## Indicators

- **Apply** cues that support improving motor skills and movement patterns (COM)
- **Investigate** words to describe feelings (COM)
- **Investigate** feelings associated with experiences in physical activities (COM, CZ)
- **Investigate** how their choices affect others (CZ)
- **Investigate** the connections the skills and concepts learned in physical education to their life (COM, PCD)

## Concepts (and Guiding Questions)

### Verbal and non-verbal cues

- What are words that teachers or our classmates use that help to perform an activity or learn how to do a movement?
- How can the words we use or say aloud to describe the way we feel when we are learning a new movement, or practicing a movement get us further towards learning it?
- How can words to describe how hard learning something new in Physical Education hinder us towards learning?

### Social emotional

- How do emotions play a role in game play for self, team mates, teams, and spectators?
- How can personal expression during physical fitness be interpreted by others?
- How can the decisions we make when we are angry or frustrated affect others around us?
- How might we apply what we are learning about our feelings, word choices, and actions outside of Physical Education class?

## Skills

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.



# Physical Education Grade 2

Learners will investigate the well-being and safety of self and others during different types of physical activities in multiple environments.

## Rationale

Safety and risk management practices is a component of physical education that happens concurrently as learning experiences take place. Learners will investigate safety and risk management practices as they are introduced to new learning experiences and equipment, designed to develop fundamental movement skills. This outcome provides an authentic opportunity for learners to investigate fair play principle, a critical element in the development of a physically literate individual. It is within this outcome that learners will address the importance of supportive and inclusive language.

## Competencies

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

## Indicators

- **Investigate** spatial and body awareness, including effort and relationships (CT, PCD)
- **Apply** safe practices, rules, and procedures (CT, CZ)
- **Apply** principles of fair play (CZ, PCD)
- Investigate how equipment is used for intended purposes and put away after use (CT, CZ, TF)
- **Investigate** the importance of leaving the outside environment in the condition it is found when participating in physical activities outside (CZ, PCD)
- **Investigate** safe and healthy practices at home, at school, and in the community (CZ, PCD)

## Concepts (and Guiding Questions)

### Safety and risk management practices

- How does knowing and following rules of an activity help keep self and others safe?
- How does knowing risks of an activity keep self and others safe?
- How can these safety rules be practiced outside of Physical Education?

### Equipment

- How does equipment assist and how can equipment harm people and/or the environment?
- How can we use equipment to keep people and the environment safer?

## Verbal and nonverbal cues

- How does the teacher use verbal and nonverbal cues to keep the class safe?
- How can we use verbal and nonverbal cues to keep each other safe?

## Boundaries

- How can boundaries keep self and others safe during game play and other learning activities in Physical Education?
- How are people made aware of boundaries?
- How can we keep track of boundaries during Physical Education?

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

- Why are rules of an activity important?
- How can people break rules?
- How do we know if we, or others are playing fairly?
- How can fair play be demonstrated in physical education?
- How can we resolve conflict during an activity?
- How might we stand up for another if fair play isn't happening?
- What are words we use that do not make everyone included?

## Skills

### Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

### Apply

Carry out or complete a procedure/ technique.

# Physical Education Grade 3

Learners will investigate health-related physical fitness.

## Rationale

Regular participation in physical activity at moderate to vigorous intensities through quality physical education is important for optimal growth and development of children. It is important that learners not only have opportunity to develop and maintain healthy fitness levels through physical education, but to understand that the components of personal fitness promote lifelong participation in physical activity which has physical, mental, emotional, spiritual, and social health benefits. Health-related physical fitness includes cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

## Competencies

- Personal Career Development (PCD)

## Indicators

- **Apply** moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (PCD)
- **Investigate** activities that support body weight that improve physical fitness (PCD)
- **Investigate** flexibility through a full range of motion (PCD)
- **Investigate** physical activities that enhance body composition and help maintain a healthy body (PCD)

## Concepts (and Guiding Questions)

Changes to heartbeat, breath, and body temperature

- How can you apply what you have learned about heart rate, breath, and body temperature to monitor your intensity of activity?
- How is cardiovascular endurance improved?

Muscular strength and endurance

- How do you know the fitness component are you working on when performing a specific activity or position
- Why do certain movements strengthen your body in specific ways?

Flexibility

- How does reaching and stretching help our bodies?
- How does being flexible protect our bodies?
- How do we become more flexible?

Body composition and healthy bodies

- How can we be aware of the impact of improving our physical fitness?
- How does physical activity contribute to having a healthy mind and a healthy body?

## Skills

### Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

### Apply

Carry out or complete a procedure/ technique

# Physical Education Grade 3

Learners will investigate motivation principles in different types of physical activities.

## Rationale

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). This outcome is addressed as learners practice, develop, and apply their learning as it takes place within dance, educational gymnastics, games, and active pursuits.

## Competencies

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

## Indicators

- **Investigate** the use of cues in improving motor skills and movement patterns (COM)
- **Investigate** how practice and persistence assist in learning a new skill (CT, PCD)
- **Investigate** feelings associated with the completion of learning a new skill (COM, PCD)

## Concepts (and Guiding Questions)

### Teaching and learning cues

- How does listening to teaching cues help us to move with more effort?
- How can teaching cues be used personally as you practice a movement skill?

### Practice and persistence

- Why does it matter to keep motivated?
- How does being motivated lead to achieving a goal?
- How does persistence help people to learn new things?
- How does practice help people to learn a new skill?

### Feelings

- How do you feel when you work hard to learn something new?
- How can a difficult feeling help you learn a new movement skill?
- What feelings do you notice as you are improving little by little?
- How are feelings experienced when learning new skills easily or when met with challenges?

## Skills

### Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

# Physical Education Grade 3

Learners will implement fundamental movement skills and movement concepts within dance.

## Rationale

Dance experiences provide opportunities for children to develop skills related to problem solving and critical thinking, in addition to developing fitness and fundamental movement skills and concepts. It also encourages the development of creativity, communication, and collaboration. There are many genres of dance and learners will benefit from exposure to as many different styles and purposes as possible.

## Competencies

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

## Indicators

- **Formulate** connections with the skills and concepts learned in dance to their life (COM, CI, PCD)
- **Analyse** spatial and body awareness, including effort and relationships (CT)
- **Implement** basic dance skills (CI, PCD)
- **Formulate** repeatable patterns of fundamental movement skill combinations by following rhythmic patterns starting with a combination of at least two skills (CI)
- **Implement** movements that tell a story and connect to the flow and rhythm of music (COM, CI, PCD)
- **Implement** rhythmical movement in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures (COM, CI, CZ)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you use your arms to help you move through space?
- How can you move through space in a variety of ways?
- How can we use the movements we've learned to make patterns to build a dance?
- How can you tell a story with your body with flow using the rhythm of music and a variety of movements we have learned?
- How can learning different kinds of dances promote awareness and understanding of culture?
- Why is it important to understand cultures different than your own?

## Skills

### Implement

- Select** - Locate several details to support an answer
- Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.
- Evaluate** - Review steps and results from an investigation or problem solving. Reflect on and communicate alternative solutions or findings. Begin to identify potential new problems or issues.
- Apply** - Carry out or complete a procedure/ technique

### Formulate

Identify a topic of interest; brainstorm ideas; prioritize and choose ideas to guide next steps; reflect on choices.

### Analyse

Gather and select appropriate information. Consider the appropriateness of information. Communicate findings.

# Physical Education Grade 3

Learners will implement fundamental movement skills and movement concepts within educational gymnastics.

## Rationale

During educational gymnastics, learners are given opportunities to modify skills to develop health-related physical fitness. Educational Gymnastics differs from Olympic-style gymnastics in that it does not demand that there is only one way to perform a skill, require expensive equipment, or have spotting. Apparatuses are added to activities as learners progress through the development of related skills.

## Competencies

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

## Indicators

- **Formulate** balances with a partner (CI, CZ)
- **Analyse** spatial and body awareness, including effort and relationships (CI)
- **Investigate** language related to gymnastics skills and concepts (COM)
- **Apply** locomotor and nonlocomotor movements that includes different pathways, directions, and movement skills (COM, CI)
- **Formulate** sequences for flow and smooth transitions from one movement to another (COM, CT, PCD)
- **Implement** a variety of movements using various pieces of equipment and available objects that show relationships (COM, CI, CT)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you improve your stability using fundamental movement skills?
- How do the activities in educational gymnastics help to increase awareness of movement concepts?
- How can we put all the movements we've learned together?

## Skills

### Implement

**Select** - Locate several details to support an answer

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving. Reflect on and communicate alternative solutions or findings. Begin to identify potential new problems or issues.

**Apply** - Carry out or complete a procedure/ technique

### Formulate

Identify a topic of interest; brainstorm ideas; prioritize and choose ideas to guide next steps; reflect on choices.

### Analyse

Gather and select appropriate information. Consider the appropriateness of information. Communicate findings.

### Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

### Apply

Carry out or complete a procedure/ technique

# Physical Education Grade 3

Learners will implement fundamental movement skills and movement concepts within games.

## Rationale

Games should also be taught at moderate to vigorous intensities as much as possible to improve learners' cardiovascular endurance. For the purposes of this curriculum, games are defined as follows: Educational, Cooperative, Low Organized, and small-sided/modified. These game types provide opportunities for collaboration, team work, practice, and skill development.

All games taught in physical education must be non-elimination games and emphasize fair play. Games should provide learners opportunity to develop their health-related physical fitness, competence in skills and movement concepts, and develop their life skills.

## Competencies

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

## Indicators

- **Investigate** sending objects while stationary and moving (CI, PCD)
- **Investigate** receiving objects while stationary and moving (CI, PCD)
- **Investigate** receiving a ball that rebounds off a wall, gradually moving further from the wall (PCD)
- **Investigate** striking an object with hands and short-handled implements using a side-arm strike (PCD)
- **Apply** locomotor skills when playing cooperative games and activities (PCD)
- **Apply** manipulative skills when playing cooperative activities and games. (PCD)
- **Investigate** how physical activities have different components (CT, PCD)
- **Apply** performance cues in sending, receiving, and striking objects (COM, CT)
- **Apply** basic short jump-rope skills (PCD)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you manipulate objects in and through space?
- How can you use long handled or short handled equipment effectively?
- How does altering speed and direction impact the outcome of a variety of games?
- How can you move an object using your body within boundaries?
- How can body position be used effectively?

## Skills

### Implement

**Select** - Locate several details to support an answer

**Plan** -Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving. Reflect on and communicate alternative solutions or findings. Begin to identify potential new problems or issues.

**Apply** - Carry out or complete a procedure/ technique

### Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

### Apply

Carry out or complete a procedure/ technique



# Physical Education Grade 3

Learners will implement fundamental movement skills and movement concepts within active pursuits.

## Rationale

For the purpose of this curriculum, active pursuits include any type of physical activity that does not fall in the preceding three outcomes (i.e., dance, educational gymnastics, games). Active pursuits occur indoors and outdoors and offer learners opportunity to develop skills and movement concepts, enhance their health-related physical fitness, and develop life skills. Learners develop movement skills through a variety of active pursuits alone or with others, such as: Aquatics, Mind/Body, Winter Activities, Other Outdoor Pursuits.

## Competencies

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

## Indicators

- **Plan** an outdoor movement activity for both cold and warm weather (PCD)
- **Apply** effective movement skills and strategies in winter activities that happen in an outdoor environment or a community facility (PCD)
- **Implement** yoga poses, zumba, circuit training, martial arts, etc. (PCD)
- **Investigate** active transportation (COM, CZ, PCD)
- **Apply** navigation skills in orienteering (COM, CZ, PCD, TF)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How do we know if we are moving outdoors in a way that is physically active?
- How can people be physically active in all seasons?
- How can you move safely when navigating outdoors?

## Life outside of physical education

- How can people get to places without using cars or busses?

- How do people in your community get to places they want or need to go?
- Why do people travel the way that they do in your community?
- How can you be active at school, home, and in your community outside of physical education classes?
- How does knowing direction help to find places in the natural environment?
- How are people in your community active?

## Skills

### Implement

**Select** - Locate several details to support an answer

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving. Reflect on and communicate alternative solutions or findings. Begin to identify potential new problems or issues.

**Apply** - Carry out or complete a procedure/ technique

### Plan

Identify steps to solve the problem. Execute the steps, modifying as necessary.

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

# Physical Education Grade 3

Learners will **apply** decision-making skills to fundamental movement skills and movement concepts during different types of physical activities.

## Rationale

Learners are given the opportunity to apply strategy skills during different types of physical activities. These strategies begin very concrete in earliest grades (e.g., stopping prior to arriving at a boundary line, change of speed during pursuit and evade games) and increase in the complexity of decision-making required (e.g., create space in game, demonstrate creativity in performance) as grades progress. Briefly pausing activities allows learners to highlight effective strategies or to question current strategies.

## Competencies

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

## Indicators

- **Apply** skill-specific feedback to their practice (CT)
- **Investigate** appropriate responses when constraints have been placed on an activity (CT)
- **Investigate** strategies for increasing chances of success in physical activities (CT, PCD)
- **investigate** ways for solving problems when moving among other people (COM, CT)
- **Investigate** appropriate clothing choices for unrestricted movement when physically active (CT, PCD)

## Concepts (and Guiding Questions) Strategy and tactics

- How can you change your speed or switch directions to enhance movement in this activity?
- How can you creatively use your body, space, objects, and relationship to others during rhythmic movement?
- How do you create space in this game so that you and those around you are safer and you increase your chances of success?

## Unrestrictive movement

- Why is clothing choice important for specific activities?
- How can clothing restrict movement in a variety of activities?
- How might clothing choice make physical activity unsafe?

## Skills

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.



# Physical Education Grade 3

Learners will **apply** communication and interpersonal skills during different types of physical activities.

## Rationale

Exploring feelings associated with physical activity is critical in order to modify or maintain behaviours so positive feelings are associated with physical activity. In this outcome, learners will explore and communicate their feelings and experiences related to multiple activities. Learners will explore feelings during and after individual and group opportunities, as well as when new skills are being taught and experienced. Learning to apply effective communication and interpersonal skills during different types of physical activities is another important component in the development of a physically literate individual that takes time and authentic experience to practice.

## Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)

## Indicators

- **Apply** cues that support improving motor skills and movement patterns (COM)
- **Investigate** words to describe feelings (COM)
- **Investigate** feelings associated with experiences in physical activities (COM, CZ)
- **Investigate** how their choices affect others (CZ)
- **Investigate** the connections the skills and concepts learned in physical education to their life (COM, PCD)

## Concepts (and Guiding Questions)

### Verbal and non-verbal cues

- What are words that teachers or our classmates use that help to perform an activity or learn how to do a movement?
- How can the words we use or say aloud to describe the way we feel when we are learning a new movement, or practicing a movement get us further towards learning it?
- How can words to describe how hard learning something new in Physical Education hinder us towards learning?

### Social emotional

- How do emotions play a role in game play for self, team mates, teams, and spectators?
- How can personal expression during physical fitness be interpreted by others?
- How can the decisions we make when we are angry or frustrated affect others around us?
- How might we apply what we are learning about our feelings, word choices, and actions outside of Physical Education class?

## Skills

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

# Physical Education Grade 3

Learners will investigate the well-being and safety of self and others during different types of physical activities in multiple environments.

## Rationale

Safety and risk management practices is a component of physical education that happens concurrently as learning experiences take place. Learners will investigate safety and risk management practices as they are introduced to new learning experiences and equipment, designed to develop fundamental movement skills. This outcome provides an authentic opportunity for learners to investigate fair play principle, a critical element in the development of a physically literate individual. It is within this outcome that learners will address the importance of supportive and inclusive language.

## Competencies

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

## Indicators

- **Investigate** spatial and body awareness, including effort and relationships (CT, PCD)
- **Apply** safe practices, rules, and procedures (CT, CZ)
- **Apply** principles of fair play (CZ, PCD)
- **Investigate** how equipment is used for intended purposes and put away after use (CT, CZ, TF)
- **Investigate** the importance of leaving the outside environment in the condition it is found when participating in physical activities outside (CZ, PCD)
- **Investigate** safe and healthy practices at home, at school, and in the community (CZ, PCD)

## Concepts (and Guiding Questions)

### Safety and risk management practices

- How does knowing and following rules of an activity help keep self and others safe?
- How does knowing risks of an activity keep self and others safe?
- How can these safety rules be practiced outside of Physical Education?

### Equipment

- How does equipment assist and how can equipment harm people and/or the environment?
- How can we use equipment to keep people and the environment safer?

## Verbal and nonverbal cues

- How does the teacher use verbal and nonverbal cues to keep the class safe?
- How can we use verbal and nonverbal cues to keep each other safe?

## Boundaries

- How can boundaries keep self and others safe during game play and other learning activities in Physical Education?
- How are people made aware of boundaries?
- How can we keep track of boundaries during Physical Education?

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

- Why are rules of an activity important?
- How can people break rules?
- How do we know if we, or others are playing fairly?
- How can fair play be demonstrated in physical education?
- How can we resolve conflict during an activity?
- How might we stand up for another if fair play isn't happening?
- What are words we use that do not make everyone included?

## Skills

### Apply

Carry out or complete a procedure/ technique.

### Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

# Physical Education Grade 4

Learners will *analyse* health-related physical fitness.

## Rationale

Regular participation in physical activity at moderate to vigorous intensities through quality physical education is important for optimal growth and development of children. It is important that learners not only have opportunity to develop and maintain healthy fitness levels through physical education, but to understand that the components of personal fitness promote lifelong participation in physical activity which has physical, mental, emotional, spiritual, and social health benefits. Health-related physical fitness includes cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Learners will begin to analyze their health related physical fitness, consider the benefits of physical fitness as it applies to their own well-being, and learn how to set goals.

## Competencies

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

## Indicators

- **Investigate** physical activities related to each component of physical fitness. (PCD, CT)
- **Analyse** the physiological indicators that accompany moderate to vigorous physical activity and adjust their activity accordingly. (PCD, CT)
- **Investigate** warm-up and cool-down activities (COM, PCD)
- **Analyse** the benefits of physical activity, including how physical activity contributes to academic success. (COM, PCD, CT)
- **Analyse** the role of goal setting in improving individual health-related physical fitness. (COM, PCD, CT)
- **Investigate** places where physical fitness opportunities can occur outside of physical education class across all seasons during the school day. (COM, PCD, CT)

## Concepts (and Guiding Questions)

Health related components and benefits of physical fitness

- How do physiological indicators help us monitor our own level of activity?
- How can you maintain a healthy body composition?
- How does warming up before physical activity and cooling down contribute to physical fitness?
- How does physical activity contribute to the many dimensions of health?
- How can physical activity contribute to mental health?

## Goal setting

- What are important considerations when setting personal fitness goals?
- How would you plan for the seasonal conditions when setting personal fitness goals?
- What are times throughout the day you can work towards your goals?
- How do I know if a goal is right for me?

## Skills

### Analyse

Gather and select appropriate information; Begin to reflect on the appropriateness of the information; Communicate findings.

### Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

# Physical Education Grade 4

Learners will analyse motivation principles in different types of physical activities.

## Rationale

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). This outcome is addressed as learners practice, develop, and apply their learning as it takes place within dance, educational gymnastics, games, and active pursuits.

## Competencies

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

## Indicators

- **Analyse** the use of cues in improving motor skills and movement patterns (COM)
- **Analyse** how practice and persistence assist in learning a new skill (PCD)
- **Investigate** components of a skill that need refinement (CT)
- **Analyse** how improvements are made using skills. (CT)

## Concepts (and Guiding Questions)

### Teaching and learning cues

- How does listening to teaching cues help us to move with more effort?
- How can teaching cues be used personally as you practice a movement skill?
- How can use cues to help a peer better their practice and develop their physical literacy?

### Practice and persistence

- What does it mean to be motivated?
- Why does it matter to keep motivated?
- How does persistence help you to become competent at a skill and build confidence?

### Feelings

- What feelings do you have when you work hard to learn something new?
- How can a difficult feeling help you learn something about a new movement skill, concept, tactic or strategy?
- How do you feel when you notice improvement?

## Skills

### Analyse

Gather and select appropriate information; Begin to reflect on the appropriateness of the information; Communicate findings.

### Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

# Physical Education Grade 4

Learners will implement fundamental movement skills and movement concepts within dance.

## Rationale

Dance experiences provide opportunities for children to develop skills related to problem solving and critical thinking, in addition to developing fitness and fundamental movement skills and concepts. It also encourages the development of creativity, communication, and collaboration. There are many genres of dance and learners will benefit from exposure to as many different styles and purposes as possible. Learners will apply skill combinations within rhythmic movements sequences, in addition to the skills and movement concepts they applied in grades Primary-3.

## Competencies

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

## Indicators

- **Formulate** connections between the skills and concepts learned in dance to their life (PCD, CT)
- **Apply** the concept of spatial awareness to experiences within dance (PCD, CT)
- **Apply** the concept of effort awareness to experiences within dance (PCD, CT)
- **Apply** the concept of relationship awareness to experiences within dance (PCD, CT)
- **Formulate** a pattern of dance steps and movements in a variety of formations while maintaining rhythm (COM, CI)
- **Implement** traditional and contemporary rhythmic movements across various cultures (COM, CI)
- **Apply** creative expression in the creative process of dance (PCD, CT)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How are different movement concepts useful as you move rhythmically?
- How can you move through space in different ways?
- How can you use the movements you practiced to build sequences?
- How can you tell a story with your body with flow using the rhythm of music by including a variety of dance movements?
- How can learning different kinds of dances promote awareness and understanding of culture?
- Why is it important to understand cultures different than your own?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving; Begin to reflect on and communicate varying perspectives; Reflect on alternative solutions or findings; Identify potential new problems or issues.

**Apply** - Carry out or complete a procedure/ technique

### Formulate

Identify a topic of interest; brainstorm ideas; refine, prioritize, and choose ideas to guide next steps; reflect on choices

### Apply

Carry out or complete a procedure/ technique

# Physical Education Grade 4

Learners will implement fundamental movement skills and movement concepts within educational gymnastics.

## Rationale

During educational gymnastics, learners are given opportunities to modify skills to develop health-related physical fitness. Educational Gymnastics differs from Olympic-style gymnastics in that it does not demand that there is only one way to perform a skill, require expensive equipment, or have spotting. Apparatuses are added to activities as learners progress through the development of related skills. Learners will apply skill combinations to their gymnastic sequences, in addition to the skills and movement concepts they applied in grades Primary-3.

## Competencies

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

## Indicators

- **Implement** consistency and control of movement (PCD)
- **Implement** locomotor skills, non-locomotor skills, and movement concepts in simple movement sequences in a variety of rhythmic activities. (PCD, CI, CT)
- **Formulate** balances and supports with a partner or group in which each person is partially supporting the weight of another person. (PCD, CI, CT)
- **Implement** movement skills performed in sequences in improving quality of performance. (PCD, CI, CT)
- **Apply** weight transfer (PCD, CI, CT)
- **Apply** fundamental movement skills using two or more movement patterns in a sequence with small apparatus or on large apparatus. (PCD, CI, CT)
- **Apply** rolling safely in absorbing impact after falling (COM, PCD, CT)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you apply different kinds of rolls to a build a sequence?
- How do you use space effectively and creatively when building gymnastic sequences?
- How can you be safe when applying movement skills and concepts?
- Why are safety considerations important when practicing balance movements and transferring weight?
- How might we put the skills we have learned during educational gymnastics together creatively?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving; Begin to reflect on and communicate varying perspectives; Reflect on alternative solutions or findings; Identify potential new problems or issues.

**Apply** - Carry out or complete a procedure/ technique

### Formulate

Identify a topic of interest; brainstorm ideas; refine, prioritize, and choose ideas to guide next steps; reflect on choices

### Apply

Carry out or complete a procedure/ technique.



# Physical Education Grade 4

Learners will implement fundamental movement skills and movement concepts within games.

## Rationale

Games should also be taught at moderate to vigorous intensities as much as possible to improve learners' cardiovascular endurance. For the purposes of this curriculum, games are defined as follows: Educational, Cooperative, Low Organized, and Small-sided/Modified. These game types provide opportunities for collaboration, team work, practice, and skill development.

All games taught in physical education must be non-elimination games and emphasize fair play. Games should provide learners opportunity to develop their health-related physical fitness, competence in skills and skill combinations, and movement concepts, and develop their life skills; developing an ability to perform skill combinations and movement concepts while applying offensive and defensive strategies is a focus during these grades. The development of skills, skill combinations, and movement concepts will enable learners to refine their fundamental movement skills and build their repertoire, increasing their competence and confidence in physical activity participation.

## Competencies

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

## Indicators

- **Investigate** physical activity in various cultural backgrounds (CZ, PCD)
- **Apply** movement skills and concepts (PCD)
- **Investigate** body awareness and orientation (PCD, CT)
- **Apply** the terminology, basic rules, and guidelines associated with selected individual and team activities (COM, PCD, CT)
- **Implement** locomotor, non-locomotor, and manipulative skills with appropriate effort in the development of individual skills (PCD, CT)
- **Implement** sending, receiving, and protecting skills while stationary and moving with control in small-sided games. (PCD, CT)
- **Implement** performance cues during skill practice (COM, PCD, CT)
- Investigate force as it applies to a variety of movements (PCD, CT)
- Investigate examples of learning transfer as they relate to skill development (PCD, CT)
- Apply long and short jump rope skills. (PCD, CT)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you manipulate objects in and through space?
- How can you use long handled or short handled equipment effectively?
- How can you move your body in this game?
- How can you maneuver efficiently and effectively in this game?
- How can you change your speed or switch directions in order to evade in this game?
- How can you move this object using your body within this boundary?
- How can you use performance cues to enhance your skill development while playing games?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving; Begin to reflect on and communicate varying perspectives; Reflect on alternative solutions or findings; Identify potential new problems or issues.

**Apply** - Carry out or complete a procedure/ technique

### Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

### Apply

Carry out or complete a procedure/ technique



# Physical Education Grade 4

Learners will implement fundamental movement skills and movement concepts within active pursuits.

## Rationale

For the purpose of this curriculum, active pursuits include any type of physical activity that does not fall in the preceding three outcomes (i.e., dance, educational gymnastics, games). Active pursuits occur indoors and outdoors and offer learners opportunity to develop skills and movement concepts, enhance their health-related physical fitness, and develop life skills. Learners develop movement skills through a variety of active pursuits alone or with others, such as: Aquatics, Mind/Body, Winter Activities, Other Outdoor Pursuits.

## Competencies

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

## Indicators

- **Investigate** traditional active pursuits from various cultures (CZ, PCD)
- **Implement** winter activities in movement practice (PCD, CT)
- **Implement** mind–body exercises (PCD)
- **Implement** group fitness experiences (PCD, TF)
- **Implement** team-building initiatives (CZ, PCD)
- **Apply** navigation skills while orienteering outdoors (TF)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How are traditional and nontraditional physical activities experienced in various cultures within Nova Scotia?
- How can you be physically active in winter?
- How can physically active experiences connect mind with body?
- How can you choose an activity that is meaningful to you?
- How are physically active experiences completed in groups?

- Why are some team building approaches and learning experiences more effective than others for a given activity?
- How can we apply effective movement skills in the outdoor environment?
- How can you apply inside movement skills to outdoor activities?
- How can people be physically active in all seasons?
- How can you move safely when navigating outdoors?
- How can use navigation skills in an outdoor experience?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving; Begin to reflect on and communicate varying perspectives; Reflect on alternative solutions or findings; Identify potential new problems or issues.

**Apply** - Carry out or complete a procedure/ technique

### Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

### Apply

Carry out or complete a procedure/ technique

# Physical Education Grade 4

Learners will **apply** decision-making skills to fundamental movement skills and movement concepts during different types of physical activities.

## Rationale

Learners are given the opportunity to apply age and developmentally appropriate strategy skills during different types of physical activities. Activities should be planned so that they develop learners' critical thinking skills (e.g., create space in game, demonstrate creativity in performance). Learners can demonstrate effective decision making by adapting their behaviour as adaptations are put on space, time, rules, and tasks within a diverse range of activities. Briefly pausing activities allows learners to highlight effective strategies or to question current strategies.

## Competencies

- Communication (COM)
- Critical Thinking (CT)

## Indicators

- **Apply** skill-specific feedback to their practice (COM, CT)
- **Investigate** appropriate responses for activity changes and modifications (CT)
- **Apply** strategies and tactics that increase chances of success in physical activities (CT)
- **Apply** offensive and defensive strategies and tactics in a wide variety of activities (CT)

## Concepts (and Guiding Questions)

### Strategy and tactics

- How can you apply skill-specific feedback to your practice?
- How can you change your speed or switch directions to enhance movement in this activity?
- How can you creatively use your body, space, objects, and relationship to others in each movement category?
- How can you work to deny space and cover space to force an interception or turn over?
- How can defensive and offensive strategies be applied?
- How can you move efficiently and effectively in the outdoor environment on land or water in different weather and seasons?
- How do you create space in a game so that you and those around you can increase your chances of success safely?

## Skills

### Apply

Carry out or complete a procedure/ technique

### Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

# Physical Education Grade 4

Learners will **apply** communication and interpersonal skills during different types of physical activities.

## Rationale

Exploring feelings associated with physical activity is critical in order to modify or maintain behaviours so positive feelings are associated with physical activity. In this outcome, learners will explore and communicate their feelings and experiences related to multiple activities. Learners will explore feelings during and after individual and group opportunities, as well as when new skills are being taught and experienced. Learning to apply effective communication and interpersonal skills during different types of physical activities is another important component in the development of a physically literate individual that takes time and authentic experience to practice.

## Competencies

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

## Indicators

- **Apply** feedback in improving movement skills and patterns in dance, gymnastics, games, and active pursuits (COM, CT)
- **Investigate** verbal and nonverbal cues (COM)
- **Investigate** how their choices positively affect others (PCD, CT)
- **Investigate** how communication and interpersonal skills demonstrated in physical education class are connected to life outside of physical education (COM, CT)

## Concepts (and Guiding Questions)

### Verbal and non-verbal cues

- How can teachers or classmates help us learn how to perform an activity or a movement?
- How can the words we use or say aloud to describe the way we feel when we are learning a new movement, or practicing a movement get us further towards learning it?
- How can words to describe how hard learning something new in Physical Education hinder us towards learning?

### Social emotional

- How can you be kind to others during game play?
- How can personal expression during physical fitness be interpreted by others?
- How can the decisions we make when we are angry or frustrated affect others around us?
- How might we apply what we are learning about our feelings, word choices, and actions outside of Physical Education class?
- How can you work with team members?
- How can you identify examples of teamwork?

## Skills

### Apply

Carry out or complete a procedure/ technique

### Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

# Physical Education Grade 4

Learners will investigate the well-being and safety of self and others during different types of physical activities in multiple environments.

## Rationale

Safety and risk management practice is a component of physical education that happens concurrently as learning experiences take place. Learners will investigate safety and risk management practices as they are introduced to new learning experiences and equipment, designed to develop fundamental movement skills. Learners will continue to show respect for equipment, their environment, themselves, others, and apply fair play principles. In this outcome, the focus of learning is on the importance of supportive and inclusive language, and learners will analyze why this is necessary during and outside of class time.

## Competencies

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

## Indicators

- **Apply** safety and risk-management practices, rules, and procedures (CZ, PCD, CT)
- **Investigate** how safety and risk-management practices enhance physically active living (PCD)
- **Apply** principles of fair play (CZ, COM, PCD)
- **Investigate** how equipment is used for intended purposes and put away after use (CZ, CT, TF)
- **Investigate** strategies for respecting the natural environment when participating in outdoor movement activities (CZ, PCD)

## Concepts (and Guiding Questions)

### Safety and Risk Management Practices

- How does knowing and following rules of an activity help keep self and other safe?
- How does knowing risks of an activity keep self and other safe?
- How can safety rules be practiced outside of Physical Education?

## Equipment

- How can equipment assist or harm people and/or the environment?
- How can we use equipment to keep people and the environment safer?

## Verbal and nonverbal cues

- How does the teacher use verbal and nonverbal cues to keep the class safe?
- How can we use verbal and nonverbal cues to keep each other safe?

## Boundaries

- How can boundaries keep self and others safe during game play and other learning activities in Physical Education?
- How are people made aware of boundaries?
- How can we keep track of boundaries during Physical Education?

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

- Why are rules of an activity important?
- How can people break rules?
- How do we know if we, or others are playing fairly?
- How can fair play be demonstrated in physical education?
- How can we resolve conflict during an activity?
- How might we stand up for another if fair play isn't happening?
- What are words we use that do not make everyone included?

## Skills

### Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

### Apply

Carry out or complete a procedure/ technique

# Physical Education Grade 5

Learners will *analyse* health-related physical fitness.

## Rationale

Regular participation in physical activity at moderate to vigorous intensities through quality physical education is important for optimal growth and development of children. It is important that learners not only have opportunity to develop and maintain healthy fitness levels through physical education, but to understand that the components of personal fitness promote lifelong participation in physical activity which has physical, mental, emotional, spiritual, and social health benefits. Health-related physical fitness includes cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Learners will begin to analyze their health related physical fitness, consider the benefits of physical fitness as it applies to their own well-being, and learn how to set goals.

## Competencies

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

## Indicators

- **Investigate** personal fitness goals within each of the components of health-related physical fitness (COM, PCD, CI, CT)
- **Analyse** physical activities related to each component of physical fitness (PCD, CD)
- **Analyse** ways to monitor and record personal performance for personal fitness goals (COM, PCD, TF)
- **Analyse** activity-specific warm-up and cool-down activities for optimizing performance (COM, PCD, CT)
- **Investigate** times and places where physical fitness opportunities can occur in the community across all seasons (COM, PCD, CT)
- **Investigate** the connection between physical activity and learning readiness (COM, PCD, CT)

## Concepts (and Guiding Questions)

Health related components and benefits of physical fitness

- How do physiological indicators help us monitor our own level of activity?
- How can I monitor my intensity through this activity?
- How can I maintain a healthy body composition?
- How does warming up before physical activity and cooling down contribute to physical fitness?
- How does physical activity contribute to the many dimensions of health?
- How can physical activity contribute to mental health?

## Goal setting

- What are important considerations when setting personal fitness goals?
- How do I know the areas of fitness I need to improve?
- How would you plan for the seasonal conditions when setting personal fitness goals?
- How can you incorporate working towards your goals into your daily activities?

## Skills

### Analyse

Gather and select appropriate information; Begin to reflect on the appropriateness of the information; Communicate findings.

### Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships and communicate findings.

# Physical Education Grade 5

Learners will **analyse** motivation principles in different types of physical activities.

## Rationale

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). This outcome is addressed as learners practice, develop, and apply their learning as it takes place within dance, educational gymnastics, games, and active pursuits.

## Competencies

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

## Indicators

- **Analyse** the use of cues in improving motor skills and movement patterns (COM)
- **Analyse** how practice and persistence impact learning new skills and concepts (PCD, CT)
- **Investigate** the requirements for refining existing skills (COM, PCD)
- **Investigate** components of a skill that need refinement (CT)
- **Analyse** how improvements are made using skills (CT)

## Concepts (and Guiding Questions)

### Teaching and learning cues

- How does listening to teaching cues help us to move with more effort?
- How can teaching cues be used personally as you practice a movement skill?
- How can use cues to help a peer better their practice and develop their physical literacy?

### Practice and persistence

- What does it mean to be motivated?
- Why does it matter to keep motivated?
- How does persistence help you to become competent at a skill and build confidence?

### Feelings

- How do you feel when you work hard to learn something new?
- How can a difficult feeling help you learn something about a new movement skill, concept, tactic or strategy?
- How do you feel when you notice improvement?

## Skills

### Analyse

Gather and select appropriate information; Begin to reflect on the appropriateness of the information; Communicate findings.

### Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships and communicate findings.



# Physical Education Grade 5

Learners will implement fundamental movement skills and movement concepts within dance.

## Rationale

Dance experiences provide opportunities for children to develop skills related to problem solving and critical thinking, in addition to developing fitness and fundamental movement skills and concepts. It also encourages the development of creativity, communication, and collaboration. There are many genres of dance and learners will benefit from exposure to as many different styles and purposes as possible. Learners will apply skill combinations within rhythmic movements sequences, in addition to the skills and movement concepts they applied in grades Primary-3.

## Competencies

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

## Indicators

- **Formulate** connections between the skills and concepts learned in dance to their life (PCD, CT)
- **Create** a dance through a combination of ideas, elements, and techniques (COM, CI)
- **Formulate** a pattern of dance steps and movements in a variety of formations while maintaining the rhythm. (COM, CI)
- **Implement** traditional and contemporary rhythmic movements from various cultures (COM, CI)
- **Apply** creative expression in the creative process of dance. (PCD, CI)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How are different movement concepts useful as you move rhythmically?
- How can you use smooth transitions between movements?
- How can you use a variety of locomotor movements in relation to my partner?
- How can you move through space in different ways?

- How can we use the movements you practiced to build sequences?
- How can you tell a story with your body with flow using the rhythm of music by including a variety of dance movements?
- How can learning different kinds of dances promote awareness and understanding of culture?
- Why is it important to understand cultures different than your own?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem; Execute the steps, modifying as necessary.

**Evaluate** -Review steps and results from an investigation or problem solving; Begin to reflect on and communicate varying perspectives; Reflect on alternative solutions or findings; Identify potential new problems or issues.

**Apply** - Carry out or complete a procedure/ technique

### Formulate

Identify a topic of interest; Brainstorm ideas; refine, prioritize, and choose ideas to guide next steps; Reflect on choices and alternatives.

### Create

Develop an idea; Express a visualization of a process and/or a product, produce a product; Modify as necessary; Reflect on results and alternatives.

### Apply

Carry out or complete a procedure/ technique



# Physical Education Grade 5

Learners will implement fundamental movement skills and movement concepts within educational gymnastics.

## Rationale

During educational gymnastics, learners are given opportunities to modify skills to develop health-related physical fitness. Educational Gymnastics differs from Olympic-style gymnastics in that it does not demand that there is only one way to perform a skill, require expensive equipment, or have spotting. Apparatuses are added to activities as learners progress through the development of related skills. Learners will apply skill combinations to their gymnastic sequences, in addition to the skills and movement concepts they applied in grades Primary-3.

## Competencies

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

## Indicators

- **Implement** consistency and control of movement (PCD)
- **Formulate** combinations of locomotor skills, non-locomotor skills, and movement concepts into smooth flowing sequences; showing contrast in direction, speed, and flow (PCD, CI, CT)
- **Implement** movement skills performed in sequences in improving quality of performance (PCD, CI, CT)
- **Implement** balance and weight transfers (PCD, CI, CT)
- **Implement** effective body positioning and movement during the flight phase of various jumps and landings (COM, PCD, CT)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you apply different kinds of rolls to a build a sequence?
- How can you complete gymnastic skills safely?
- How do you use space effectively and creatively when building gymnastic sequences?
- How can you balance using a variety of body parts?
- How can you perform a variety of locomotor movements with objects?
- How are cues used to help you roll easily and safely?
- Why are safety considerations important when practicing balance movements and transferring weight?
- How might we put the skills we have learned during educational gymnastics together creatively?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem; Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving; Begin to reflect on and communicate varying perspectives; Reflect on alternative solutions or findings; Identify potential new problems or issues.

**Apply** - Carry out or complete a procedure/ technique

### Formulate

Identify a topic of interest; Brainstorm ideas; refine, prioritize, and choose ideas to guide next steps; Reflect on choices and alternatives.

# Physical Education Grade 5

Learners will implement fundamental movement skills and movement concepts within games.

## Rationale

Games should also be taught at moderate to vigorous intensities as much as possible to improve learners' cardiovascular endurance. For the purposes of this curriculum, games are defined as follows: Educational, Cooperative, Low Organized, and small-sided/modified. These game types provide opportunities for collaboration, team work, practice, and skill development.

All games taught in physical education must be non-elimination games and emphasize fair play. Games should provide learners opportunity to develop their health-related physical fitness, competence in skills and skill combinations, and movement concepts, and develop their life skills; developing an ability to perform skill combinations and movement concepts while applying offensive and defensive strategies is a focus during these grades. The development of skills, skill combinations, and movement concepts will enable learners to refine their fundamental movement skills and build their repertoire, increasing their competence and confidence in physical activity participation.

## Competencies

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

## Indicators

- **Investigate** physical activity in various cultural backgrounds (CZ, PCD)
- **Apply** movement skills and concepts (PCD)
- **Investigate** body awareness and orientation (PCD, CT)
- **Apply** the terminology, basic rules, and guidelines associated with selected individual and team activities (PCD, CT)
- **Implement** locomotor, non-locomotor, and manipulative skills with appropriate effort in the development of individual skills (PCD, CT)
- **Implement** sending, receiving, and protecting skills while stationary and moving with control within increasingly complex small-sided games (PCD, CT)
- **Implement** performance cues during skill practice (COM, PCD, CT)
- **Analyse** the impact of force through movement variations (COM, PCD, CT)
- **Investigate** examples of learning transfer as they relate to skill development (PCD, CT)

## Concepts (and Guiding Questions)

Fundamental Movement Skills (Locomotor, Manipulative, Stability) and Movement Concepts (Body, space, effort, and relationship)

- How can you manipulate objects in and through space?
- How can you use long handled or short handled equipment effectively?
- How can you move your body in this game?
- How can you maneuver efficiently and effectively in this game?
- How can you adjust the intensity of movement?
- How can you change your speed or switch directions in order to evade in this game?
- How can you move this object using your body within this boundary?
- How can you use performance cues to enhance your skill development while playing games?
- Why does your body position change when throwing or receiving objects from various distances?
- How does body positioning influence your results when throwing and receiving an object?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem; Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving; Begin to reflect on and communicate varying perspectives; Reflect on alternative solutions or findings; Identify potential new problems or issues.

**Apply** - Carry out or complete a procedure/ technique

### Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships and communicate findings.

### Apply

Carry out or complete a procedure/ technique

### Analyse

Gather and select appropriate information; Begin to reflect on the appropriateness of the information; Communicate findings.

# Physical Education Grade 5

Learners will implement fundamental movement skills and movement concepts within active pursuits.

## Rationale

For the purpose of this curriculum, active pursuits include any type of physical activity that does not fall in the preceding three outcomes (i.e., dance, educational gymnastics, games). Active pursuits occur indoors and outdoors and offer learners opportunity to develop skills and movement concepts, enhance their health-related physical fitness, and develop life skills. Learners develop movement skills through a variety of active pursuits alone or with others, such as: Aquatics, Mind/Body, Winter Activities, Other Outdoor Pursuits.

## Competencies

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

## Indicators

- **Investigate** traditional active pursuits from various cultures (CZ, PCD)
- **Implement** movement skills to winter activities (PCD, CT)
- **Implement** mind–body exercises (PCD)
- **Implement** group fitness experiences (PCD, TF)
- **Implement** team-building initiatives (CZ, PCD)
- **Apply** navigation skills while orienteering outdoors (TF)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How are traditional and nontraditional physical activities experienced in various cultures within Nova Scotia?
- How can you be physically active in winter?
- How can physically active experiences connect mind with body?
- How can you choose an activity that is meaningful to you?
- How are physically active experiences completed in groups?

- Why are some team building approaches and learning experiences more effective than others for a given activity?
- How can we apply effective movement skills in the outdoor environment?
- How can you apply inside movement skills to outdoor activities?
- How can people be physically active in all seasons?
- How can you move safely when navigating outdoors?
- How can use navigation skills in an outdoor experience?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem; Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving; Begin to reflect on and communicate varying perspectives; Reflect on alternative solutions or findings; Identify potential new problems or issues.

**Apply** - Carry out or complete a procedure/ technique

### Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships and communicate findings.

### Apply

Carry out or complete a procedure/ technique

# Physical Education Grade 5

Learners will **apply** decision-making skills to fundamental movement skills and movement concepts during different types of physical activities.

## Rationale

Learners are given the opportunity to apply age and developmentally appropriate strategy skills during different types of physical activities. Activities should be planned so that they develop learners' critical thinking skills (e.g., create space in game, demonstrate creativity in performance). Learners can demonstrate effective decision making by adapting their behaviour as adaptations are put on space, time, rules, and tasks within a diverse range of activities. Briefly pausing activities allows learners to highlight effective strategies or to question current strategies.

## Competencies

- Communication (COM)
- Critical Thinking (CT)

## Indicators

- **Apply** skill-specific feedback to their practice (COM, CT)
- **Investigate** appropriate responses for activity changes and modifications (CT)
- **Apply** strategies and tactics that increase chances of success in physical activities (CT)
- **Apply** offensive and defensive strategies and tactics in a wide variety of activities (CT)

## Concepts (and Guiding Questions)

### Strategy and tactics

- How can you apply skill-specific feedback to your practice?
- How can you change your speed or switch directions to enhance movement in this activity?
- How can you creatively use your body, space, objects, and relationship to others each movement category?
- How can you work to deny space and cover space to force an interception or turn over?
- How can defensive and offensive strategies be applied?
- How can you move efficiently and effectively in the outdoor environment on land or water in different weather and seasons?
- How do you create space in a game so that you and those around can increase your chances of success safely?

## Skills

### Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships and communicate findings.

### Apply

Carry out or complete a procedure/ technique

# Physical Education Grade 5

Learners will **apply** communication and interpersonal skills during different types of physical activities.

## Rationale

Exploring feelings associated with physical activity is critical in order to modify or maintain behaviours so positive feelings are associated with physical activity. In this outcome, learners will explore and communicate their feelings and experiences related to multiple activities. Learners will explore feelings during and after individual and group opportunities, as well as when new skills are being taught and experienced. Learning to apply effective communication and interpersonal skills during different types of physical activities is another important component in the development of a physically literate individual that takes time and authentic experience to practice.

## Competencies

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

## Indicators

- **Apply** feedback in improving movement skills and movement patterns in dance, gymnastics, games, and active pursuits (COM, CT)
- **Investigate** how verbal and nonverbal feedback can positively or negatively impact performance and feelings of self (COM, PCD, CT)
- **Investigate** how language and behaviour impact the learning environment (CZ, PCD)
- **Investigate** how communication and interpersonal skills demonstrated in physical education class are connected to life outside of physical education (COM, CT)

## Concepts (and Guiding Questions)

### Verbal and non-verbal cues

- How can teachers or our classmates help us learn how to perform an activity or a movement?
- How can the words we use or say aloud to describe the way we feel when we are learning help us progress ?

### Social emotional

- How can you be kind to others during game play?
- How can personal expression during physical fitness be interpreted by others?
- How can the decisions we make when we are angry or frustrated affect others around us?
- How might we apply what we are learning about our feelings, word choices, and actions outside of Physical Education class?
- How can you work with team members?
- How can you identify examples of teamwork?

## Skills

### Apply

Carry out or complete a procedure/ technique

### Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships and communicate findings.



# Physical Education Grade 5

Learners will investigate the well-being and safety of self and others during different types of physical activities in multiple environments.

## Rationale

Safety and risk management practice is a component of physical education that happens concurrently as learning experiences take place. Learners will investigate safety and risk management practices as they are introduced to new learning experiences and equipment, designed to develop fundamental movement skills. Learners will continue to show respect for equipment, their environment, themselves, others, and apply fair play principles. In this outcome, the focus of learning is on the importance of supportive and inclusive language, and learners will analyze why this is necessary during and outside of class time.

## Competencies

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

## Indicators

- **Apply** safety and risk-management practices, rules, and procedures (CZ, PCD, CT)
- **Investigate** ways for managing risk related to physically active experiences (PCD)
- **Apply** principles of fair play (CZ, COM, PCD)
- **Investigate** how equipment is used for intended purposes and put away after use (CZ, CT, TF)
- **Investigate** strategies for respecting built and natural environments when participating in outdoor movement activities (CZ, PCD)

## Concepts (and Guiding Questions)

### Safety and risk management practices

- How does knowing and following rules of an activity help keep self and other safe?
- How does knowing risks of an activity keep self and other safe?
- How can safety rules be practiced outside of Physical Education?
- How can you move safely in relation to others?

## Equipment

- What is the purpose of the equipment we use in Physical Education?
- How can equipment assist or harm people and/or the environment?
- How can we use equipment to keep people and the environment safer?

## Verbal and nonverbal cues

- How does the teacher use verbal and nonverbal cues to keep the class safe?
- How can we use verbal and nonverbal cues to keep each other safe?

## Boundaries

- How can boundaries keep self and others safe during game play and other learning activities in Physical Education?
- How are people made aware of boundaries?
- How can we keep track of boundaries during Physical Education?

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

- Why are rules of an activity important?
- How can people break rules?
- How do we know if we, or others are playing fairly?
- How can fair play be demonstrated in physical education?
- How might you apply fair play practices in other parts of your life?
- How can we resolve conflict during an activity?
- How might we stand up for another if fair play isn't happening?
- How does word choice in a game make others feel included or excluded?

## Skills

### Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships and communicate findings.

### Apply

Carry out or complete a procedure/ technique

# Physical Education Grade 6

Learners will **analyse** health-related physical fitness.

## Rationale

Regular participation in physical activity at moderate to vigorous intensities through quality physical education is important for optimal growth and development of children. It is important that learners not only have opportunity to develop and maintain healthy fitness levels through physical education, but to understand that the components of personal fitness promote lifelong participation in physical activity which has physical, mental, spiritual, and social health benefits. Health-related physical fitness includes cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Learners will begin to analyze their health related physical fitness, consider the benefits of physical fitness as it applies to their own well-being, and learn how to set goals.

## Competencies

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

## Indicators

- **Investigate** physical activities that include the components of physical fitness (COM, PCD, CI, CT)
- **Analyse** personal performance to make adjustments to personal fitness goals (COM, PCD, CT)
- **Analyse** safe warm-up and cool-down activities during different types of physical activities (COM, PCD, CI, CT)
- **Analyse** how fitness goals can be met that utilize community resources across all seasons (COM, PCD, CT)
- **Analyse** ways of being physically active before or during the school day that promote learning readiness (COM, PCD, CT)

## Concepts (and Guiding Questions)

Health related components and benefits of physical fitness

- How do physiological indicators help us monitor our own level of activity?
- How can I monitor my perceived exertion to ensure that I am working at my optimal challenge level?
- How can I maintain a healthy body composition?
- How does warming up before physical activity and cooling down contribute to physical fitness?
- How does physical activity contribute to the many dimensions of health?
- How can physical activity contribute to mental health?

## Goal setting

- What are important considerations when setting personal fitness goals?
- How would you plan for the seasonal conditions when setting personal fitness goals?
- How can you incorporate working towards your goals into your daily activities? How can you monitor your personal progress towards goals?

## Skills

### Analyse

Gather and select appropriate information. Begin to reflect on accuracy, validity, and, importance, of the information. Communicate findings.

### 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



# Physical Education Grade 6

Learners will **analyse** motivation principles in different types of physical activities.

## Rationale

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). This outcome is addressed as learners practice, develop, and apply their learning as it takes place within dance, educational gymnastics, games, and active pursuits.

## Competencies

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

## Indicators

- **Analyse** the use of cues in improving motor skills and movement patterns. (COM)
- **Analyse** how practice and persistence impact learning new skills and concepts. (PCD, CT)
- **Investigate** the requirements for refining existing skills. (COM, PCD)
- **investigate** components of a skill that need refinement (CT)
- **Analyse** how improvements are made using skills. (CT)

## Concepts (and Guiding Questions)

### Teaching and learning cues

- How does listening to teaching cues help us to move with more effort?
- How can teaching cues be used personally as you practice a movement skill?
- How can use cues to help a peer better their practice and develop their physical literacy?

### Practice and Persistence

- What does it mean to be motivated?
- Why does it matter to keep motivated?
- How does persistence help you to become competent at a skill and build confidence?

### Feelings

- How do you feel when you work hard to learn something new?
- How can a difficult feeling help you learn something about a new movement skill, concept, tactic or strategy?
- How do you feel when you notice improvement?

## Skills

### Analyse

Gather and select appropriate information. Begin to reflect on accuracy, validity, and, importance, of the information. Communicate findings.

### 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

# Physical Education Grade 6

Learners will implement fundamental movement skills and movement concepts within dance.

## Rationale

Dance experiences provide opportunities for children to develop skills related to problem solving and critical thinking, in addition to developing fitness and fundamental movement skills and concepts. It also encourages the development of creativity, communication, and collaboration. There are many genres of dance and learners will benefit from exposure to as many different styles and purposes as possible. Learners will apply skill combinations within rhythmic movements sequences, in addition to the skills and movement concepts they applied in grades Primary-3.

## Competencies

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

## Indicators

- **Formulate** connections between the skills and concepts learned in dance to their life (PCD, CT)
- **Create** a dance through a combination of ideas, elements, and techniques (COM, CI)
- **Formulate** a pattern of dance steps and movements in a variety of formations maintaining the rhythm to a variety of music across cultures. (CZ, CI, COM)
- **Implement** traditional and contemporary rhythmic movements from various cultures (COM, CI)
- **Apply** creative expression in the creative process of dance (PCD, CI)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How are different movement concepts useful as you move rhythmically?
- How can you move through space in different ways?
- How can you use the movements you practiced to build sequences?
- How can you tell a story with your body with flow using the rhythm of music by including a variety of dance movements?

- How can learning different kinds of dances promote awareness and understanding of culture?
- Why is it important to understand cultures different than your own?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving. Reflect on varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues.

**Apply** - Carry out or complete a procedure/ technique

### Formulate

Identify a topic of interest; brainstorm ideas; refine, prioritize, and choose ideas to guide next steps; evaluate choices and alternatives.

### Create

Develop an idea; express a visualization of a process and/or a product, produce a product; modify as necessary; evaluate results and alternatives.

### Apply

Carry out or complete a procedure/ technique

# Physical Education Grade 6

Learners will implement fundamental movement skills and movement concepts within educational gymnastics.

## Rationale

During educational gymnastics, learners are given opportunities to modify skills to develop health-related physical fitness. Educational Gymnastics differs from Olympic-style gymnastics in that it does not demand that there is only one way to perform a skill, require expensive equipment, or have spotting. Apparatuses are added to activities as learners progress through the development of related skills. Learners will apply skill combinations to their gymnastic sequences, in addition to the skills and movement concepts they applied in grades Primary-3.

## Competencies

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

## Indicators

- **Implement** consistency and control of movement (PCD)
- **Formulate** movement sequences with others that use movement concepts and small or large apparatus (PCD, CI, CT)
- **Formulate** combinations of locomotor skills, non-locomotor skills, and movement concepts into smooth flowing sequences; showing contrast in direction, speed, and flow (PCD, CI, CT)
- **Implement** balance and weight transfers (PCD, CI, CT)
- **Investigate** refined body positions, transitions, and aesthetics throughout sequences (PCD, CI, CT)
- **Implement** static and dynamic balance in a variety of physical activities (COM, PCD, CT)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you apply different kinds of rolls to a build a sequence?
- How can you complete gymnastic skills safely?
- How do you use space effectively and creatively when building gymnastic sequences?
- How are cues used to help you roll easily and safely?
- Why are safety considerations important when practicing balance movements and transferring weight?
- How might we put the skills we have learned during educational gymnastics together creatively?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving. Reflect on varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues.

**Apply** - Carry out or complete a procedure/technique

### Formulate

Identify a topic of interest; brainstorm ideas; refine, prioritize, and choose ideas to guide next steps; evaluate choices and alternatives.

# Physical Education Grade 6

Learners will implement fundamental movement skills and movement concepts within games.

## Rationale

Games should also be taught at moderate to vigorous intensities as much as possible to improve learners' cardiovascular endurance. For the purposes of this curriculum, games are defined as follows: Educational, Cooperative, Low Organized, and Small-sided/Modified. These game types provide opportunities for collaboration, team work, practice, and skill development.

All games taught in physical education must be non-elimination games and emphasize fair play. Games should provide learners opportunity to develop their health-related physical fitness, competence in skills and skill combinations, and movement concepts, and develop their life skills; developing an ability to perform skill combinations and movement concepts while applying offensive and defensive strategies is a focus during these grades. The development of skills, skill combinations, and movement concepts will enable learners to refine their fundamental movement skills and build their repertoire, increasing their competence and confidence in physical activity participation.

## Competencies

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

## Indicators

- **Investigate** physical activity in various cultural backgrounds (CZ, PCD)
- **Apply** movement skills and concepts (PCD)
- **Investigate** body awareness and orientation (PCD, CT)
- **Apply** the terminology, basic rules, and guidelines associated with selected individual and team activities (PCD, CT)
- **Implement** locomotor, non-locomotor, and manipulative skills with appropriate effort in the development of individual skills (PCD, CT)
- **Implement** sending, receiving, and protecting skills while stationary and moving with control within increasingly complex small-sided games (PCD, CT)
- **Implement** performance cues during skill practice (COM, PCD, CT)
- **Analyse** the impact of force through movement variations (COM, PCD, CT)
- **Investigate** examples of learning transfer as they relate to skill development (PCD, CT)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How can you manipulate objects in and through space?

- How can you use long handled or short handled equipment effectively?
- How can you move your body in this game?
- How can you maneuver efficiently and effectively in this game?
- How can you adjust the intensity of movement?
- How can you change your speed or switch directions in order to evade in this game?
- How can you move this object using your body within this boundary?
- How can you use performance cues to enhance your skill development while playing games?
- Why does your body position change when throwing or receiving objects from various distances?
- How does body positioning influence your results when throwing and receiving an object?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving. Reflect on varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues.

**Apply** - Carry out or complete a procedure/ technique

### Apply

Carry out or complete a procedure/ technique

### 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. Begin to reflect on accuracy, validity, and, importance, of the information. Communicate findings.

# Physical Education Grade 6

Learners will implement fundamental movement skills and movement concepts within active pursuits.

## Rationale

For the purpose of this curriculum, active pursuits include any type of physical activity that does not fall in the preceding three outcomes (i.e., dance, educational gymnastics, games). Active pursuits occur indoors and outdoors and offer learners opportunity to develop skills and movement concepts, enhance their health-related physical fitness, and develop life skills. Learners develop movement skills through a variety of active pursuits alone or with others, such as: Aquatics, Mind/Body, Winter Activities, Other Outdoor Pursuits.

## Competencies

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

## Indicators

- **Investigate** traditional active pursuits from various cultures (CZ, PCD)
- **Implement** movement skills to winter activities (PCD, CT)
- **Implement** mind–body exercises (PCD)
- **Implement** group fitness experiences (PCD, TF)
- **Implement** team-building initiatives (CZ, PCD)
- **Apply** navigation skills while orienteering outdoors (TF)

## Concepts (and Guiding Questions)

Fundamental movement skills (locomotor, manipulative, stability) and movement concepts (body, space, effort, and relationship)

- How are traditional and nontraditional physical activities experienced in various cultures within Nova Scotia?
- How can you be physically active in winter?
- How can physically active experiences connect mind with body?
- How can you choose an activity that is meaningful to you?
- How are physically active experiences completed in groups?

- Why are some team building approaches and learning experiences more effective than others for a given activity?
- How can we apply effective movement skills in the outdoor environment?
- How can you apply inside movement skills to outdoor activities?
- How can people be physically active in all seasons?
- How can you move safely when navigating outdoors?
- How can use navigation skills in an outdoor experience?

## Skills

### Implement

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

**Plan** - Identify steps to solve the problem. Execute the steps, modifying as necessary.

**Evaluate** - Review steps and results from an investigation or problem solving. Reflect on varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues.

**Apply** - Carry out or complete a procedure/ technique

### 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

### Apply

Carry out or complete a procedure/ technique



# Physical Education Grade 6

Learners will **apply** decision-making skills to fundamental movement skills and movement concepts during different types of physical activities.

## Rationale

Learners are given the opportunity to apply age and developmentally appropriate strategy skills during different types of physical activities. Activities should be planned so that they develop learners' critical thinking skills (e.g., create space in game, demonstrate creativity in performance). Learners can demonstrate effective decision making by adapting their behaviour as adaptations are put on space, time, rules, and tasks within a diverse range of activities. Briefly pausing activities allows learners to highlight effective strategies or to question current strategies.

## Competencies

- Communication (COM)
- Critical Thinking (CT)

## Indicators

- **Apply** skill-specific feedback to their practice (COM, CT)
- **Investigate** appropriate responses for activity changes and modifications (CT)
- **Apply** strategies and tactics that increase chances of success in physical activities (CT)
- **Apply** offensive and defensive strategies and tactics in a wide variety of activities (CT)

## Concepts (and Guiding Questions)

### Strategy and tactics

- How can you apply skill-specific feedback to your practice?
- How can you change your speed or switch directions to enhance movement in this activity?
- How can you creatively use your body, space, objects, and relationship to others each movement category?
- How can you work to deny space and cover space to force an interception or turn over?
- How can defensive and offensive strategies be applied?
- How can you move efficiently and effectively in the outdoor environment on land or water in different weather and seasons?
- How do you create space in a game so that you and those around can increase your chances of success safely?

## Skills

### Apply

Carry out or complete a procedure/ technique

### 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

# Physical Education Grade 6

Learners will **apply** communication and interpersonal skills during different types of physical activities.

## Rationale

Exploring feelings associated with physical activity is critical in order to modify or maintain behaviours so positive feelings are associated with physical activity. In this outcome, learners will explore and communicate their feelings and experiences related to multiple activities. Learners will explore feelings during and after individual and group opportunities, as well as when new skills are being taught and experienced. Learning to apply effective communication and interpersonal skills during different types of physical activities is another important component in the development of a physically literate individual that takes time and authentic experience to practice.

## Competencies

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

## Indicators

- **Apply** feedback in improving movement skills and movement patterns in dance, gymnastics, games, and active pursuits (COM, CT)
- **Investigate** how verbal and nonverbal feedback can positively or negatively impact performance and feelings of self (COM, PCD, CT)
- **Investigate** how language and behaviour impact the learning environment (CZ, PCD)
- **Investigate** how communication and interpersonal skills demonstrated in physical education class are connected to life outside of physical education (COM, CT)

## Concepts (and Guiding Questions)

### Verbal and non-verbal cues

- How can teachers or our classmates help us learn how to perform an activity or a movement?
- How can the words we use or say aloud to describe the way we feel when we are learning help us progress?

### Social emotional

- How can you be kind to others during game play?
- How can personal expression during physical fitness be interpreted by others?
- How can the decisions we make when we are angry or frustrated affect others around us?
- How might we apply what we are learning about our feelings, word choices, and actions outside of Physical Education class?
- How can you work with team members?
- How can you identify examples of teamwork?

## Skills

### Apply

Carry out or complete a procedure/ technique

### 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



# Physical Education Grade 6

Learners will investigate the well-being and safety of self and others during different types of physical activities in multiple environments.

## Rationale

Safety and risk management practices is a component of physical education that happens concurrently as learning experiences take place. Learners will investigate safety and risk management practices as they are introduced to new learning experiences and equipment, designed to develop fundamental movement skills. Learners will continue to show respect for equipment, their environment, themselves, others, and apply fair play principles. In this outcome, the focus of learning is on the importance of supportive and inclusive language, and learners will analyze why this is necessary during and outside of class time.

## Competencies

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

## Indicators

- **Apply** safety and risk-management practices, rules, and procedures (CZ, PCD, CT)
- **Investigate** school safe ways for participating in physical activities outside of school (PCD)
- **Apply** principles of fair play (CZ, COM, PCD)
- **Investigate** how equipment is used for intended purposes and put away after use (CZ, CT, TF)
- **Investigate** strategies for respecting built and natural environments when participating in outdoor movement activities (CZ, PCD)

## Concepts (and Guiding Questions)

### Safety and risk management practices

- How does knowing and following rules of an activity help keep self and other safe?
- How does knowing risks of an activity keep self and other safe?
- How can safety rules be practiced outside of Physical Education?
- How can you move safely in relation to others?

### Equipment

- What is the purpose of the equipment we use in Physical Education?
- How can equipment assist or harm people and/or the environment?
- How can we use equipment to keep people and the environment safer?

## Verbal and nonverbal cues

- How does the teacher use verbal and nonverbal cues to keep the class safe?
- How can we use verbal and nonverbal cues to keep each other safe?

## Boundaries

- How can boundaries keep self and others safe during game play and other learning activities in Physical Education?
- How are people made aware of boundaries?
- How can we keep track of boundaries during Physical Education?

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

- Why are rules of an activity important?
- How can people break rules?
- How do we know if we, or others are playing fairly?
- How can fair play be demonstrated in physical education?
- How might you apply fair play practices in other parts of your life?
- How can we resolve conflict during an activity?
- How might we stand up for another if fair play isn't happening?
- How does word choice in a game make others feel included or excluded?

## Skills

### 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

### Apply

Carry out or complete a procedure/ technique