

## Physical Education Outcomes (6-9) Four Grades at a Glance

Grade 6	Grade 7	Grade 8	Grade 9
<p><b>6.1 Cardiovascular Fitness</b> Create and implement a personal health-related fitness plan targeting the <b>health-related fitness</b> component of <b>cardiovascular endurance</b> that involves setting a goal for improvement, applies the <b>F.I.T.T. principle</b> (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.</p>	<p><b>7.1 Health-related Fitness</b> Create and implement a personal health-related fitness plan targeting the <b>health-related fitness</b> components of <b>cardiovascular endurance, muscular endurance, and flexibility</b> that involves setting a goal for improvement, applies the <b>F.I.T.T. principle</b> (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.</p>	<p><b>8.1 Health-related Fitness</b> Create, implement, evaluate, and revise a personal health-related fitness plan targeting the <b>health-related fitness</b> components of <b>cardiovascular endurance, muscular endurance, muscular strength, and flexibility</b> that involves setting goals for improvement, applies the <b>F.I.T.T. principle</b> (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.</p>	<p><b>9.1 Health-related Fitness</b> Examine and apply the principles of training (i.e., overload, progression, specificity, adaptation, use/disuse) to personal action plans that incorporate daily moderate to vigorous movement activity and focus on the improvement and/or maintenance of self-selected components of <b>health-related fitness</b> (cardiovascular endurance, muscular endurance, muscular strength, flexibility).</p>
<p><b>6.2 Body Composition</b> Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect (maintain, increase, decrease) body fat composition.</p>	<p><b>7.2 Body Composition</b> Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.</p>	<p>The topic of healthy weight is addressed in Grade 8 Health Education. Refer to the following Health Education outcomes for more information: USC 8.5; DM 8.8; DM8.9: A.P. 8.10</p>	<p><b>9.2 Body Composition</b> Determine safe and credible publicly promoted options for managing body composition and weight (i.e., decrease body fat, increase muscle content) and analyze the influence of mass media on body image.</p>
<p><b>6.3 Muscle Fitness</b> Apply self-selected strategies for effectively and safely improving muscular endurance and flexibility, and apply, with guidance, an understanding of how to effectively and safely improve muscular strength.</p>	<p><b>7.3 Skeletal System</b> Demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/decreased bone density, increased/decreased bone mass) and the function (i.e., shape support, protection) of the skeletal system in relation to participating in movement activities.</p>	<p><b>8.2 Muscular System</b> Apply an understanding of how to positively affect the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings) while clarifying an understanding of the effects of exercise and inactivity on the muscular system (e.g., increased/decreased strength, increased/decreased lean muscle, increased/decreased elasticity, increased/decreased muscle tone).</p>	<p><b>9.3 Core Strength</b> Investigate and apply safe and effective strategies for developing the strength of core muscles and joint muscles.</p>
<p><b>6.4 Skill-related Fitness</b> Demonstrate, through participation in movement activities, an understanding of the <b>skill-related components of fitness</b> (power, agility, speed, reaction time, balance, and coordination) and how they connect with <b>the health-related components of fitness</b> (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) in the development of each other.</p>	<p><b>7.4 Cross-training</b> Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops coordination and agility used in basketball; golf and hockey develop hand/eye coordination/striking skills) while participating in movement activities.</p>	<p><b>8.3 Skill-related Fitness</b> Implement personal plans for improvement of <b>skill-related components of fitness</b> (power, agility, speed, reaction time, balance, and coordination) to improve the weaker components and to support enjoyment in personal, social, and competitive movement activities.</p>	<p><b>9.4 Skill-related Fitness</b> Implement personal plans for improvement of a self-selected <b>skill-related component of fitness</b> (power, agility, speed, reaction time, balance, and coordination) as it applies to complex movement skills used in a sport or activity of interest (e.g., power in the legs to increase vertical jump for volleyball spike, agility for avoiding a pin in wrestling, balance used in ballet, coordination used in juggling or cup stacking).</p>

<p><b>6.5 Complex Skills</b> Demonstrate a progression towards control in complex movement skills that combine <b>locomotor</b> (traveling) skills, <b>non-locomotor</b> (non-traveling) skills, and <b>manipulative</b> (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball).</p>	<p><b>7.5 Complex Skills</b> Demonstrate control, including smooth transitions, of complex movement skills that combine <b>locomotor</b> (traveling) skills, <b>non-locomotor</b> (non-traveling) skills, and <b>manipulative</b> (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, paddling a kayak, passing a lacrosse ball) while participating in movement activities.</p>	<p><b>8.4 Complex Skills</b> Utilize, including smooth transitions, complex movement skills that combine <b>locomotor</b> (traveling) skills, <b>non-locomotor</b> (non-traveling) skills, and <b>manipulative</b> (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities.</p>	<p><b>9.5 Complex Skills</b> Build skills towards proficiency in four self-selected complex movement skills including <b>one from four of the following categories</b>:</p> <ul style="list-style-type: none"> <li>○ <b>target games</b> (e.g., bowling, curling, golf, archery)</li> <li>○ <b>striking/fielding games</b> (e.g., long ball, softball, slo-pitch, cricket)</li> <li>○ <b>net/wall games</b> (e.g., badminton, tennis, table tennis, volleyball)</li> <li>○ <b>invasion/territorial games</b> (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)</li> <li>○ <b>alternate environment activities</b> (e.g., orienteering, skating, cross-country skiing, canoeing, roping, downhill skiing, dog sledding, wall climbing, in-line skating, skate boarding, cycling)</li> <li>○ <b>body management activities</b> (e.g., dance, wrestling, track and field, pilates, martial arts, yoga, aerobics, gymnastics).</li> </ul>
<p><b>6.6 Manipulative Skills</b> Express and apply, with guidance, performance cues (visual contact, point of release or contact, absorption) to enhance <b>manipulative</b> (moving objects) skills:</p> <ul style="list-style-type: none"> <li>○ to the utilization level of skill when <b>punting</b>.</li> </ul>	<p><b>7.6 Biomechanics</b> Explore, apply, and communicate biomechanical concepts and principles of balance, stability, spin, and rotation as a means to enhance independence in learning motor skills involving <b>locomotor</b> (traveling), <b>non-locomotor</b> (non-traveling), and <b>manipulative</b> (moving objects) skills.</p>	<p><b>8.5 Biomechanics</b> Explore, apply, and communicate biomechanical concepts and principles related to levers and projectiles as well as Newton's Laws of Motion as a means to enhance independence in learning motor skills.</p>	<p><b>9.6 Games, Tactics, &amp; Strategies</b> Design and implement, collaboratively, plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others in each of the following:</p> <ul style="list-style-type: none"> <li>○ <b>target games</b> (e.g., bowling, curling, golf, archery, bocce ball)</li> <li>○ <b>striking/fielding games</b> (e.g., long ball, softball, slo-pitch)</li> <li>○ <b>net/wall games</b> (e.g., badminton, tennis, table tennis, volleyball, pickleball)</li> <li>○ <b>invasion/territorial games</b> (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)</li> <li>○ <b>low-organizational, inventive, and</b></li> </ul>
<p><b>6.7 Biomechanics</b> Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills involving <b>locomotor</b> (traveling), <b>non-locomotor</b> (non-traveling), and <b>manipulative</b> (moving objects) skills.</p>	<p><b>7.7 Movement Concepts</b> Analyze and apply, with guidance, movement concepts while participating in:</p> <ul style="list-style-type: none"> <li>○ <b>net/wall games</b> (e.g., badminton - body awareness in ready position to receive a serve)</li> <li>○ <b>striking/fielding games</b> (e.g., softball - body position to catch a fly ball or grounder).</li> </ul>	<p><b>8.6 Concepts, Tactics , &amp; Strategies</b> Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of:</p> <ul style="list-style-type: none"> <li>○ <b>target games</b> (e.g., bowling, curling, archery, golf, bocce ball)</li> <li>○ <b>striking/fielding games</b> (e.g., long ball, softball, slo-pitch, cricket)</li> <li>○ <b>net/wall games</b> (e.g., badminton, tennis, table tennis, volleyball, pickleball)</li> <li>○ <b>invasion/territorial games</b> (e.g., double ball, basketball, soccer, soft lacrosse, touch football, floor hockey, ultimate frisbee, rugby, team handball)</li> <li>○ <b>low-organizational and inventive games</b> (e.g., walleyball, capture the flag, prisoner's base, speedball, kick the can, snowsnakes).</li> </ul>	<p><b>9.6 Games, Tactics, &amp; Strategies</b> Design and implement, collaboratively, plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others in each of the following:</p> <ul style="list-style-type: none"> <li>○ <b>target games</b> (e.g., bowling, curling, golf, archery, bocce ball)</li> <li>○ <b>striking/fielding games</b> (e.g., long ball, softball, slo-pitch)</li> <li>○ <b>net/wall games</b> (e.g., badminton, tennis, table tennis, volleyball, pickleball)</li> <li>○ <b>invasion/territorial games</b> (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)</li> <li>○ <b>low-organizational, inventive, and</b></li> </ul>
<p><b>6.8 Movement Concepts</b> Analyze and apply, with guidance, movement concepts to support skill development while participating in:</p> <ul style="list-style-type: none"> <li>○ <b>target games</b> (e.g., effort qualities in backswing and wrist action on "out-turn" in curling)</li> <li>○ <b>invasion/territorial games</b> (e.g., offensive pace to an "open space").</li> </ul>	<p><b>7.7 Movement Concepts</b> Analyze and apply, with guidance, movement concepts while participating in:</p> <ul style="list-style-type: none"> <li>○ <b>net/wall games</b> (e.g., badminton - body awareness in ready position to receive a serve)</li> <li>○ <b>striking/fielding games</b> (e.g., softball - body position to catch a fly ball or grounder).</li> </ul>	<p><b>8.6 Concepts, Tactics , &amp; Strategies</b> Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of:</p> <ul style="list-style-type: none"> <li>○ <b>target games</b> (e.g., bowling, curling, archery, golf, bocce ball)</li> <li>○ <b>striking/fielding games</b> (e.g., long ball, softball, slo-pitch, cricket)</li> <li>○ <b>net/wall games</b> (e.g., badminton, tennis, table tennis, volleyball, pickleball)</li> <li>○ <b>invasion/territorial games</b> (e.g., double ball, basketball, soccer, soft lacrosse, touch football, floor hockey, ultimate frisbee, rugby, team handball)</li> <li>○ <b>low-organizational and inventive games</b> (e.g., walleyball, capture the flag, prisoner's base, speedball, kick the can, snowsnakes).</li> </ul>	<p><b>9.6 Games, Tactics, &amp; Strategies</b> Design and implement, collaboratively, plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others in each of the following:</p> <ul style="list-style-type: none"> <li>○ <b>target games</b> (e.g., bowling, curling, golf, archery, bocce ball)</li> <li>○ <b>striking/fielding games</b> (e.g., long ball, softball, slo-pitch)</li> <li>○ <b>net/wall games</b> (e.g., badminton, tennis, table tennis, volleyball, pickleball)</li> <li>○ <b>invasion/territorial games</b> (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)</li> <li>○ <b>low-organizational, inventive, and</b></li> </ul>

<p><b>6.9 Decision Making</b> Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in:</p> <ul style="list-style-type: none"> <li>o <b>target games</b> (e.g., bowling, curling, golf, bocce ball, archery)</li> <li>o <b>invasion/territorial games</b> (e.g., basketball, touch football, soccer, team handball, soft lacrosse, floor hockey, ultimate frisbee)</li> <li>o <b>low-organizational, inventive, and cooperative games</b> (e.g., capture the flag, prisoner's base, four goal game).</li> </ul>	<p><b>7.8 Decision Making</b> Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in:</p> <ul style="list-style-type: none"> <li>o <b>net/wall games</b> (e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball)</li> <li>o <b>striking/fielding games</b> (e.g., softball, longball, kickball, cricket)</li> <li>o <b>low-organizational, inventive, and cooperative games</b> (e.g., walleyball, king's court).</li> </ul>	<p><b>8.7 Decision Making</b> Analyze the situational decisions, of self and others, while under the pressure of game play in <b>target games, net/wall games, striking/fielding games, invasion/territorial games, and low-organizational, inventive, and cooperative games</b> to determine the effectiveness of the decisions and to propose options for improvement.</p>	<p><b>cooperative games</b> (e.g., capture the flag, prisoner's base, speedball, kick the can, bombardment, dodgeball).</p>
<p><b>6.10 Alternate Environment &amp; Body Management</b> Apply controlled use of selected movement skills and variations (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of:</p> <ul style="list-style-type: none"> <li>o <b>alternate environment activities</b> (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering)</li> <li>o <b>body management activities</b> including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics).</li> </ul>	<p><b>7.9 Alternate Environment &amp; Body Management</b> Utilize selected movement skills and combinations of skills (i.e., locomotor, non-locomotor, and manipulative) to participate in a variety of:</p> <ul style="list-style-type: none"> <li>o <b>alternate environment activities</b> (e.g., skating, cross-country skiing, swimming, snowshoeing, cycling, hiking, tracking, skateboarding, roping, canoeing, downhill skiing, orienteering)</li> <li>o <b>body management activities</b> including dance and educational gymnastics, as well as others (e.g., wrestling, track and field, pilates, yoga, aerobics).</li> </ul>	<p><b>8.8 Alternate Environment Activities</b> Apply and adapt selected activity-related skills (e.g., carrying, paddling, gripping, hanging, wheeling, digging, fire building, snow ploughing, compass reading) and strategies required for participation in <b>alternate environment activities</b> (e.g., backpacking, hiking, cycling, overnight camping, canoeing, snowshoeing, wall climbing, in-line skating, skate boarding, cross-country skiing, tracking, roping, dog sledding, skating, orienteering, downhill skiing, tobogganing, Quincy building).</p>	<p><b>9.7 Alternate Environment</b> Design and implement, collaboratively, plans to use effective tactics and strategies to enhance performance and enjoyment of self and others, while showing respect for the environment, when participating in a variety of <b>alternate environment activities</b> (e.g., orienteering, skating, cross-country skiing, canoeing, roping, downhill skiing, dog sledding, wall climbing, in-line skating, skate boarding, cycling, completing a challenge course, Quincy building).</p>
		<p><b>8.9 Movement Sequences</b> Perform, both as a leader and a follower, self-created, collaboratively created, and established sequences of movements with smooth transitions, incorporating skills and combinations of skills from a variety of <b>games</b> (i.e., target games, net/wall games, striking/fielding games, invasion/territorial games, low-organizational and inventive games) and <b>body management activities</b> (e.g., dance, aquatics, educational gymnastics, track and field, pilates, yoga, wrestling, martial arts, aerobics), alone and with others.</p>	<p><b>9.8 Body Management</b> Express insights on the experience of participating in <b>body management activities</b>, including dance and gymnastics, as well as others (e.g., pilates, yoga, aquatics, karate, cross country running, aerobics, weight training, tai chi) as a means to support participation in recreational and leisure time activities for physical, emotional, mental, and spiritual well-being.</p>

<p><b>6.11 Volunteerism &amp; Leadership</b> Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.</p>	<p><b>7.10 Volunteerism &amp; Leadership</b> Plan, organize, lead, and evaluate cooperatively movement activity, such as intramurals, fitness fun days, and playground games, to engage younger students and to connect with others.</p>	<p><b>8.10 Volunteerism &amp; Leadership</b> Create and implement an individual or small group plan to engage and support at least one other person in repeated participation in movement activity at school, at home, or in the community.</p>	<p><b>9.9 Volunteerism &amp; Leadership</b> Plan, participate in, and lead, with others, a movement activity event (e.g., a tournament, a fitness-athon, an outdoor orienteering challenge, a winter carnival, Arctic Games, a team scavenger hunt) to engage others (e.g., peers, classmates, younger students, community members) in movement activity.</p>
<p><b>6.12 Influences</b> Analyze the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as source of information for making decisions related to participation of self and others in movement activity as well as possible career choice implications.</p>	<p><b>7.11 Influences</b> Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.</p>	<p><b>8.11 Technological Influences</b> Demonstrate an understanding of the impact of current and emerging technologies (e.g., computer and video games, fitness equipment such as treadmills, heavy wooden racquets compared to lightweight fibreglass racquets, sports shoes) on fitness, fitness-related career options, and well-being.</p>	<p><b>9.10 Influences</b> Analyze the influences of mass media, advertising strategies, and other sources to determine their impact on promoting active living (e.g., commercials, sport and special events coverage, physical activity promotions such as fund-raising walkathons/runs).</p>
<p><b>6.13 Safety &amp; Rules</b> Analyze and apply safety guidelines and rules that apply to the <b>target games, invasion/territorial games, and alternate environment activities</b> to develop an appreciation of their impact on self and others.</p>	<p><b>7.12 Safety &amp; Rules</b> Analyze and apply the safety guidelines and rules related to <b>net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities</b> to develop an appreciation of their impact on self and others.</p>	<p><b>8.12 Basic First Aid</b> Demonstrate the skills required to administer basic first aid (e.g., scene management, seeking help, treating minor injuries, applying precautions for body fluids) required as a result of injury caused by participation in movement activities.</p>	<p><b>9.11 Prevention &amp; Care</b> Apply an understanding of how to prevent (e.g., using proper technique) and care for a variety of movement activity-related injuries (e.g., sprains, breaks, contusions, skin irritations, concussions).</p>
<p><b>6.14 Relationship Skills</b> Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities.</p>	<p><b>7.13 Relationship Skills</b> Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.</p>	<p><b>8.13 Social Behaviour</b> Analyze environmental influences (e.g., family beliefs/values, culture, gender, role models, workplace, peers, advertising, television) to assess their impact on responsible social behaviour in movement activity settings.</p>	<p><b>9.12 Respectful Behaviour</b> Demonstrate an understanding of and incorporate positive social behaviours into all aspects of personal involvement in movement activities, in the context of both a participant and a spectator, after examining the positive and negative influences of organized sports, movement competitions (e.g., dance competition), and mass media on the social behaviour of self and others.</p>
<p><b>6.15 History &amp; Culture</b> Examine, evaluate, and represent the historical and present impact of our World neighbours on the development of movement activity options as a means of supporting the well-being of self and others.</p>	<p><b>7.14 History &amp; Culture</b> Examine, evaluate, and represent both the historical and present impact of Canada's Northern people on the development of movement activity options as a means of supporting the well-being of self and others.</p>	<p><b>8.14 History &amp; Culture</b> Analyze the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives (e.g., <i>in motion</i>, ParticipAction, Indigenous Games, walking paths) that support personal, family, and community active living and well-being.</p>	<p><b>9.13 Contemporary Culture</b> Identify and analyze personal perspectives on how to manage the contemporary opportunities and challenges that influence one's ability to develop as a skillful mover, to live a balanced, active lifestyle, and to develop and maintain safe and respectful relationships.</p>