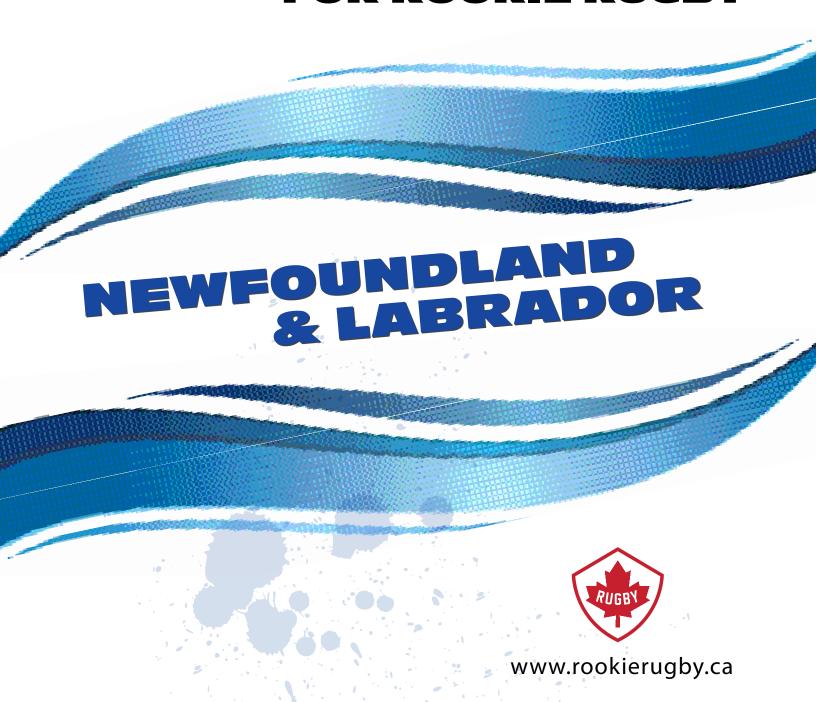


PROVINCIAL/TERRITORIAL PHYSICAL EDUCATION CURRICULUM LINKS FOR ROOKIE RUGBY







| Newfoundland & Labrador | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|--|--|--|
| Vindovgavton Curvicular Compotoncies | | | Active | Start | | | | | |
| Kindergarten - Curricular Competencies | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | | |
| Games | | | | | | | | | |
| Identify, maintain, and use space adequately. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate an understanding of paths of motion. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate the ability to cooperate and work with others while respecting individual differences. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate respect for the personal space of others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate the mechanics of various locomotor skills. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate an understanding of basic concepts of human locomotion. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Identify how movement affects the body. | | | | | | | | | |
| Demonstrate concern for the safety of self, others and surrounding environment. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Identifynon-locomotorskillsthatcontributetoimprovedhealthand an active lifestyle. | | | | | | | | | |
| Explore a variety of creative movements in individual and group activities. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Create a variety and combination of non-locomotor skills using a range of body joints and positions. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate an increasing attention span when performing non-locomotor movements. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Project a small object in a variety of ways. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Receive a small object in a variety of ways. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Discuss body position in relation to projecting and receiving objects. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Project a large object in a variety of ways. | | | | | | | | | |
| Receive a large object in a variety of ways. | | | | | | | | | |
| Identify basic rules and fair play principles. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Exhibit increasing self confidence when using manipulatives. | | | | | | | | | |







| Newfoundla | Newfoundland & Labrador | | | | | | | | | |
|--|-------------------------|----------|----------|----------|----------|----------|--|--|--|--|
| Vindorgarton Curricular Competencies | | | Active | Start | | | | | | |
| Kindergarten - Curricular Competencies | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | | | |
| Games | | | | | | | | | | |
| Project a variety of objects using various implements. | | | | | | | | | | |
| Receive a variety of objects using various implements. | | | | | | | | | | |
| Discuss fair play principles in relation to individual differences in performance. | | | | | | | | | | |
| Demonstrate an understanding of the effectiveness of group cooperation. | | | | | | | | | | |
| Manipulate various apparatus individually and in large groups. | 0 | | | | 0 | | | | | |
| Demonstrate an understanding of the mechanics of using an apparatus. | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| Rhythmic Activities | | | | | | | | | | |
| Perform non-locomotor and locomotor skills to music. | | | | | | | | | | |
| Create simple rhythm patterns. | | | | | | | | | | |
| Follow directions for the safety of self, others and surrounding environment. | | | | | | | | | | |
| Body Management and Orientation | | | | | | | | | | |
| Demonstrate jumps, landings and turns. | | | | | | | | | | |
| Demonstrate various rolls and balances. | | | | | | | | | | |
| Participate in creative movement activities. | | | | | | | | | | |
| Identify healthy food choices. | | | | | | | | | | |





| Newfoundla | and & Lal | brador | | | | |
|---|-----------|----------|----------|----------|----------|----------|
| First Grade - Curricular Outcomes | | | Active | e Start | | |
| First Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Games | | | | | | |
| Identify, maintain, and use space adequately. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate an understanding of orientation. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate an understanding of paths of motion. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate respect for the personal space of others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate the mechanics of various locomotor skills. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstratean under standing of basic concepts of human locomotion. | 0 | 0 | 0 | 0 | 0 | 0 |
| Identify the effects of movement on the body. | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate care and concern for self and others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate non-locomotor skills using a range of body joints and positions. | 0 | 0 | 0 | 0 | 0 | 0 |
| Identifynon-locomotorskillsthatcontributetoimprovedhealthand an active lifestyle. | | | | | | |
| Cooperate with partners in performing non-locomotor skills. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate safety and concern for others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Project a small object in a variety of ways. | 0 | 0 | 0 | 0 | 0 | 0 |
| Receive a small object in a variety of ways. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate an understanding of teamwork. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate safety and concern for self and others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Cooperate with a partner. | 0 | 0 | 0 | 0 | 0 | 0 |
| Project a large ball in a variety of ways. | | | | | | |







| Newfoundla | and & La | brador | | | | |
|--|----------|----------|----------|----------|----------|----------|
| 1 First Conda Comingles Outcomes | | | Active | Start | | |
| First Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Games | T | | r | | | |
| Receive a large ball in a variety of ways. | | | | | | |
| Demonstrate cooperation in working with others. | | | | | | |
| Respect the personal space of others. | | | | | | |
| Demonstrate concern for the safety of self and others and surrounding environment. | | | | | | |
| Project a variety of objects using an implement. | | | | | | |
| Receive a variety of objects using an implement. | | | | | | |
| Discuss the direction of projected objects in relation to body position. | | | | | | |
| Demonstrate an understanding of the effectiveness of group cooperation. | | | | | | |
| Manipulate various apparatus individually and in a large group. | | | | | | |
| Demonstrate an understanding of the mechanics of using an apparatus. | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Rhythmic Gymnastics | | | | | | |
| Perform locomotor skills to music. | | | | | | |
| Identify examples of rhythm in surroundings. | | | | | | |
| Demonstrate care and concern for self and others. | | | | | | |
| Gymnastics | | | | | | |
| Demonstrate basic gymnastic skills in a circuit or in simple routines. | | | | | | |
| Demonstratean understanding of motions that influence propulsion and balance. | | | | | | |
| Demonstrate care and cooperation during activities. | | | | | | |





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|---|-----------|----------|----------|----------|----------|----------|
| Second Grade - Curricular Outcomes | | | FUNda | mentals | | |
| Second Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Games | | · | Ť | · | Ť | |
| Identify, maintain, and use space adequately. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate an understanding of orientation. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate an understanding of paths of motion. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate respect for the personal space of others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate the mechanics of various locomotor skills. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstratean under standing of basic concepts of human locomotion. | 0 | 0 | 0 | 0 | 0 | 0 |
| Identify the effects of movement on the body. | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate care and concern for self and others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate a variety and combinations of non-locomotory skills using a range of body joints and positions. | 0 | 0 | 0 | 0 | 0 | 0 |
| Identifynon-locomotorskillsthatcontributetoimprovedhealthand an active lifestyle. | | | | | | |
| Respond to the need for cooperation with others in accomplishing specific tasks. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate safety and concern for others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Project a small object in a variety of ways. | 0 | 0 | 0 | 0 | 0 | 0 |
| Receive a small object in a variety of ways. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate an understanding of concepts related to catching and throwing. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate safety and concern for self and others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Cooperate with a partner. | 0 | 0 | 0 | 0 | 0 | 0 |
| Project a large ball in a variety of ways. | | | | | | |







| Newfoundland & Labrador | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|--|--|--|
| Construction Commission Contraction | | | FUNda | mentals | | | | | |
| Second Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | | |
| Games | Y | Y | Y | · | Y | Y | | | |
| Receive a large ball in a variety of ways. | | | | | | | | | |
| Demonstrate cooperation in working with others. | | | | | | | | | |
| Respect the personal space of others. | | | | | | | | | |
| Demonstrate concern for the safety of self and others and surrounding environment. | | | | | | | | | |
| Project a variety of objects using an implement. | | | | | | | | | |
| Receive a variety of objects using an implement. | | | | | | | | | |
| Discuss the importance of grip when using implements. | | | | | | | | | |
| Demonstrate respect for individual differences. | | | | | 0 | | | | |
| Manipulate various apparatus individually and in a large group. | | | | | | | | | |
| Demonstrate an understanding of efficient movement while using an apparatus. | | | | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Rhythmic Gymnastics | | | | | | | | | |
| Perform locomotor skills to music. | | | | | | | | | |
| Demonstrate an understanding of the relationship of rhythm to performance. | | | | | | | | | |
| Demonstrate care and concern for self and others. | | | | | | | | | |
| Gymnastics | | | | | | | | | |
| Demonstrate basic gymnastic skills in a simple routine. | | | | | | | | | |
| Understand the need and function of specific movements. | | | | | | | | | |
| Demonstrate concern for the care and safety of others. | | | | | | | | | |







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| Third Grade - Curricular Outcomes | | | FUNda | mentals | | |
| Tillia diade - Curriculai Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Games | | r | T . | T . | T . | |
| Identify, maintain, and use space adequately. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate an understanding of orientation. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate an understanding of paths of motion. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate respect for the personal space of others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate the mechanics of various locomotor skills. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstratean under standing of basic concepts of human locomotion. | 0 | 0 | 0 | 0 | 0 | 0 |
| Identify the effects of movement on the body. | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate care and concern for self and others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrateavarietyandcombinationsofnon-locomotoryskillsto improve flexibility and range of movement (over time). | | | | | | |
| Demonstratean under standing of how non-locomotory skills benefit muscles. | | | | | | |
| Demonstrate leadership in planning flexibility routines. | | | | | | |
| Demonstrate safety and concern for others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Project a small object in a variety of circumstances | 0 | 0 | 0 | 0 | 0 | 0 |
| Receive a small object in a variety of circumstances. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate an understanding of concepts related to catching and throwing. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate safety and concern for self and others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Cooperate with others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Project a large object in a variety of circumstances. | | | | | | |







| Newfoundland & Labrador | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|--|--|--|
| Third Grade - Curricular Outcomes | | | FUNda | mentals | | | | | |
| 5 Inira Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | | |
| Games | | | | | | | | | |
| Receive a large object in a variety of circumstances. | | | | | | | | | |
| Propose solutions to playing in crowded space. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Respect the personal space of others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate concern for the safety of self and others and surrounding environment. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Project a variety of objects using an implement. | | | | | | | | | |
| Receive a variety of objects using an implement. | | | | | | | | | |
| Discuss the effect of body position on travel of an object. | | | | | | | | | |
| Demonstrate respect for individual differences. | | | | | 0 | | | | |
| Manipulate various apparatus individually and in a large group. | | | | | | | | | |
| Demonstrate an understanding of efficient movement while using an apparatus. | | | | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Rhythmic Gymnastics | | | | | | | | | |
| Perform locomotor skills to music. | | | | | | | | | |
| Demonstrate an understanding of the relationship of rhythm to performance. | | | | | | | | | |
| Demonstrate care and concern for self and others. | | | | | | | | | |
| Gymnastics | | | | | | | | | |
| Demonstrate basic gymnastic skills in a simple routine. | | | | | | | | | |
| Understand the role of strength and flexibility in performance. | | | | | | | | | |
| Demonstrate concern for the care and safety of others. | | | | | | | | | |





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| Fourth Grade - Curricular Outcomes | | | Learn t | to Train | | | | | |
| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | | |
| Games | | T | T | T | ı | | | | |
| Identify, maintain, and use space adequately. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate an understanding of orientation. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate respect for the personal space of others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate the mechanics of various locomotor skills. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate an understanding of basic concepts of human locomotion. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Identify the effects of movement on the body. | | | | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate concern for the safety of self and others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate a range and combination of non-locomotory skills to improve range of movement, flexibility, strength and balance. | | | | | | | | | |
| Identify why stretching is important before and after physical activity | | | | | | | | | |
| Demonstrate cooperation in assisting others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate safety and concern for others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate respect for individual differences. | | | | | | | | | |
| Project a range of objects in a variety of games and activities. | | | | | | | | | |
| Receive a range of objects in a variety of games and activities. | | | | | | | | | |
| Demonstrate an understanding of the importance of correct techniques in games and activities. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate concern for the safety of self, others and physical surroundings. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate leaders hip in encouraging the participation of others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Manipulate various apparatus individually and in a large group. | | | | | | | | | |







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|--|-----------|----------|----------|----------|----------|----------|
| Fourth Grade - Curricular Outcomes | | | Learn t | o Train | | |
| Fourth Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Games | | | | | | |
| Demonstrate an understanding of factors that contribute to skills in using an apparatus. | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate concern for the care and safety of others and for equipment. | 0 | 0 | 0 | 0 | 0 | 0 |
| Rhythmic Gymnastics | | | | | | |
| Perform locomotor skills to music. | | | | | | |
| Demonstrate an understanding of the relationship of rhythm to performance. | | | | | | |
| Demonstrate care and concern for self and others. | | | | | | |
| Demonstrate an understanding of the relationship of rhythm to performance. | | | | | | |
| Gymnastics | | | | | | |
| Demonstrate basic gymnastic skills in a simple routine. | | | | | | |
| Understand the role of strength and flexibility in performance. | | | | | | |
| Demonstrate concern for the care and safety of others. | | | | | | |





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| Fourth Grade - Curricular Outcomes | | | Learn t | o Train | | |
| 4 Fourth Grade - Curricular Odicornes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Sports Lead-up Activities | | | | | | |
| Demonstrate basic soccer skills. | | | | | | |
| Demonstrate basic hockey skills. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate basic baseball/ softball skills. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate basic volleyball skills. | | | | | | |
| Demonstrate basic basketball skills. | | | | | | |
| Demonstrate basic badminton skills. | | | | | | |
| Identify principles of mechanics in various sports and apply to modified games. | 0 | 0 | 0 | 0 | 0 | 0 |
| Identify basic rules of each sport and principles of fair play. | 0 | 0 | 0 | 0 | 0 | 0 |
| Apply basic sport rules and principles of fair play. | 0 | 0 | 0 | 0 | 0 | 0 |
| Fitness | | | | | | |
| Perform a variety of activities that contribute to fitness. | | | | | | |
| Demonstrate an understanding of fitness and its contribution of health. | | | | | | |
| Demonstrate respect for individual differences and needs. | | | | | 0 | |
| Explain the relationship between healthy living and fitness. | | | | | | |





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| Fifth Conda Comingle Outcome | | | Learn t | o Train | | |
| 5 Fifth Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Games | | | | | | |
| Identify, maintain, and use space adequately. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate an understanding of paths of motion. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate respect for the personal differences of others. | | | | | 0 | |
| Demonstrate the mechanics of various locomotor skills. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate an understanding of basic concepts of human locomotion. | | | | | | |
| Identify the effects of movement on the body. | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate concern for the safety of self and others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate a range and combination of non-locomotory skills to improve range of movement, flexibility, strength and balance. | | | | | | |
| Identify how stretching, balance and efficient turning contribute to performance. | | | | | | |
| Demonstrate cooperation in assisting others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate safety and concern for others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate respect for individual differences. | | | | | 0 | |
| Project a range of objects in a variety of games and activities. | | | | | | |
| Receive a range of objects in a variety of games and activities. | | | | | | |
| Demonstrateanunderstanding of the simple mechanics of projecting and receiving with or without implements. | | | | | | |
| Demonstrate concern for the safety of self, others and physical surroundings. | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate leaders hip in encouraging the participation of others. | 0 | 0 | 0 | 0 | 0 | 0 |
| Manipulate various apparatus individually and in a large group. | | | | | | |







| Newfoundland & Labrador | | | | | | | | |
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| Fifth Grade - Curricular Outcomes | Learn to Train | | | | | | | |
| Third Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | |
| Games | | | | | | | | |
| Demonstrate an understanding of factors that contribute to skills in using an apparatus. | | | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Demonstrate concern for the care and safety of others and for equipment. | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Rhythmic Gymnastics | | | | | | | | |
| Perform locomotor skills to music in patterns and routines. | | | | | | | | |
| Identify the effects of rhythm on movement and on the body. | | | | | | | | |
| Identify challenges of performing routines in a large group. | | | | | | | | |
| Demonstrate care and concern for self and others. | | | | | | | | |
| Gymnastics | | | | | | | | |
| Demonstrate basic gymnastic skills in a simple routine on floor and apparatus. | | | | | | | | |
| Understand the role of strength and flexibility in performance. | | | | | | | | |
| Demonstrate concern for the care and safety of others and for equipment. | | | | | | | | |
| Respect individual differences. | | | | | | | | |





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| Fifth Grade - Curricular Outcomes | | | Learn t | o Train | | | | |
| Tritil Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | |
| Sports Lead-up Activities | | | | | | | | |
| Demonstrate basic soccer skills. | | | | | | | | |
| Demonstrate basic hockey skills. | | | | | | | | |
| Demonstrate basic baseball/ softball skills. | | | | | | | | |
| Demonstrate basic volleyball skills. | | | | | | | | |
| Demonstrate basic basketball skills. | | | | | | | | |
| Demonstrate basic track and field skills. | | | | | | | | |
| Demonstrate basic badminton skills. | | | | | | | | |
| Identify principles of mechanics in various sports and apply to modified games. | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Identify basic rules of each sport and principles of fair play. | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Apply basic sport rules and principles of fair play. | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Demonstrate leadership during activities. | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Fitness | | | | | | | | |
| Perform a variety of activities that contribute to fitness. | | | | | | | | |
| Demonstrate an understanding of fitness and its contribution of health. | | | | | | | | |
| Demonstrate respect for individual differences and needs. | | | | | 0 | | | |
| Explain the relationship between healthy living and fitness. | | | | | | | | |





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| Sixth Grade - Curricular Outcomes | | | Learn t | to Train | | | | | |
| Sixti Glade - Curriculal Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | | |
| Games | · | Ť | ï | Ť | ï | | | | |
| Identify, maintain, and use space adequately. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate an understanding of paths of motion. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate respect for others through cooperation and leadership. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate the mechanics of various locomotor skills. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate an understanding of basic concepts of human locomotion. | | | | | | | | | |
| Identify the effects of movement on the body. | | | | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate concern for the safety of self and others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate a range and combination of non-locomotory skills to improve range of movement, flexibility, strength and balance. | | | | | | | | | |
| Identify how stretching increases flexibility and contributes to injury prevention. | | | | | | | | | |
| Demonstrate cooperation in assisting others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate safety and concern for others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate respect for individual differences. | | | | | 0 | | | | |
| Project a range of objects in a variety of games and activities. | | | | | | | | | |
| Receive a range of objects in a variety of games and activities. | | | | | | | | | |
| Demonstrateanunderstanding of the simple mechanics of projecting and receiving with or without implements. | | | | | | | | | |
| Demonstrate concern for the safety of self, others and physical surroundings. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate leaders hip in encouraging the participation of others. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Manipulate various apparatus individually and in a large group. | | | | | | | | | |





| Newfoundland & Labrador | | | | | | | |
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| Civella Cua da Comuianda Ontagana | Learn to Train | | | | | | |
| Sixth Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | |
| Games | | | | | | | |
| Demonstrate an understanding of factors that contribute to skills in using an apparatus. | | | | | | | |
| Demonstrate the ability to cooperate and work with others. | 0 | 0 | 0 | 0 | 0 | 0 | |
| Demonstrate concern for the care and safety of others and for equipment. | 0 | 0 | 0 | 0 | 0 | 0 | |
| Rhythmic Gymnastics | | | | | | | |
| Perform locomotor skills to music in patterns and routines. | | | | | | | |
| Identify the effects of rhythm on movement and on the body. | | | | | | | |
| Propose strategies to challenges of performing routines in a large group. | | | | | | | |
| Demonstrate care and concern for self and others. | | | | | | | |
| Gymnastics | | | | | | | |
| Demonstrate basic gymnastic skills in a simple routine on floor and apparatus. | | | | | | | |
| Demonstrate the importance of technique and fitness. | | | | | | | |
| Demonstrate concern for the care and safety of others and for equipment. | | | | | | | |
| Respect individual differences. | | | | | | | |





| Newfoundland & Labrador | | | | | | | | |
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| Sixth Grade - Curricular Outcomes | | | Learn t | o Train | | | | |
| Sixtil Glade - Culficulal Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | |
| Sports Lead-up Activities | | | | | | | | |
| Demonstrate basic soccer skills. | | | | | | | | |
| Demonstrate basic hockey skills. | | | | | | | | |
| Demonstrate basic baseball/ softball skills. | | | | | | | | |
| Demonstrate basic volleyball skills. | | | | | | | | |
| Demonstrate basic basketball skills. | | | | | | | | |
| Demonstrate basic track and field skills. | | | | | | | | |
| Demonstrate basic badminton skills. | | | | | | | | |
| Identify principles of mechanics in various sports and apply to modified games. | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Identify basic rules of each sport and principles of fair play. | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Apply basic sport rules and principles of fair play. | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Demonstrate leadership during activities. | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Fitness | | | | | | | | |
| Perform a variety of activities that contribute to fitness. | | | | | | | | |
| Demonstrate an understanding of fitness and its contribution of health. | | | | | | | | |
| Demonstrate respect for individual differences and needs. | | | | | 0 | | | |
| Explain the relationship between healthy living and fitness. | | | | | | | | |





| Newfoundland & Labrador | | | | | | | | | |
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| Seventh Grade - Curricular Outcomes | | | Learn t | o Train | | | | | |
| Seventin Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | | |
| Alternative Activities | | | | | | | | | |
| Useproperbodyalignment, stance and posture when participating in alternative activities such as golf and archery. | | | | | | | | | |
| Apply movement concepts and skills to a variety of activities in alternative environments such as golf and archery. | | | | | | | | | |
| Participate in a variety of personal fitness activities such as self-defence and wrestling. | | | | | | | | | |
| Students will pose and solve movement problems individually such as the golfswing and archery shot techniques to determine which is most effective and why. | | | | | | | | | |
| Students assess attitudes and behaviours while participating in alternative activities in relation to self, the class, the school and community. | | | | | | | | | |
| Participate in socially responsive activities within the school and apply the principles of peer mediation while participating in alternative activities. | | | | | | | | | |
| Demonstrateself-confidenceduring activities such as archery, golf, gymnastics, rock/wall climbing, self-defence, track and field and wrestling. | | | | | | | | | |
| Court and Field Activities | | | | | | | | | |
| Demonstrate basic stances by using appropriate body mechanics and body awareness concepts such as muscletension and relaxation and the relationship of body parts while moving. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Participate in activities from a variety of cultures. | | | | | | | | | |
| Demonstrate efficient court and field activity skills and movements during cooperative and competitive activities (i.e. ready position, passing, sending/receiving, movement with and/or without implement). | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrateanunderstandingofspaceawarenessbyexperimenting withwaystosolvemovementproblemsbyapplyingrangeandlevel movementconcepts (When an opponent is close, what do you do to score a point?). | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| In a cooperative group, determine various ways to be successful during field activities. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Predict the efficiency of court activity movements by applying any number of the movement concepts of space, quality of movement and body awareness. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstrate self-responsibility and personal development in court activities as they apply to interscholastic, intramural and community activities. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Demonstratefairplayconcepts within cooperative and competitive activities (i.e. changing partners, rotating courts, keeping score, appropriate comments). | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Participate willingly in non-traditional field activities such as lacrosse, football and field hockey. | 0 | 0 | 0 | 0 | 0 | 0 | | | |





| Newfoundland & Labrador | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|--|--|--|
| Seventh Grade - Curricular Outcomes | | | Learn t | o Train | | | | | |
| Seventh Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | | |
| Fitness Activities | | | | | | | | | |
| Demonstrate proper fitness skills such as safe aerobic and fitness hustle techniques consistent with an active living lifestyle. | | | | | | | | | |
| Participate in a variety of fitness activities (i.e. aerobics, dance, Inuit games, fitness hustles, jogging and walking. | | | | | | | | | |
| Applythemovementconceptsofflow, time and relationship of body parts across fitness activities such as music-based aerobics and fitness hustles. | | | | | | | | | |
| Participate in a variety of personal fitness activities (Dance Dance Revolution; weight training, TRX, etc.). | | | | | | | | | |
| Pose and solve simple movement problems individually such as comparing students' technique with efficient, safe, recommended movement. | | | | | | | | | |
| Analyse fair play and active living concepts. | 0 | | | | | | | | |
| Participate willingly and cooperatively in fitness activities. | | | | | | | | | |
| Demonstrates elf-confidence through self-evaluation and reflection. | | | | | | | | | |
| Leadership/Cooperative Activities | | | | | | | | | |
| Participate in a wide range of team-building and trust activities that require students to demonstrate a variety of movements and an awareness of several movement concepts. | | | | | | | | | |
| Participate in various activities that require students to cooperate and compete in small and large group activities. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Students display a knowledge of past movements to quickly and efficiently complete future tasks/ activities. | | | | | | | | | |
| Students will understand that it is by cooperating and inclusion of all participants that tasks/activities are completed effectively. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Selectandassumeresponsibilityforvariousroleswhileparticipating in games or activities. | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Students will show knowledge of safety and help create an atmosphere of trust in all activities. | | | | | | | | | |
| Students will display increased self-confidence, responsibility and individual initiative. | | | | | | | | | |





| Newfoundland & Labrador | | | | | | | | |
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| Seventh Grade - Curricular Outcomes | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | | |
| Outdoor Activities | | | | | | | | |
| Demonstrate the basic movements and body mechanics of various outdoor activity skills such as canoe strokes, kayak strokes, skiing, snowshoeing and running movements while using various movement concepts. | | | | | | | | |
| Participate in various activities that use a variety of movement concepts while developing personal fitness. | | | | | | | | |
| Understandhowactions impacts a fety and performance in a variety of outdoor activities. | | | | | | | | |
| Analyse fair play and active living concepts. | 0 | | | | | | | |
| Participate in a school or community environment awareness program or project. | | | | | | | | |
| Rhythmic Gymnastics | | | | | | | | |
| Use appropriate body mechanics such as posture in rhythmical activities. | | | | | | | | |
| Participate in a variety of activities involving movement and music. | | | | | | | | |
| Participate in a variety of rhythmical activities to promote personal fitness. | | | | | | | | |
| Pose and solve simple movement problems individually (i.e. selecting the most appropriate movement inskipping or in rhythmic gymnastics using scarves and/or balls to use with various music). | | | | | | | | |
| Predict consequences of various actions on performance (i.e. consequenceofvaryingmovementconceptsoftimeandlevelwhen skipping). | | | | | | | | |
| Identify the effect of growth patterns on rhythmical movements. | | | | | | | | |
| Participate willingly in rhythmic activities. | | | | | | | | |
| Demonstrate self-confidence when participating in a variety of rhythmical activities. | | | | | | | | |





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