

Physical Education 4–6 Streamlined Curriculum

Physical Education 4	Physical Education 5	Physical Education 6
Outcome 1: Students will demonstrate an understanding and application of health related physical fitness.		
<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Understand the role of goal setting to improve individual health-related physical fitness. (COM, CT, PCD) ▪ Engage in physical activities related to each component of physical fitness. (CT, PCD) ▪ Monitor and reflect on the physiological indicators that accompany moderate to vigorous physical activity and adjust their activity accordingly. (CT, PCD) ▪ Perform warm-up and cool-down activities and discuss the importance of both. (COM, PCD) ▪ Identify times and places where physical fitness opportunities can occur outside of physical education class across all seasons during the school day. (e.g., playground, stairwell, actively transporting). (COM, CT, PCD) ▪ Recognize benefits of physical activity (mental, social, emotional, physical), including how physical activity contributes to academic success. (COM, CT, PCD) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Set personal fitness goals within each of the components of health-related physical fitness. (COM, CI, CT, PCD) ▪ Select and engage in physical activities related to each component of physical fitness. (CT, PCD) ▪ Monitor (e.g., pedometers, Fitnessgram) and record personal performance to make connections to personal fitness goals. (COM, PCD, TF) ▪ Choose and safely perform activity-specific warm-up and cool-down activities, and explain how these can optimize performance. (COM, CT, PCD) ▪ Identify times and places where physical fitness opportunities can occur in the community across all seasons (i.e. park playground, rails to trails, neighbourhood). (COM, CT, PCD) ▪ Examine the connection between physical activity and learning readiness (i.e. active outdoor recess before working in the classroom or taking a walk/run before a test). (COM, CT, PCD) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Reflect upon the behaviours that contribute to achieving personal fitness goals while assessing progress (planning, regular participation, effort, motivation/commitment, and monitoring). (COM, CT, PCD) ▪ Lead physical activities that include the components of physical fitness. (CI, COM, CT, PCD) ▪ Analyze personal performance to make adjustments to personal fitness goals. (COM, CT, PCD) ▪ Lead warm-up and cool-down activities safely during different types of physical activities. (CI, COM, CT, PCD) ▪ Create a plan to meet fitness goals that utilize community resources across all seasons. (COM, CT, PCD) ▪ Plan ways to be physically active before or during the school day to promote learning readiness. (COM, CT, PCD)

[Physical Education 4-6: Glossary of Terms](#)

[Assessment and Evaluation in Physical Education](#)

Physical Education 4	Physical Education 5	Physical Education 6
Outcome 2: Students will demonstrate persistent behaviour and effort towards mastery during different types of physical activities.		
<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> Use cues independently and from others to improve motor skills and movement patterns. (COM, CT, PCD) Use practice and persistence, with and without guidance, to learn new skills and concepts. (CT, PCD) Demonstrate that persistence and discipline are required to refine existing skills. (COM, PCD) Begin to examine components of a skill that need refinement and consider options to make improvements. (CT) Discuss the concept of “growth mindset” (including embracing challenges and positive self-talk). (COM, PCD) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> Use cues independently and from others to improve motor skills and movement patterns. (COM) Use practice and persistence, with and without guidance, to learn new skills and concepts. (CT, PCD) Demonstrate that persistence and discipline are required to refine existing skills. (COM, PCD) Examine components of a skill that need refinement and discuss options to make improvements. (CT) Demonstrate a “growth mindset” (including asking questions for clarity and learning from set-backs). (CT, COM, PCD) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> Use cues independently and from others to improve motor skills and movement patterns. (COM) Use practice and persistence, with and without guidance, to learn new skills and concepts. (PCD) Demonstrate that persistence and discipline are required to refine existing skills. (COM, PCD) Examine components of a skill that need refinement and take action to make improvements. (CT) Apply a “growth mindset” to physical activities (including seeing failure as opportunity and encouraging others to apply a growth mindset). (COM, CT, PCD)

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Outcome 3: Students will demonstrate competency in fundamental movement skills and movement concepts within dance.		
<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> Engage consistently and constructively in dance learning experiences. (PCD) Demonstrate the connections between the skills and concepts learned in dance to their life outside of physical education (e.g., running rhythm, crossover in hockey, leaping over a puddle). (CT, PCD) Apply the concept of spatial awareness (e.g., appropriate distance between self and others, location within formation, and levels) to experiences within dance. (CT, PCD) Apply the concept of effort awareness (i.e., speed, force, and flow) to experiences within dance. (CT, PCD) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> Engage consistently and constructively in dance learning experiences. (PCD) Demonstrate the connections between the skills and concepts learned in dance to their life outside of physical education (e.g., risk taking, recognizing patterns, leading and following). (CT, PCD) Choose, organize, and use a combination of ideas, elements, and techniques to create and share original dances. (CI, COM) Perform and/or create a pattern of dance steps and movements (e.g., grapevine, stomp) in a variety of formations (e.g., star, scattered, square) maintaining the rhythm. (CI, COM) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> Engage consistently and constructively in dance learning experiences. (PCD) Demonstrate the connections between the skills and concepts learned in dance to their life outside of physical education (e.g., group work, feedback, formations, and supportive audience). (CT, PCD) Identify, share, and discuss diverse examples of dance experienced through live performances and various media. (PCD) Choose, organize, and use a combination of ideas, elements, and techniques to create, record, and share original dances. (CI, COM, PCD)

Citizenship (CZ) Communication (Com) Creativity and Innovation (CI) Critical Thinking (CT) Personal Career Development (PCD) Technological Fluency (TF)

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Outcome 3: Students will demonstrate competency in fundamental movement skills and movement concepts within dance.		
<ul style="list-style-type: none"> ▪ Apply the concept of relationship awareness (e.g., body shapes with people, objects, and locations) to experiences within dance. (CT, PCD) ▪ Apply special awareness to experiences within dance (i.e., areas, levels, pathways, extensions). (CT, PCD) ▪ Perform and/or create a pattern of dance steps and movements (e.g., skip, swing, do-si-do, body rolls) in a variety of formations (e.g., trios, small groups, parallel lines) while maintaining rhythm. (CI, COM) ▪ Perform, with respect and sensitivity, a variety of traditional and contemporary rhythmical movements across various cultures (e.g., Acadian, African Nova Scotian, Gaelic, and Mi'kmaw). (CI, COM) ▪ Demonstrate creative expression, valuing risk taking as a component of the creative process of dance. (CI, PCD) 	<ul style="list-style-type: none"> ▪ Collaborate with others to develop and extend dance ideas (e.g., formation, levels, costumes, props). (CI, COM) ▪ Perform, with respect and sensitivity, a variety of traditional and contemporary rhythmical movements from various cultures (e.g., Acadian, African Nova Scotian, Gaelic, and Mi'kmaw). (CI, COM) ▪ Demonstrate creative expression, valuing risk taking as a component of the creative process of dance. (CI, PCD) 	<ul style="list-style-type: none"> ▪ Perform and/or create a pattern of dance steps and movements (e.g., step/kick ball change, pivot, promenade) in a variety of formations (e.g., circles, individual) maintaining the rhythm to a variety of music extending across cultures. (CI, COM, CZ) ▪ Collaborate with others to develop and extend dance ideas (e.g., rhythm patterns, speed, themes). (CI, COM) ▪ Perform, with respect and sensitivity, a variety of traditional and contemporary rhythmical movements from various cultures (e.g., Acadian, African Nova Scotian, Gaelic, and Mi'kmaw). (CI, COM) ▪ Demonstrate creative expression, valuing risk taking as a component of the creative process of dance. (CI, PCD)

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Outcome 4: Students will demonstrate competency in fundamental movement skills and movement concepts within educational gymnastics.		
<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Engage consistently and constructively in gymnastics learning experiences. (PCD) ▪ Demonstrate consistency and control of movement (e.g., maintain center of gravity in tripod balance). (PCD) ▪ Combine locomotor skills, non-locomotor skills, and movement concepts (e.g., travelling, rolling, balancing, weight transfer) to perform simple movement sequences alone and with others in a variety of rhythmic activities. (CI, CT, PCD) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Engage consistently and constructively in gymnastics learning experiences. (PCD) ▪ Demonstrate consistency and control of movement (e.g., finish position in a straddle roll). (PCD) ▪ Create and perform, individually or with a partner, combinations of locomotor skills, non-locomotor skills, and movement concepts (e.g., travelling, rolling, balancing, weight transfer) into smooth flowing sequences; showing contrast in direction, speed, and flow. (CI, CT, PCD) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Engage consistently and constructively in gymnastics learning experiences. (PCD) ▪ Demonstrate consistency and control of movement (e.g., maintain center of gravity in handstand position). (PCD) ▪ Create and perform movement sequences with others that use movement concepts (e.g., travelling, rolling, balancing, weight transfer) and small or large apparatus. (CI, CT, PCD) ▪ Reflect and refine combinations of locomotor skills, non-locomotor skills, and movement concepts into smooth

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Outcome 4: Students will demonstrate competency in fundamental movement skills and movement concepts within educational gymnastics.		
<ul style="list-style-type: none"> ▪ Create and perform a variety of balances and supports with a partner or group in which each person is partially supporting the weight of another person. <i>(Note: Weight bearing pyramids must not exceed two levels. No standing pyramids.)</i> (CI, CT, PCD) ▪ Reflect, practice, and refine movement skills performed in sequences to improve quality of performance. (CI, CT, PCD) ▪ Demonstrate weight transfer (e.g., cartwheel, round off). (CI, CT, PCD) ▪ Demonstrate fundamental movement skills using two or more movement patterns in a sequence with small apparatus (e.g., hoops, scarves, ropes) or on large apparatus (e.g., mats, balance beam), alone or with others. (CI, CT, PCD) ▪ Practice rolling safely to absorb impact after falling (i.e., forward, sideways). (CT, COM, PCD) 	<ul style="list-style-type: none"> ▪ Reflect, practice, and refine movement skills performed in sequences to improve quality of performance. (CI, CT, PCD) ▪ Perform balance and weight transfers (e.g., feet to hands). (CI, CT, PCD) ▪ Apply an understanding of effective body positioning and movement during the flight phase of various jumps and landings. (CT, COM, PCD) 	<p>flowing sequences; showing contrast in direction, speed, and flow. (CI, CT, PCD)</p> <ul style="list-style-type: none"> ▪ Refine balance and weight transfers (e.g., front plank to side plank, balance to roll). (CI, CT, PCD) ▪ Demonstrate an understanding of refined body positions, transitions, and aesthetics throughout sequences. (CI, CT, PCD) ▪ Demonstrate different ways to maintain static (stationary) and dynamic (while moving) balance in a variety of physical activities (e.g., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level, keeping feet apart). (CT, COM, PCD)

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Outcome 5: Students will demonstrate competency in fundamental movement skills and movement concepts within games.		
<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Explore ways to be physically active with respect to a variety of cultural backgrounds (e.g., explore traditional or contemporary games from various cultures). (CZ, PCD) ▪ Engage consistently and constructively within a variety of games, focusing on applying movement skills and concepts (i.e., Learning to Train stage). (PCD) ▪ Demonstrate an understanding of body awareness and orientation (e.g., ready position for serve reception or individual defensive play). (CT, PCD) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Explore ways to be physically active with respect to a variety of cultural backgrounds (e.g., explore traditional or contemporary games from various cultures). (CZ, PCD) ▪ Engage consistently and constructively within a variety of games, focusing on applying movement skills and concepts (i.e., Learning to Train stage). (PCD) ▪ Demonstrate an understanding of body awareness and orientation (e.g., delivery position in curling). (CT, PCD) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Explore ways to be physically active with respect to a variety of cultural backgrounds (e.g., explore traditional or contemporary games from various cultures). (CZ, PCD) ▪ Engage consistently and constructively within a variety of games, focusing on applying movement skills and concepts (i.e., Learning to Train stage). (PCD) ▪ Demonstrate an understanding of body awareness and orientation (e.g., archery stance, golf swing). (CT, PCD)

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Outcome 5: Students will demonstrate competency in fundamental movement skills and movement concepts within games.		
<ul style="list-style-type: none"> ▪ Begin to communicate the terminology, basic rules, and guidelines associated with selected individual and team activities (e.g., the in and out turn in curling). (COM, CT, PCD) ▪ Combine skills (locomotor, non-locomotor, and manipulative) with appropriate effort (e.g., time, force, and flow) to expand the development of individual skills (e.g., fielding a ground ball). (CT, PCD) ▪ Demonstrate sending, receiving, and protecting skills (e.g., protecting tail in tail tag) while stationary and moving with control in small-sided games. (CT, PCD) ▪ Say aloud performance cues (e.g., “step, hop, step, hop” for skipping), while practicing skills, to strengthen self-learning. (COM, CT, PCD) ▪ Explore force as it applies to a variety of movements (e.g., putting versus driving). (CT, PCD) ▪ Demonstrate and describe examples of learning transfer as they relate to skill development (e.g., bocce release compared to bowling release). (CT, PCD) ▪ Develop long jump rope skills with a group (e.g., enter, exit) and continue to refine short jump rope skills. (CT, PCD) 	<ul style="list-style-type: none"> ▪ Communicate the terminology, basic rules, and guidelines associated with selected individual and team activities (e.g., the forehand grip in disc golf). (CT, PCD) ▪ Refine combinations of skills (locomotor, non-locomotor, and manipulative) with appropriate effort (e.g., time, force, and flow) to expand the development of individual skills (e.g., volleyball forearm pass). (CT, PCD) ▪ Apply sending, receiving, and protecting skills (e.g., carrying a football) while stationary and moving with control within increasingly complex small-sided games. (CT, PCD) ▪ Say aloud performance cues (e.g., “hop, skip, jump” for triple jump), while practicing skills, to strengthen self-learning. (COM, CT, PCD) ▪ Demonstrate understanding and discuss the impact of force through movement variations (e.g., receiving force in a catch, transferring weight in a throw). (COM, CT, PCD) ▪ Explain and demonstrate examples of learning transfer as they relate to skill development (e.g., overhand serve in tennis compared to overhand serve in volleyball). (COM, CT, PCD) 	<ul style="list-style-type: none"> ▪ Apply the terminology, basic rules, and guidelines associated with selected individual and team activities (e.g., the pivot in ultimate frisbee). (COM, CT, PCD) ▪ Refine combinations of skills (locomotor, non-locomotor, and manipulative) with appropriate effort (e.g., time, force, and flow) to expand the development of individual skills (e.g., combining run, dribble, and lay up). (CT, PCD) ▪ Refine sending, receiving, and protecting skills (e.g., cradling in lacrosse) while stationary and moving with control within increasingly complex small-sided games. (CT, PCD) ▪ Say aloud performance cues (e.g., “inside, outside, up” for layup in basketball), while practicing skills, to strengthen self-learning. (COM, CT, PCD) ▪ Apply concepts of force (e.g., resistance) through movement variations (e.g., range of motion when serving or batting). (CT, PCD) ▪ Compare and demonstrate examples of learning transfer as they relate to skill development (e.g., hockey shot compared to golf drive). (COM, CT, PCD)

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Outcome 6: Students will demonstrate competency in fundamental movement skills and movement concepts within active pursuits.		
<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Engage consistently and constructively in active pursuit experiences. (CZ, PCD) ▪ Perform, with respect and sensitivity, a variety of traditional active pursuits from various cultures (e.g., Acadian, African Nova Scotian, Gaelic, and Mi'kmaw). (CZ, PCD) ▪ Use winter activities to practice movement (e.g., skating, sledding). (CT, PCD) ▪ Engage in a variety of mind–body exercises (e.g., pilates, yoga). (PCD) ▪ Engage in a variety of group fitness experiences (e.g., step aerobics, interactive media). (PCD, TF) ▪ Experience a variety of team-building initiatives (e.g., human knots). (PCD, CZ) ▪ Participate in navigation skills while orienteering outdoors (e.g., compass reading, following a map). (TF) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Engage consistently and constructively in active pursuit experiences. (CZ, PCD) ▪ Perform, with respect and sensitivity, a variety of traditional active pursuits from various cultures (e.g., Acadian, African Nova Scotian, Gaelic, and Mi'kmaw). (CZ,PCD) ▪ Use winter activities to practice and refine movement skills (e.g., snowshoeing, sledding). (CT, PCD) ▪ Engage in a variety of mind–body exercises (e.g., yoga, Tai Chi). (PCD) ▪ Engage in a variety of group fitness experiences (e.g., group cycling, interactive media). (PCD, TF) ▪ Contribute to a variety of team-building initiatives (e.g., debrief after a group juggle). (PCD, CZ) ▪ Practice navigation skills while orienteering outdoors (e.g., compass reading, taking a bearing). (TF) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> ▪ Engage consistently and constructively in active pursuit experiences. (CZ, PCD) ▪ Perform, with respect and sensitivity, a variety of traditional active pursuits from various cultures (e.g., Acadian, African Nova Scotian, Gaelic, and Mi'kmaw). (CZ, PCD) ▪ Apply movement skills to winter activities (e.g., curling, skiing). (CT, PCD) ▪ Engage in a variety of mind–body exercises (e.g., yoga, Qi Gong) and reflect on the value of the experiences. (PCD) ▪ Engage in a variety of group fitness experiences (e.g., boot camp, interactive media) and reflect on the benefit of the activities. (PCD, TF) ▪ Lead and follow a variety of team-building initiatives. (PCD, TF) ▪ Apply navigation skills while orienteering outdoors (e.g., GPS, geocaching). (TF)

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Outcome 7: Students will apply decision-making skills to fundamental movement skills and movement concepts, during different types of physical activities in multiple environments.		
Performance/Assessment Indicators <ul style="list-style-type: none"> Apply skill-specific feedback from others. (COM, CT) Respond accordingly when an activity changes or is modified (e.g., setting, space, time, rules, tasks). (CT) Choose from a variety of strategies and tactics to increase chances of success in physical activities (e.g., students choose roles in Capture the Flag). (CT) Begin to apply offensive and defensive strategies and tactics in a wide variety of activities (e.g., communication with teammates). (CT) 	Performance/Assessment Indicators <ul style="list-style-type: none"> Apply skill-specific feedback from others. (COM, CT) Respond accordingly when an activity changes or is modified (e.g., setting, space, time, rules, tasks). (CT) Choose from a variety of strategies and tactics to increase chances of success in physical activities (e.g., brainstorm route options when given a map for orienteering). (CT) Apply offensive and defensive strategies and tactics in a wide variety of activities (e.g., create and deny space). (CT) 	Performance/Assessment Indicators <ul style="list-style-type: none"> Apply skill-specific feedback from others. (COM, CT) Respond accordingly when an activity changes or is modified (e.g., setting, space, time, rules, tasks). (CT) Choose from a variety of strategies and tactics to increase chances of success in physical activities (e.g., use short passes in Ultimate Frisbee). (CT) Apply offensive and defensive strategies and tactics in a wide variety of activities (e.g., guard opponents). (CT)

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Outcome 8: Students will demonstrate communication and interpersonal skills during different types of physical activities.		
Performance/Assessment Indicators <ul style="list-style-type: none"> Begin to give and receive feedback to improve movement skills and patterns in dance, gymnastics, games, and active pursuits. (COM, CT) Recognize verbal and nonverbal cues. (Com) Apply skills for managing feelings (e.g., deep breathing, count to 10, relaxation, ask for assistance when needed) across learning experiences in physical education. (COM, CT, PCD) Apply peaceful conflict resolution skills (e.g., “I feel ...” Rock, Paper, Scissors) across learning experiences in physical education. (COM, CT, PCD) 	Performance/Assessment Indicators <ul style="list-style-type: none"> Give and receive specific feedback to improve movement skills and movement patterns in dance, gymnastics, games, and active pursuits. (COM, CT) Reflect upon how verbal and nonverbal feedback can positively or negatively impact performance and feelings of self (e.g., body language, words). (COM, CT, PCD) Apply skills for managing feelings (e.g., deep breathing, count to 10, relaxation, ask for assistance when needed) across learning experiences in physical education. (COM, CT, PCD) Apply peaceful conflict resolution skills (e.g., walk away) across learning experiences in physical education. (Com, CZ) 	Performance/Assessment Indicators <ul style="list-style-type: none"> Give and receive specific feedback to improve movement skills and movement patterns in dance, gymnastics, games, and active pursuits. (COM, CT) Reflect upon how verbal and nonverbal feedback can positively or negatively impact performance and feelings of self and others (e.g., rolling eyes, tone). (COM, CT, PCD) Apply skills for managing feelings while working alone and in collaboration with others. (Com, CT, PCD) Analyze the impact of using effective communication skills during experiences in physical education. (COM, PCD, CZ) Analyze the impact of serving as a cooperative and productive member of a group. (COM, PCD, CZ)

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Outcome 8: Students will demonstrate communication and interpersonal skills during different types of physical activities.		
<ul style="list-style-type: none"> Identify positive attributes (e.g., communication, value differences, focus, tolerant, inclusive, sensitive) of a group member during different types of physical activities, and explore other areas of life where they could use these attributes. (COM, PCD) Describe their feelings after having collaborated with others. (COM, PCD) Explore areas within school life where collaboration benefits self and others. (PCD) Make choices (e.g., words, actions, body language) to positively affect others. (CT, PCD) Reflect upon ways to apply the communication and interpersonal skills demonstrated in physical education to life outside of physical education. (Com, CT) 	<ul style="list-style-type: none"> Demonstrate positive attributes (e.g., communication, value differences, focus, tolerant, inclusive, sensitive) of a group member. (COM, PCD) Use respectful language and behaviour toward self and others. (COM, PCD) Discuss how respectful language and behaviour impacts the learning environment. (CZ, PCD) Reflect on experiences after collaborating with others. (COM, PCD, CZ) Reflect upon ways to apply the communication and interpersonal skills demonstrated in physical education to life outside of physical education. (Com, CT) 	<ul style="list-style-type: none"> Describe their mood and any changes that occurred during activities at moderate to vigorous intensities. (COM, PCD) Reflect on experiences after collaborating with others and make suggestions for improvement. (COM, PCD) Reflect upon ways to apply the communication and interpersonal skills demonstrated in physical education to life outside of physical education. (Com, CT)

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Outcome 9: Students will demonstrate consideration, care and compassion for the well-being and safety of self, others, and environment during different types of physical activities.		
<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> Demonstrate behaviours that help others (e.g., encouragement, peer helping). (CZ, PCD) Apply etiquette, safety, and risk-management practices, rules, and procedures in school, at home, and in the community. (CZ, CT, PCD) Identify how safety and risk-management practices enhance physically active living at home, at school, and in the community (e.g., active transportation). (PCD) Consistently apply principles of teamwork, inclusion, fair play, and respect for self and others (e.g., work well with others, follow the rules of the activity). (COM, CZ, PCD) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> Demonstrate behaviours that help others (e.g., peer teaching, inclusion). (CZ, PCD) Apply etiquette, safety, and risk-management practices, rules, and procedures in school, at home, and in the community. (CZ, CT, PCD) Explain ways to manage risk related to physically active experiences in other areas of school life (e.g., sledding on a nearby hill). (PCD) Consistently apply principles of teamwork, inclusion, fair play, and respect for self and others (e.g., follow the rules of the activity, respect officials' decisions). (COM, CZ, PCD) 	<p>Performance/Assessment Indicators</p> <ul style="list-style-type: none"> Demonstrate behaviours that help others (e.g., kindness, inclusion, encouragement, patience). (CZ, PCD) Apply etiquette, safety, and risk-management practices, rules, and procedures in school and in the community. (CZ, CT, PCD) Demonstrate during school safe ways to participate in physical activities outside of school (e.g., skateboarding). (PCD) Consistently apply principles of teamwork, inclusion, fair play, and respect for self and others (e.g., follow the rules of the activity, respect officials' decisions). (COM, CZ, PCD)

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Outcome 9: Students will demonstrate consideration, care and compassion for the well-being and safety of self, others, and environment during different types of physical activities.		
<ul style="list-style-type: none"> ▪ Use equipment for intended purposes and put it away after use. (CZ) ▪ Demonstrate proper care for built and natural environments (e.g., climbing up slides, Leave No Trace principles). (CZ, PCD) 	<ul style="list-style-type: none"> ▪ Use equipment for intended purposes and put away after use. (CZ, CT) ▪ Take age-appropriate action to demonstrate proper care for built and natural environments in school and within the school community (e.g., respect posted signage, Leave No Trace principles). (CZ, CT, PCD) 	<ul style="list-style-type: none"> ▪ Demonstrate that equipment is used for intended purposes and put away after use. (CZ) ▪ Take age-appropriate action to demonstrate proper care for built and natural environments in school and within the school community (e.g., hanging from basketball hoops, replace divots, Leave No Trace principles). (CZ, PCD)

Literacy Outcome

Students will apply literacy learning in Physical Education by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.