



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

**ALBERTA & NORTHWEST
TERRITORIES**



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Alberta & Northwest Territories

K Kindergarten - Curricular Competencies	Active Start					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Activity						
AK-1 Experience and develop locomotor skills through a variety of activities						
AK-3 Experience and develop non-locomotory skills through a variety of activities						
AK-5 Experience and develop ways to receive, retain and send an object, using a variety of body parts and implements and through a variety of activities						
AK-7 Experience the basic skills in a variety of environments; e.g., playground						
AK-8 Experience movement to respond to a variety of stimuli; e.g., music						
AK-9 Experience body awareness when performing dance activities						
AK-10 Demonstrate body and space awareness when performing space awareness games						
AK-11 Demonstrate an understanding of basic rules and fair play						
AK-12 Experience educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships						
AK-13 Experience the basic skills of running, jumping, throwing in a variety of environments; e.g., field						
Benefits Health						
BK-1 Recognize appropriate nutritional habits						
BK-2 Recognize improvement in physical abilities						
BK-3 Experience cardiorespiratory activities						
BK-4 Recognize personal abilities while participating in physical activity						
BK-6 Experience how physical activity makes one feel						
BK-7 Experience the changes that take place in the body during physical activity						
BK-8 Understand the connections between physical activity and emotional well-being; e.g., feels good						

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K Kindergarten - Curricular Competencies	Active Start					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Cooperation						
CK-1 Begin to develop respectful communication skills appropriate to context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CK-3 Identify and demonstrate etiquette and fair play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CK-4 Experience different roles in a variety of physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CK-5 Display a willingness to play alongside others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do it Daily... For Life!						
DK-1 Show a willingness to participate regularly in short periods of activity with frequent rest intervals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DK-2 Participate with effort in physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DK-3 Show a willingness to listen to directions and simple explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DK-4 Participate in safe warm-up and cooldown activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DK-5 Experience moving safely and sensitively through all environments; e.g., movement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DK-6 Participate in a class activity with a group goal; e.g., walk a predetermined distance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DK-7 Make choices to be involved in a variety of movement experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DK-8 Describe appropriate places for children to play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DK-9 Make choices to be active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Active Start							
1	First Grade - Curricular Competencies	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Activity							
	A1-1 Perform locomotor skills through a variety of activities						
	A1-3 Perform non-locomotory skills through a variety of activities						
	A1-5 Demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others						
	A1-7 Demonstrate the basic skills in a variety of environments; e.g., tarmac activities						
	A1-8 Perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music						
	A1-9 Demonstrate body awareness when performing dance activities						
	A1-10 Demonstrate body and space awareness when performing space awareness games						
	A1-11 Demonstrate an understanding of basic rules and fair play for simple games						
	A1-12 Demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships						
	A1-13 Demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes						
Benefits Health							
	B1-1 Identify healthy nutritional habits						
	B1-2 Demonstrate ways to improve personal growth in physical abilities						
	B1-3 Experience and improve continued frequency of involvement in cardio-respiratory activities						
	B1-4 Recognize personal abilities while participating in physical activity						
	B1-6 Describe how physical activity makes you feel						
	B1-7 Recognize the changes that take place in the body during physical activity						
	B1-8 Understand the connections between physical activity and emotional well-being; e.g., feels good						

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1 First Grade - Curricular Competencies						
Active Start						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Cooperation						
C1-1 Develop and demonstrate respectful communication skills appropriate to context						
C1-3 Identify and demonstrate etiquette and fair play						
C1-4 Identify different roles in a variety of physical activities						
C1-5 Display a willingness to play cooperatively with others in large and small groups						
Do it Daily... For Life!						
D1-1 Show a willingness to participate regularly in short periods of activity with frequent rest intervals						
D1-2 Demonstrate effort while participating in various activities						
D1-3 Show a willingness to listen to directions and simple explanations						
D1-4 Participate in safe warm-up and cooldown activities						
D1-5 Move safely and sensitively through all environments; e.g., space awareness activities						
D1-6 Participate in a class activity with a group goal; e.g., walk a predetermined distance						
D1-7 Try a challenging movement experience based on personal abilities						
D1-8 Identify and experience safe places to play in the community						
D1-9 Make decisions to be active						

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2 Second Grade - Curricular Competencies						
	FUNdamentals					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Activity						
A2-1 Select and perform locomotor skills involved in a variety of activities						
A2-3 Select and perform non-locomotor skills involved in a variety of activities						
A2-5 Select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others						
A2-7 Select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course						
A2-8 Demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship						
A2-9 Perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others						
A2-10 Create and play body and space awareness games						
A2-11 Apply basic rules and fair play while playing and learning the strategies of lead-up games						
A2-12 Select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence						
A2-13 Select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching						
Benefits Health						
B2-1 Recognize that "energy" is required for muscle movement						
B2-2 Describe ways to improve personal growth in physical abilities						
B2-3 Experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardiorespiratory activities						
B2-4 Identify personal physical attributes that contribute to physical activity						
B2-6 Describe how the body benefits from physical activity						
B2-7 Identify changes that take place in the body during physical activity						
B2-8 Understand the connections between physical activity and emotional well-being; e.g., feels good						

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2	Second Grade - Curricular Competencies	FUNdamentals					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Cooperation							
C2-1 Identify and demonstrate respectful communication skills appropriate to context							
C2-3 Identify and demonstrate etiquette and fair play							
C2-4 Accept responsibility for assigned roles while participating in physical activity							
C2-5 Display a willingness to play cooperatively with others of various abilities, in large or small groups							
Do it Daily... For Life!							
D2-1 Express a willingness to participate regularly in physical education class							
D2-2 Identify personal factors that encourage movement							
D2-3 Demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity							
D2-4 Demonstrate and participate in safe warm-up and cooldown activities							
D2-5 Demonstrate moving safely and sensitively in various environments; e.g., modified games							
D2-6 Practise setting a short-term goal related to positive effort to participate in a physical activity							
D2-7 Identify ways to change an activity to make it a challenge based on personal abilities							
D2-8 Identify types of physical activities people choose within the community							
D2-9 Make appropriate movement choices considering personal space, safety, ability and the surrounding environment							

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3 Third Grade - Curricular Competencies	FUNdamentals					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Activity						
A3-1 Respond to a variety of stimuli to create locomotor sequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3-3 Respond to a variety of stimuli to create non-locomotory sequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3-5 Demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3-7 Select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing						
A3-8 Select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others						
A3-9 Select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3-10 Perform and play lead-up games and demonstrate elements of space awareness, effort and relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3-11 Demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3-12 Select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence						
A3-13 Manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling						
Benefits Health						
B3-1 Describe the concept of energy required for muscles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3-2 Demonstrate and describe ways to improve personal growth in physical abilities						
B3-3 Experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardiorespiratory activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3-4 Describe personal physical attributes that contribute to physical activity						
B3-6 Describe the benefits of physical activity to the body						
B3-7 Describe the changes that take place in the body during physical activity						
B3-8 Understand the connections between physical activity and emotional well-being; e.g., feels good						

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3 Third Grade - Curricular Competencies	FUNdamentals					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Cooperation						
C3-1 Describe and demonstrate respectful communication skills appropriate to context						
C3-3 Identify and demonstrate etiquette and fair play						
C3-4 Accept responsibility for assigned roles while participating in physical activity						
C3-5 Display a willingness to share ideas, space and equipment when participating cooperatively with others						
Do it Daily... For Life!						
D3-1 Express a willingness to participate regularly in physical education class						
D3-2 Describe factors that encourage movement and a personal feeling about movement						
D3-3 Demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity						
D3-4 Demonstrate and participate in safe warm-up and cooldown activities						
D3-5 Tell about safe movement experiences in various environments; e.g., gymnastic equipment						
D3-6 Set and achieve a short-term goal to increase effort and participation in one area of physical activity						
D3-7 Identify ways to change an activity to make it a challenge based on personal abilities						
D3-8 Describe types of physical activities people choose within the community and reasons for their choices						
D3-9 Make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment						

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4 Fourth Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Activity						
A4-1 Select, perform and refine simple locomotor sequences						
A4-2 Consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance						
A4-3 Select, perform and refine simple non-locomotory sequences						
A4-4 Consistently and confidently perform non-locomotory skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance						
A4-5 Select, perform and refine ways to receive, retain and send an object with control						
A4-6 Consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship						
A4-7 Select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming						
A4-8 Select, perform and refine basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others						
A4-9 Demonstrate a creative process to develop dance sequences alone and with others						
A4-10 Demonstrate critical thinking and problem-solving skills to modify games and achieve activity outcomes						
A4-11 Demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games						
A4-12 Select, perform and refine the basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships to develop a sequence						
A4-13 Select, perform and refine basic skills in individual activities; e.g., cross country running						

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4 Fourth Grade - Curricular Competencies		Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Benefits Health							
B4-1 Identify the nutritional needs related to physical activity							
B4-2 Demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity							
B4-3 Experience movement, involving components of fitness							
B4-4 Recognize and personally acknowledge individual and other attributes that contribute to physical activity							
B4-6 Describe positive benefits gained from physical activity; e.g., physically, emotionally, socially							
B4-7 Demonstrate changes that take place in the body during physical activity							
B4-8 Understand the connection between physical activity, stress management and relaxation							
Cooperation							
C4-1 Articulate and demonstrate respectful communication skills appropriate to context							
C4-3 Identify and demonstrate etiquette and fair play							
C4-4 Select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences							
C4-5 Participate cooperatively in group activities							
C4-6 Identify and demonstrate positive behaviours that show respect for self and others							

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4 Fourth Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Do it Daily... For Life!						
D4-1 Demonstrate a willingness to participate regularly in physical education class						
D4-2 Demonstrate factors that encourage movement						
D4-3 Follow rules, routines and procedures for safety in a variety of activities						
D4-4 Participate in, and identify the benefits of, safe warm-up and cool-down activities						
D4-5 Describe how to move safely in various environments; e.g., skating rink						
D4-6 Set and achieve a long-term goal to increase effort and participation in one area of physical activity						
D4-7 Demonstrate different ways to achieve an activity goal that is personally challenging						
D4-8 Identify how people, facilities and communities influence physical activity						
D4-9 Make decisions to be active within group activities or individually						

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5 Fifth Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Activity						
A5-1 Select, perform and refine more challenging locomotor sequences						
A5-2 Consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance						
A5-3 Select, perform and refine more challenging non-locomotor sequences						
A5-4 Consistently and confidently perform non-locomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance						
A5-5 Select, perform and refine more challenging ways to receive, retain and send an object with control						
A5-6 Consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship						
A5-7 Select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering						
A5-8 Demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others						
A5-9 Demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli						
A5-10 Apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone						
A5-11 Demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games						
A5-12 Apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics						
A5-13 Select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack						

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5 Fifth Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Benefits Health						
B5-1 Explain the relationship between nutritional habits and physical activity						
B5-2 Demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity						
B5-3 Identify and explain the importance of the components of fitness to health and wellbeing; e.g., strength, endurance, flexibility, cardio-respiratory activities						
B5-4 Acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities						
B5-6 Infer positive benefits gained from specific physical activities						
B5-7 Describe how physical activity influences physical fitness and the body systems						
B5-8 Understand the connection between physical activity, stress management and relaxation						
Cooperation						
C5-1 Identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity	○	○	○	○	○	○
C5-3 Demonstrate etiquette and fair play	○					
C5-4 Select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences	○	○	○	○	○	○
C5-5 Identify and demonstrate practices that contribute to teamwork	○	○	○	○	○	○
C5-6 Identify and demonstrate positive behaviours that show respect for self and others	○	○	○	○	○	○

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5 Fifth Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Do it Daily... For Life!						
D5-1 Participate regularly in physical activity to develop components of health-related fitness and movement skills						
D5-2 Demonstrate factors that encourage movement						
D5-3 Identify and follow rules, routines and procedures for safety in a variety of activities						
D5-4 Participate in, and identify the benefits of, safe warm-up and cool-down activities						
D5-5 Identify safe practices that promote an active, healthy lifestyle; e.g., water safety						
D5-6 Set long-term goals to improve personal performance based on interests and abilities						
D5-7 Demonstrate different ways to achieve an activity goal that is personally challenging						
D5-8 Create a strategy to promote participation in physical activity within the school and the community						
D5-9 Identify factors made to be active within group or individual activities on a daily basis						

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6 Sixth Grade - Curricular Competencies		Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Activity							
A6-1 Select, perform and refine challenging locomotor sequences							
A6-2 Consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance							
A6-3 Select, perform and refine challenging non-locomotory sequences							
A6-4 Consistently and confidently perform non-locomotory skills by using elements of body and space awareness, effort and relationships, to improve personal performance							
A6-5 Demonstrate ways to receive, retain and send an object with increasing accuracy							
A6-6 Consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship							
A6-7 Select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking							
A6-8 Demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others							
A6-9 Demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli							
A6-10 Demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone							
A6-11 Demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games							
A6-12 Select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics							
A6-13 Demonstrate activity specific skills in a variety of individual activities; e.g., track and field/ athletics							

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6 Sixth Grade - Curricular Competencies		Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Benefits Health							
B6-1 Explain the relationship between nutritional habits and performance in physical activity							
B6-2 Demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity							
B6-3 Explain the components of fitness; e.g., strength, endurance, flexibility, cardiorespiratory activities, and relate these to personal fitness level							
B6-4 Acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities							
B6-6 Identify and plan for personal positive benefits from specific physical activity							
B6-7 Describe and chart individual fitness changes as a result of engaging in physical activity							
B6-8 Understand the connection between physical activity, stress management and relaxation							
Cooperation							
C6-1 Identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences							
C6-3 Demonstrate etiquette and fair play							
C6-4 Identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education							
C6-5 Describe and demonstrate practices that contribute to teamwork							
C6-6 Identify and demonstrate positive behaviours that show respect for self and others							

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6	Sixth Grade - Curricular Competencies	Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Do it Daily... For Life!							
D6-1	Demonstrate enjoyment of participation through extended effort in physical activity						
D6-2	Identify and demonstrate strategies that encourage participation and continued motivation						
D6-3	Identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions						
D6-4	Participate in, and demonstrate the benefits of, safe warm-up and cool-down activities						
D6-5	Select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating						
D6-6	Set and modify goals to improve personal performance based on interests and abilities						
D6-7	Analyze and create different ways to achieve an activity goal that is personally challenging						
D6-8	Examine factors that influence community decisions to support and promote physical activity						
D6-9	Choose and actively participate in a new group or individual activity that encourages daily participation						

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7 Seventh Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Activity						
A7-1 Demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance						
A7-2 Demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance						
A7-3 Demonstrate ways to improve and refine the functional and expressive quality of non-locomotory skills to improve personal performance						
A7-4 Demonstrate non-locomotory skills by using elements of body and space awareness, effort and relationships, to improve personal performance						
A7-5 Demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity						
A7-6 Demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance						
A7-7 Demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering						
A7-8 Refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others						
A7-9 Choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns						
A7-10 Demonstrate activity-specific basic skills in a variety of games						
A7-11 Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity						
A7-12 Demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic						
A7-13 Demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk						

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7 Seventh Grade - Curricular Competencies						
	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Benefits Health						
B7-1 Analyze personal nutritional habits and how they relate to performance in physical activity						
B7-2 Demonstrate and evaluate ways to achieve a personal functional level of physical fitness						
B7-3 Explain the components of fitness; e.g., strength, endurance, flexibility, cardiorespiratory activity; analyze individual abilities and formulate an individual plan for growth						
B7-4 Identify different body types and how all types can contribute to, or participate positively in, physical activity						
B7-5 Discuss performance-enhancing substances as a part of the negative effect on physical activity						
B7-6 Identify and explain the effects of exercise on the body systems before, during and after exercise						
B7-7 Interpret personal fitness changes as a result of physical activity						
B7-8 Understand the connection between physical activity, stress management and relaxation						
Cooperation						
C7-1 Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity						
C7-2 Identify positive active living role models						
C7-3 Demonstrate etiquette and fair play						
C7-4 Identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education						
C7-5 Select and apply practices that contribute to teamwork						
C7-6 Identify and demonstrate positive behaviours that show respect for self and others						

Alberta & Northwest Territories

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7 Seventh Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Do it Daily... For Life!						
D7-1 Participate regularly in, and identify the benefits of, an active lifestyle						
D7-2 Identify and demonstrate strategies that encourage participation and continued motivation						
D7-3 Identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions						
D7-4 Explain the benefits of, and demonstrate safe, warm-up and cool-down activities						
D7-5 Recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for in-line skating, ball hockey						
D7-6 Record and analyze personal goals based on interests and abilities						
D7-7 Evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging						
D7-8 Identify local community programs that promote physically active lifestyles						
D7-9 Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers						

References

Alberta & Northwest Territories

education.alberta.ca/media/160191/phys2000.pdf

British Columbia & Yukon

curriculum.gov.bc.ca/curriculum/physical-health-education

Manitoba

edu.gov.mb.ca/k12/cur/physhlth/curriculum.html

New Brunswick

Kindergarten-Grade 5
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

Newfoundland & Labrador

www.ed.gov.nl.ca/edu/k12/curriculum/guides/physed/index.html

Saskatchewan

edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp#

Ontario

Grades 1-8
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/

Secondary

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

Prince Edward Island

www.princeedwardisland.ca/en/information/education-early-learning-and-culture/physical-education-curriculum