



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

QUEBEC



www.rookierugby.ca

Quebec

1

First Grade - Curricular Competencies

Active Start

Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6

Competency 1: To perform movement skills in different physical activity settings.

Learnings

Concepts related to the body: Parts of the body (head, trunk, upper limbs, lower limbs, segments, etc.)						
Concepts related to the body: Position of the body and of body parts in space (left, right, in front, behind, beside, diagonally, etc.)						
Concepts related to the body: Kinesthetic feedback from the body (moving, stationary, hot, cold, pain, etc.)						
Time and space concepts: Concepts of space, reference points, direction (small, big, left, right, front, back, across, in relation to, inside, outside, etc.)						
Time and space concepts: Concepts of time, speed and distance (second, minute, day, week, month, fast, slow, faster, slower, closer, farther, etc.)						
Principles of balance: The number of body parts in contact with the floor or surface						
Principles of balance: The position of the body parts used for support						
Principles of balance: The surface used for support						
Principles of balance: The position of the centre of gravity						
Principles of balance: The relative position of the body segments						
Principals of coordination: Dissociation (use of body segment singly or in isolation)						
Principals of coordination: Linking of movements						
Principals of coordination: Flow in the performance of movement skills.						
Types of support: On feet, hands						
Types of grips: Pronation, supination, mixed, crossed, leg hook						
Vocabulary related to the equipment used: Characteristics of implements, objects, apparatus, etc.						

Quebec						
1 First Grade - Curricular Competencies	Active Start					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Motor Skills						
Types of skills: Locomotor skills – walking, running, jumping, crawling, galloping, hopping, skipping, twirling, climbing up, climbing over, climbing down, crossing, going around, etc.						
Types of skills: Non-locomotor skills – turning, pivoting, pirouetting, adopting postures, stretched, archer, tucked, piked, etc.						
Types of skills: Manipulation skills – handling (dribbling, juggling), projecting (throwing, hitting), receiving (catching, blocking, deflecting), etc.						
Means of Action						
Types of activities: Technical/artistic activities (rhythmic gymnastics, artistic gymnastics, acrobatic gymnastics, etc.)						
Types of activities: Cyclical activities (snowshoeing, cycling, walking, running, swimming, cross-country skiing, etc.)						
Types of activities: Single-skill activities (throwing, jumping, etc.)						
Types of activities: Skill activities (juggling, precision throwing, etc.)						
Types of activities: Rhythmic and expressive activities (aerobics, mime, etc.)						

Quebec

2

Second Grade - Curricular Competencies

FUNDamentals

Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6

Competency 1: To perform movement skills in different physical activity settings.

Learnings

Concepts related to the body: Parts of the body (head, trunk, upper limbs, lower limbs, segments, etc.)						
Concepts related to the body: Position of the body and of body parts in space (left, right, in front, behind, beside, diagonally, etc.)						
Concepts related to the body: Kinesthetic feedback from the body (moving, stationary, hot, cold, pain, etc.)						
Time and space concepts: Concepts of space, reference points, direction (small, big, left, right, front, back, across, in relation to, inside, outside, etc.)						
Time and space concepts: Concepts of time, speed and distance (second, minute, day, week, month, fast, slow, faster, slower, closer, farther, etc.)						
Principles of balance: The number of body parts in contact with the floor or surface						
Principles of balance: The position of the body parts used for support						
Principles of balance: The surface used for support						
Principles of balance: The position of the centre of gravity						
Principles of balance: The relative position of the body segments						
Principals of coordination: Dissociation (use of body segment singly or in isolation)						
Principals of coordination: Linking of movements						
Principals of coordination: Flow in the performance of movement skills.						
Types of support: On feet, hands						
Types of grips: Pronation, supination, mixed, crossed, leg hook						
Vocabulary related to the equipment used: Characteristics of implements, objects, apparatus, etc.						

Quebec						
2 Second Grade - Curricular Competencies	FUNdamentals					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Motor Skills						
Types of skills: Locomotor skills – walking, running, jumping, crawling, galloping, hopping, skipping, twirling, climbing up, climbing over, climbing down, crossing, going around, etc.						
Types of skills: Non-locomotor skills – turning, pivoting, pirouetting, adopting postures, stretched, archer, tucked, piked, etc.						
Types of skills: Manipulation skills – handling (dribbling, juggling), projecting (throwing, hitting), receiving (catching, blocking, deflecting), etc.						
Means of Action						
Types of activities: Technical/artistic activities (rhythmic gymnastics, artistic gymnastics, acrobatic gymnastics, etc.)						
Types of activities: Cyclical activities (snowshoeing, cycling, walking, running, swimming, cross-country skiing, etc.)						
Types of activities: Single-skill activities (throwing, jumping, etc.)						
Types of activities: Skill activities (juggling, precision throwing, etc.)						
Types of activities: Rhythmic and expressive activities (aerobics, mime, etc.)						

Quebec						
3 Third Grade - Curricular Competencies	FUNdamentals					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Competency 2: To interact with others in different physical activity settings.						
Learnings						
Principals of Communication: Being understood by the person with whom one is interacting						
Principals of Communication: Sending out misleading signals (feinting)						
Principals of Communication: Being receptive to others' messages						
Methods of communication: Sound signals, touch, visual signals, verbal cues						
Principles of synchronization: – Movements or actions performed in the right place at the right time - Throwing an object (hitting a moving target) - Receiving an object (moving toward the point where the object will fall, catching the object)						
Principles of synchronization: – Movements or actions performed according to different synchronization modes in relation to another person or other persons - Simultaneous - Successive - Alternating - Overlapping						
Roles: Offence						
Roles: Defence						
Roles: Team captain or leader						
Roles: Carrier						
Roles: Noncarrier						
Roles: Position (forward, back, goaltender, etc.)						
Roles: Support roles (referee, scorekeeper, goal judge, etc.)						

Quebec						
3 Third Grade - Curricular Competencies	FUNdamentals					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Motor Skills						
Types of movements or actions: Cooperation: helping, collaborating, interpreting, communicating, etc.						
Types of movements or actions: Opposition: feinting, throwing off balance, dodging, chasing, etc.						
Types of movements or actions: Cooperation-opposition: moving into an open space, scoring, moving the object forward, making passes, etc.						
Means of Action						
Types of Activities: Group activities: mini-basketball, kinball, flags, parachute, etc.						
Types of Activities: Cooperative activities: games, pyramid-building, etc.						
Types of Activities: Combat activities: judo, badminton, etc.						
Types of Activities: Dueling activities: steal the bacon, tug-of-war, etc.						
Behavior						
Ethics-related aspects: Ethical rules relevant to the situation						
Ethics-related aspects: Values developed through games and sports						
Ethics-related aspects: Respect for peers, rules, the referee						
Ethics-related aspects: Fairness						
Ethics-related aspects: Fighting spirit						
Ethics-related aspects: Desire to surpass oneself						
Ethics-related aspects: Acceptance of victory and defeat						
Ethics-related aspects: Appreciation for good plays						
Ethics-related aspects: Honesty						
Ethics-related aspects: Dignity and self-control						

Quebec

4

Fourth Grade - Curricular Competencies

Learn to Train

Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6

Competency 2: To interact with others in different physical activity settings.

Learnings

Principals of Communication: Being understood by the person with whom one is interacting						
Principals of Communication: Sending out misleading signals (feinting)						
Principals of Communication: Being receptive to others' messages						
Methods of communication: Sound signals, touch, visual signals, verbal cues						
Principles of synchronization: – Movements or actions performed in the right place at the right time - Throwing an object (hitting a moving target) - Receiving an object (moving toward the point where the object will fall, catching the object)						
Principles of synchronization: – Movements or actions performed according to different synchronization modes in relation to another person or other persons - Simultaneous - Successive - Alternating - Overlapping						
Roles: Offence						
Roles: Defence						
Roles: Team captain or leader						
Roles: Carrier						
Roles: Noncarrier						
Roles: Position (forward, back, goaltender, etc.)						
Roles: Support roles (referee, scorekeeper, goal judge, etc.)						

Quebec						
4 Fourth Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Motor Skills						
Types of movements or actions: Cooperation: helping, collaborating, interpreting, communicating, etc.						
Types of movements or actions: Opposition: feinting, throwing off balance, dodging, chasing, etc.						
Types of movements or actions: Cooperation-opposition: moving into an open space, scoring, moving the object forward, making passes, etc.						
Means of Action						
Types of Activities: Group activities: mini-basketball, kinball, flags, parachute, etc.						
Types of Activities: Cooperative activities: games, pyramid-building, etc.						
Types of Activities: Combat activities: judo, badminton, etc.						
Types of Activities: Dueling activities: steal the bacon, tug-of-war, etc.						
Behavior						
Ethics-related aspects: Ethical rules relevant to the situation						
Ethics-related aspects: Values developed through games and sports						
Ethics-related aspects: Respect for peers, rules, the referee						
Ethics-related aspects: Fairness						
Ethics-related aspects: Fighting spirit						
Ethics-related aspects: Desire to surpass oneself						
Ethics-related aspects: Acceptance of victory and defeat						
Ethics-related aspects: Appreciation for good plays						
Ethics-related aspects: Honesty						
Ethics-related aspects: Dignity and self-control						

Quebec						
5 Fifth Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Competency 3: To adopt a healthy, active lifestyle						
Learnings - Lifestyle Habits						
Regular Physical Activity: Psychological benefits – positive emotions, mental relaxation, maintenance or improvement concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular Physical Activity: Physiological benefits – effects on growth, improvement capacity to recover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular Physical Activity: Social benefits – Improvement of interpersonal relations or maintenance of harmonious interpersonal relations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe Participation in Physical Activity: Proper use of equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe Participation in Physical Activity: Appropriate clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe Participation in Physical Activity: Exercises with a high injury risk						
Safe Participation in Physical Activity: Behaviours to adopt in potentially dangerous situations						
Safe Participation in Physical Activity: Proper set-up and storage of equipment.						
Safe Participation in Physical Activity: Safety rules to observe in different settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe Participation in Physical Activity: Stages of physical activity (warm-up, performance, cool-down)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe Participation in Physical Activity: Pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fitness: Flexibility						
Fitness: Posture						
Fitness: Cardiovascular endurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fitness: Strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal hygiene related to physical activity						
Relaxation						
Stress management						

Quebec						
5 Fifth Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Effects of a Sedentary Lifestyle						
Weight						
Flexibility						
Muscle mass						
Anatomy and Physiology of the Human Body						
Anatomy: bones, muscles, heart, lungs, joints						
Physiology: cardiovascular system, respiratory system, muscular system, the body's response to exercise						

Quebec						
6 Sixth Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Competency 3: To adopt a healthy, active lifestyle						
Learnings - Lifestyle Habits						
Regular Physical Activity: Psychological benefits – positive emotions, mental relaxation, maintenance or improvement concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular Physical Activity: Physiological benefits – effects on growth, improvement capacity to recover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular Physical Activity: Social benefits – Improvement of interpersonal relations or maintenance of harmonious interpersonal relations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe Participation in Physical Activity: Proper use of equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe Participation in Physical Activity: Appropriate clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe Participation in Physical Activity: Exercises with a high injury risk						
Safe Participation in Physical Activity: Behaviours to adopt in potentially dangerous situations						
Safe Participation in Physical Activity: Proper set-up and storage of equipment.						
Safe Participation in Physical Activity: Safety rules to observe in different settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe Participation in Physical Activity: Stages of physical activity (warm-up, performance, cool-down)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe Participation in Physical Activity: Pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fitness: Flexibility						
Fitness: Posture						
Fitness: Cardiovascular endurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fitness: Strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal hygiene related to physical activity						
Relaxation						
Stress management						

Quebec						
6 Sixth Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Effects of a Sedentary Lifestyle						
Weight						
Flexibility						
Muscle mass						
Anatomy and Physiology of the Human Body						
Anatomy: bones, muscles, heart, lungs, joints						
Physiology: cardiovascular system, respiratory system, muscular system, the body's response to exercise						

Quebec

7

Seventh Grade - Curricular Competencies

Learn to Train

Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6

Competency 1 – Perform movement skills in different physical activity settings.

Key Feature 1 – Analyzes the situation according to the requirements of the setting.

Establishes connections among the goal pursued, instructions and game rules, safety rules, the constraints associated with the physical environment and own ability and fitness levels.						
Considers a variety of possible choices and their consequences.						
Selects one or more movement skills.						
Visualizes them.						
Chooses a type of physical preparation (warm-up or stretching) appropriate to the setting.						

Key Feature 2 – Performs movement skills taking into account the different constraints of the physical environment.

Applies the principles of coordination and balance to different movement skills, according to objects, tools, obstacles, space and performance time.						
Takes into account own ability and fitness level.						
Pays attention to kinesthetic feedback from the body.						
Observes codes of ethics and safety rules.						
Consolidates and broadens own repertoire of movement skills.						
Performs a variety of movement sequences.						

Key Feature 3 – Evaluates own motor efficiency and process in light of the goal.

Assesses own results, performance choices of movement skills.						
Critically analyzes the steps taken.						
Identifies possible improvements.						
Decides which improvements to make.						
Recognizes elements that may be applied to other settings.						

Quebec						
7 Seventh Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Competency 2 – Interacts with others in different physical activity settings.						
Key Feature 1 – Cooperates in developing a plan of action.						
With others helps set effective rules for the group or team.						
Establishes connections among known parameters such as the goal pursued, instructions and game rules, safety rules, the constraints associated with the physical environment, and participants' ability level, fitness level and role.						
Considers possible strategies and what they involve.						
Selects one or more movements or tactics and the roles to be played.						
Key Feature 2 – Participates in carrying out the plan of action.						
Applies game rules and safety rules.						
Performs movements or tactics according to constraints and the chosen strategy.						
Applies the principles of balance, coordination, communication and synchronization.						
Plays different roles with one or more partners or against one or more opponents.						
Demonstrates fair play.						
Key Feature 3 – Cooperates in evaluating the plan of action.						
Assesses with teammates, the effectiveness of own strategy or that of a peer or another team.						
Explains the reasons for achievements and difficulties.						
Critically analyzes the steps taken.						
Evaluates own peers' contribution.						
Evaluates own interest, enjoyment, well-being and desire to apply what has been learned to different contexts.						
Identifies desirable improvements with teammates.						
Identifies, with teammates, strategies that can be used again in different contexts.						

Quebec

7

Seventh Grade - Curricular Competencies

Learn to Train

Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6

Competency 3 – Adopts a healthy, active lifestyle.

Key Feature 1 – Analyzes the impact of certain personal lifestyle habits on own health and well-being.

Keeps an open mind toward information on health and well-being.

Consults relevant resources while maintaining a critical stance.

Compiles observable facts on own lifestyle habits.

Identifies which habits are conducive or detrimental to own health and well-being.

Key Feature 2 – Develops a plan designed to change some personal lifestyle habits.

Identifies own tastes and aptitudes.

Uses the human and material resources available at school, at home and in the community.

Sets a realistic goal.

Develops the strategy that seems most promising to change some personal lifestyle habits.

Use a planning tool.

Assesses what personal choices demand and what they imply in terms of consequences.



Quebec						
7 Seventh Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Key Feature 3 – Carries out the plan.						
Applies own strategy for doing regular physical activity and for integrating healthy lifestyle habits such as sleep and personal hygiene into his/her daily life.						
Perseveres in spite of difficulties encountered.						
Key Feature 4 – Evaluates own process and lifestyle habits.						
Records data concerning changes to personal lifestyle habits.						
Using tools, measures whether own fitness level has been maintained or improved.						
Evaluates own progress and determination in changing lifestyle habits, and the effectiveness of the plan in terms of health and well-being.						
Assesses own motivation and desire to apply what has been learned to different contexts.						
Critically examines the steps taken.						
Makes a decision based on own evaluation.						

References

Alberta & Northwest Territories

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

British Columbia & Yukon

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

Manitoba & Nunavut

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

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