
































# **PROVINCIAL/TERRITORIAL PHYSICAL EDUCATION CURRICULUM LINKS FOR ROOKIE RUGBY**

**SASKATCHEWAN**



[www.rookierugby.ca](http://www.rookierugby.ca)

## Saskatchewan

<div>K</div> <b>Kindergarten - Curricular Competencies</b>	Active Start					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Active Living</b>						
PEK.1 Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength.						
PEK.2 Explore and practise ways to move the body through space, including at: <ul style="list-style-type: none"> <li>a progressing-toward-control level of skill when: walking, running, jumping forward and sideways</li> <li>an exploration level when: hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps and the other moves to meet the first foot, ""step-close""), galloping (one foot steps, body propels upward, other foot moves to meet the first foot).</li> </ul>						
PEK.3 Explore and practise ways to move the body in personal space at a progressing-towards-control level of skill when: balancing, jumping and landing (on the spot).						
PEK.4 Explore and practise ways to send and receive objects at an exploration level when: throwing (rolling), catching (trapping, gathering), kicking.						
PEK.5 Vary, with guidance, the movement of the body through changes in: space (personal space, general space, levels, directions, and pathways), effort (time and speed), relationships (body parts and shapes).						
PEK.6 Explore and perform rhythmical movement to different auditory (e.g., beat of a drum, clapping, music) rhythms (e.g., quick, slow) using a variety of locomotor movements including walking, running, balancing, jumping, galloping, hopping, and skipping skills.						
PEK.7 Use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.						

## Saskatchewan

# 1

### First Grade - Curricular Competencies

### Active Start

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

### Active Living

**PE1.1 Health-related Fitness:** Build a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength.



**PE1.2 Active Living:** Examine and express what it means to live actively each day and the personal benefits of being active.

**PE1.3 Locomotor Skills:** Explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a:

- control level of skill when: walking running jumping forward and landing jumping sideways and landing
- progressing-towards-control level of skill when: jumping backward and landing hopping (body moves on one foot as in right foot to right foot) skipping (combines a step and a hop) leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot) sliding (one foot steps and the other moves to meet the first foot, "step-close") galloping (one foot steps, body propels upward, other foot moves to meet the first foot) rolling forward (see note) rolling sideways.



**PE1.4 Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot, including at a:**

- control level of skill when: balancing, jumping on the spot
- progressing-towards-control level of skill when: landing on hands from kneeling position, rotating on the spot

**PE1.5 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing-towards-control level when: throwing (rolling), catching (collecting, gathering), kicking.**



**PE1.6 Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in: space (personal space, general space, levels, directions, pathways), effort (force, time/speed), relationships (individually and with objects).**



**PE1.7 Explore and demonstrate rhythmical movement in response to different rhythms (e.g., quick, slow, sharp, soft) and dance patterns, using locomotor skills and non-locomotor skills.**

**PE1.8 Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: low-organizational games involving travelling (e.g., tag games, follow-the-leader, hopscotch, long-rope skipping), target games (e.g., ring or hoop toss, bowling, bocce ball), alternate environment activities and games (e.g., snow snakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross-country skiing).**



**PE1.9 Demonstrate, with little or no support, safe and cooperative behaviours while participating in physical education activities.**



**PE1.10 Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.**



## Saskatchewan

2

### Second Grade - Curricular Competencies

### FUNDamentals

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

#### Active Living

PE2.1 Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.



PE2.2 Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life.

PE2.3 Explore, express, and apply, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:

- utilization level of skills when: walking, running, jumping forward and landing, jumping sideways and landing
- control level of skill when: jumping backward and landing, hopping (body moves on one foot as in right foot to right foot) skipping (combines a step and a hop), leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps and the other moves to meet the first foot, "step-close"), galloping (one foot steps, body propels upward, other foot moves to meet the first foot), rolling forward (see note), rolling sideways, progressing-towards-control level of skill when: rolling backward (see note on page 34).



PE2.4 Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot while participating in movement activities, including at a:

- utilization level of skill when: balancing, jumping and landing on the spot
- control level of skill when: landing on hands from kneeling position, rotating on the spot
- control level of skill when: landing on hands from a bent knee standing position
- Non-locomotor skills progressing-towards

PE2.5 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:

- control level of skill when: throwing, catching (collecting, gathering), kicking progressing-towards
- control level of skill when: hand dribbling, foot dribbling, striking objects with hands striking objects with short-handled implements (e.g., short-handled racquets, paddles).



## Saskatchewan

# 2

### Second Grade - Curricular Competencies

### FUNDamentals

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

#### Active Living

PE2.6 Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of: space (general space, levels, directions, pathways, and extensions), effort (time/speed, force, and flow), relationships (with objects and with others).



PE2.7 Explore and demonstrate rhythmical movement with smooth transitions between movements in: self-created patterns, responsive patterns, involving relationships with objects and others, established dances.

PE2.8 Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: low-organizational, cooperative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games, follow-the-leader, fox and geese, parachute play, hopscotch), target games (e.g., ring or hoop toss, bowling, bocce ball, curling), alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country, skiing, cycling, dog sledding, tobogganing).



PE2.9 Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.



PE2.10 Demonstrate self-control and a willingness to work and play cooperatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities.



## Saskatchewan

# 3

### Third Grade - Curricular Competencies

### FUNDamentals

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

#### Activity

PE3.1 Apply a repertoire of strategies for developing components of health-related fitness, (cardiovascular endurance, flexibility, muscular endurance, and muscular strength), through movement activities during scheduled times in school, at home, and in the community.



PE3.2 Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities.



PE3.3 Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:

- utilization level of skill when: jumping backward and landing, hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps, body propels upward, other foot moves to meet the first foot), galloping (one foot steps, body propels upward, other foot moves to meet the first foot), rolling forward (see note), rolling sideways
- control level of skill when: rolling backward (see note on page 34).



PE3.4 Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot when participating in movement activities, including at a:

- utilization level of skill when: landing on hands from kneeling position, rotating on the spot
- control level of skill when: landing on hands from a bent knee standing position.

PE3.5 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:

- utilization level of skill when: throwing, catching (collecting, gathering), kicking
- control level of skill when: hand dribbling, foot dribbling, striking objects with hands, striking objects with short-handled implements (e.g., short-handled racquets, paddles)
- progressing-towards-control level of skill when: volleying (to send an object in the air before it comes to rest), striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks).





## Saskatchewan

# 3

### Third Grade - Curricular Competencies

### FUNDamentals

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

#### Activity

PE3.6 Movement Variables: Apply movement variables of: extensions in space, a focus on effort (time/ speed, force, flow), and relationships with objects and others to increase complex movement skills and sequences while participating in body management activities (including dance and educational gymnastics, and others such as yoga, skipping, aerobics, and track and field).

PE3.7 Select and use effective movement skills, tactics, and strategies while participating in: low-organizational, inventive, and cooperative games (e.g., tag games, relay races, fox and geese, prisoner's base), small-sided and lead-up target games (e.g., bowling, curling, ring or hoop toss, bocce ball), small-sided and lead-up striking/fielding games (e.g., kickball, long ball), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, touch football), alternate environment activities (e.g., hiking, cross-country skiing, orienteering, aquatics, snowshoeing, canoeing, skating, tobogganing, cycling).

PE3.8 Demonstrate positive interactions with others in cooperative and competitive movement activities.

PE3.9 Evaluate personal commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities.

PE3.10 Demonstrate, verbally and non-verbally, consideration and respect for all others (regardless of ideas, abilities, worldviews, physical characteristics, cultural backgrounds, or gender) while participating in physical education activities.



## Saskatchewan

# 4

### Fourth Grade - Curricular Competencies

### Learn to Train

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

### Activity

PE4.1 Make decisions about and apply, with guidance, strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness.



PE4.2 Demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to, and affected by, the development of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition).

PE4.3 Select and apply performance cues to refine and combine locomotor skills into increasingly complex movement skills as applicable to lead-up games and body management activities including dance and educational gymnastics, and others such as yoga, skipping, aerobics, martial arts, and track and field.

PE4.4 Apply, with guidance, how to skillfully perform locomotor skills while participating in movement activities, including at a: utilization level of skill when: rolling backward.

PE4.5 Complex Non-locomotor Skills: Select and apply performance cues to combine and refine non-locomotor skills: balancing, jumping, and landing on the spot on feet and hands, and rotating on the spot into increasingly complex movement skills while participating in body management activities (including dance and educational gymnastics, as well as others such as yoga, skipping, aerobics, martial arts, and track and field).

PE4.6 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:

- utilization level of skill when: hand dribbling, foot dribbling, striking objects with hands and/or short-handled implements (racquets and paddles)
- control level of skill when: volleying (to send an object in the air before it comes to rest), striking objects with long-handled implements (bats, golf clubs, hockey sticks)
- progressing-towards-control level of skill when: punting.



## Saskatchewan

# 4

### Fourth Grade - Curricular Competencies

### Learn to Train

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

### Activity

PE4.7 Select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying objects) skills in increasingly complex movement activities such as lead-up games, including: throwing, catching (gathering, collecting), kicking.



PE4.8 Refine the application of movement variables, movement concepts, and performance cues to improve personal performance and to provide feedback to others.



PE4.9 Refine selected movement skills, tactics, and strategies while participating in: low-organizational, inventive, and cooperative games (e.g., tag games, relay race, prisoner's base), small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball), small-sided and lead-up striking/fielding games (e.g., long ball, kick ball, softball), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse), alternate environment activities (e.g., hiking, aquatics, skating, snowshoeing, orienteering, cross-country skiing, tobogganing, cycling, tracking).



PE4.10 Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to co-operative and competitive lead-up games as well as alternate environment activities, when alone and with others.



PE4.11 Incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class.



PE4.12 Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play.



PE4.13 Examine and communicate the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities.

## Saskatchewan

# 5

**Fifth Grade - Curricular Competencies**
**Learn to Train**
**Lesson 1**
**Lesson 2**
**Lesson 3**
**Lesson 4**
**Lesson 5**
**Lesson 6**
**Activity**

PE5.1 Create and implement, with guidance, as a class, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.

PE5.2 Apply, with guidance, beneficial and safe strategies to improve flexibility and muscular endurance through participation in a variety of movement activities.

PE5.3 Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor skills to be used in body management activities (including dance and educational gymnastics, and others such as track and field, aquatics, aerobics, skipping, pilates, yoga) and games.

PE5.4 Express and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:

- utilization level of skill when: volleying (to send an object in the air before it comes to rest), striking with long-handled implements (bats, golf clubs, hockey sticks)
- control level of skill when: punting.

PE5.5 Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including: throwing, catching (collecting, gathering), kicking, hand dribbling, foot dribbling striking with hands and short-handled implements (short-handled racquets and paddles).

PE5.6 Apply performance cues, movement variables, tactics (e.g., body fakes, change of speed, change of direction, keeping the body low while moving), and principles of practice (e.g., form, consistency, repetition) in complex movement activities to improve the performance of self and others.



## Saskatchewan

# 5

**Fifth Grade - Curricular Competencies**
**Learn to Train**
**Lesson 1**
**Lesson 2**
**Lesson 3**
**Lesson 4**
**Lesson 5**
**Lesson 6**
**Activity**

PE5.7 Refine, alone and with others, selected movement skills, tactics, and strategies while participating in: small-sided and lead-up net/wall games (e.g., badminton, tennis, table tennis, one bounce, three-on-three volleyball, pickleball, paddle ball) and critically reflect on chosen movement skills, tactics, and strategies used in: small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball, archery), small sided and lead-up striking/fielding games (e.g., long ball, softball, kickball, cricket), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse), small-sided and lead-up alternate environment activities and games (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking, cycling, wall climbing, paddling).



PE5.8 Demonstrate an understanding of and willingness to accept the rules of teacher-selected games, including lead-up games, and invented games by officiating and participating in classmate officiated competitions.



PE5.9 Make decisions about how to prevent and care for common movement activity-related discomforts and injuries (e.g., stiffness, nose bleeds, and sprains).

PE5.10 Examine and critically assess personal positioning within the five levels of a social skills continuum for participation in movement activities (i.e., irresponsible behaviour, self-control, involvement).



PE5.11 Examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options for participation in movement activities in this country.

## Saskatchewan

# 6

### Sixth Grade - Curricular Competencies

### Learn to Train

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

### Activity

PE6.1 Create and implement a personal health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.

PE6.2 Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect (maintain, increase, decrease) body fat composition.

PE6.3 Apply self-selected strategies for effectively and safely improving muscular endurance and flexibility, and apply, with guidance, an understanding of how to effectively and safely improve muscular strength.

PE6.4 Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) and how they connect with the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) in the development of each other.

PE6.5 Demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball).

PE6.6 Express and apply, with guidance, performance cues (visual contact, point of release or contact, absorption) to enhance manipulative (moving objects) skills: to the utilization level of skill when punting.

PE6.7 Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills involving locomotor (traveling), non-locomotor (non-traveling), and manipulative (moving objects) skills.

PE6.8 Analyze and apply, with guidance, movement concepts to support skill development while participating in: target games (e.g., effort qualities in backswing and wrist action on "out-turn" in curling), invasion/territorial games (e.g., offensive pace to an "open space").



## Saskatchewan

# 6

### Sixth Grade - Curricular Competencies

### Learn to Train

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

### Activity

PE6.9 Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in: target games (e.g., bowling, curling, golf, bocce ball, archery), invasion/territorial games (e.g., basketball, touch football, soccer, team handball, soft lacrosse, floor hockey, ultimate frisbee), low-organizational, inventive, and co-operative games (e.g., capture the flag, prisoner's base, four goal game).



PE6.10 Apply controlled use of selected movement skills and variations (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of: alternate environment activities (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering), body management activities including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics).

PE6.11 Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.



PE6.12 Analyze the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as source of information for making decisions related to participation of self and others in movement activity as well as possible career choice implications.

PE6.13 Analyze and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others.

PE6.14 Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities.

PE6.15 Examine, evaluate, and represent the historical and present impact of our World neighbours on the development of movement options as a means of supporting the well-being of self and others.

## Saskatchewan

# 7

### Seventh Grade - Curricular Competencies

### Learn to Train

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
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#### Activity

PE7.1 Create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.

PE7.2 Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.

PE7.3 Demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/ decreased bone density, increased/decreased bone mass) and the function (i.e., shape support, protection) of the skeletal system in relation to participating in movement activities.

PE7.4 Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops coordination and agility used in basketball; golf and hockey develop hand/eye coordination/striking skills) while participating in movement activities.

PE7.5 Demonstrate control, including smooth transitions, of complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, paddling a kayak, passing a lacrosse ball) while participating in movement activities.

PE7.6 Explore, apply, and communicate biomechanical concepts and principles of balance, stability, spin, and rotation as a means to enhance independence in learning motor skills involving locomotor (traveling), non-locomotor (non-traveling), and manipulative (moving objects) skills.

PE7.7 Analyze and apply, with guidance, movement concepts while participating in: net/wall games (e.g., badminton - body awareness in ready position to receive a serve), striking/fielding games (e.g., softball - body position to catch a fly ball or grounder).



## Saskatchewan

# 7

### Seventh Grade - Curricular Competencies

### Learn to Train

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
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### Activity

PE7.8 Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in: net/wall games (e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball), striking/fielding games (e.g., softball, longball, kickball, cricket), low-organizational, inventive, and co-operative games (e.g., walleyball, king's court).



PE7.9 Utilize selected movement skills and combinations of skills (i.e., locomotor, non-locomotor, and manipulative) to participate in a variety of: alternate environment activities (e.g., skating, cross-country skiing, swimming, snowshoeing, cycling, hiking, tracking, skateboarding, roping, canoeing, downhill skiing, orienteering), body management activities including dance and educational gymnastics, as well as others (e.g., wrestling, track and field, pilates, yoga, aerobics).

PE7.10 Plan, organize, lead, and evaluate cooperatively movement activity, such as intramurals, fitness fun days, and playground games, to engage younger students and to connect with others.



PE7.11 Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.

PE7.12 Analyze and apply the safety guidelines and rules related to net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities to develop an appreciation of their impact on self and others.

PE7.13 Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.

PE7.14 Examine, evaluate, and represent both the historical and present impact of Canada's Northern people on the development of movement activity options as a means of supporting the well-being of self and others.

# REFERENCES

## **Alberta & Northwest Territories**

[education.alberta.ca/media/160191/phys2000.pdf](http://education.alberta.ca/media/160191/phys2000.pdf)

## **British Columbia & Yukon**

[curriculum.gov.bc.ca/curriculum/physical-health-education](http://curriculum.gov.bc.ca/curriculum/physical-health-education)

## **Manitoba & Nunavut**

[edu.gov.mb.ca/k12/cur/physlth/curriculum.html](http://edu.gov.mb.ca/k12/cur/physlth/curriculum.html)

## **New Brunswick**

### **Kindergarten-Grade 5**

[www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/ElementaryPhysicalEducationCurriculumK-5.pdf](http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/ElementaryPhysicalEducationCurriculumK-5.pdf)

### **Grades 6-8**

[www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/PhysicalEducationCurriculum-Grade6-8.pdf](http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/PhysicalEducationCurriculum-Grade6-8.pdf)

## **Newfoundland & Labrador**

[www.ed.gov.nl.ca/edu/k12/curriculum/guides/physed/index.html](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/physed/index.html)

## **Saskatchewan**

[edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp#](http://edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp#)

## **Ontario**

### **Grades 1-8**

[edu.gov.on.ca/eng/curriculum/elementary/health.html](http://edu.gov.on.ca/eng/curriculum/elementary/health.html)

## **Québec**

### **Elementary**

[education.gouv.qc.ca/en/teachers/quebec-education-program/elementary/personal-development/physical-education-and-health/](http://education.gouv.qc.ca/en/teachers/quebec-education-program/elementary/personal-development/physical-education-and-health/)

### **Secondary**

[education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/personal-development/physical-education-and-health/](http://education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/personal-development/physical-education-and-health/)

## **Nova Scotia**

[ednet.ns.ca/files/curriculum/ActiveHealthyLiving2005\\_sec.pdf](http://ednet.ns.ca/files/curriculum/ActiveHealthyLiving2005_sec.pdf)

## **Prince Edward Island**

[www.princeedwardisland.ca/en/information/education-early-learning-and-culture/physical-education-curriculum](http://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/physical-education-curriculum)