

## Walk & Roll Skills and Drills

### Kindergarten - Grade 8 Curriculum Connections

Grade	Subject	Specific Expectations
K	<b><u>Personal and Social Development</u></b> Social Development	<b>3.2</b> Recognize places and buildings within their community, both natural and human-made, and talk about their functions
K	<b><u>Considerations for Program Planning</u></b> Environmental Education	<b>3.1</b> Promote learning about environmental issues and solutions and engaging children in practicing environmental stewardship
K	<b><u>Thinking about Learning and Teaching</u></b> Thinking about Belonging and Contributing	<b>2.1</b> Understand their connectedness and contributions to the natural world. Developing a sense of place and awareness for our role in caring for the planet
K	<b><u>Science &amp; Technology</u></b> Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings	<b>1.1</b> Ask questions about and describe some natural occurrences, using their own observations and representations
K	<b><u>Science &amp; Technology</u></b> Demonstrate an understanding of the natural world and the need to care for and respect the environment	<b>3.3</b> Identify ways in which they can care for and show respect for the environment (e.g., feeding the birds in winter; reusing and recycling; turning off unnecessary lights at home; walking to school instead of getting a ride)
1	<b><u>Science &amp; Technology</u></b>	<b>B1.2</b> Identify actions that can be taken to contribute to a healthy environment

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	Understanding Life Systems: Needs and Characteristics of Living Things	
1	<b>Science &amp; Technology</b> Understanding Structures and Mechanisms Everyday Materials, Objects, and Structures	<b>D2.6</b> Identify properties of materials that enable the objects made from them to perform their intended function
1	<b>Health &amp; Physical Education</b> Understanding: Active Living	<p><b>B1.1</b> Actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., joining in willingly, showing respect for others, following directions, taking turns)</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background) as they participate in a wide variety of individual and small-group activities</p> <p><b>B1.3</b> Identify a variety of ways to be physically active at school and at home every day (e.g., at school: playing actively at recess; participating in a variety of physical activities in class, including DPA; participating in after-school physical activities; at home: helping with outdoor activities like gardening, raking, or shovelling snow; going for a walk with family members; playing in the park; riding bikes on the community trail)</p> <p><b>B2.2</b> Demonstrate an understanding of how being active helps them to be healthy, both physically and mentally</p>

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		<p><b>B2.3</b> Identify the physical signs of exertion during a variety of physical activities (e.g., heart beats faster, body gets warmer, breathing becomes faster and deeper, perspiration increases)</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body)</p>
1	<p><b><u>Health &amp; Physical Education</u></b>            Understanding:            Movement            Competence: Skills, Concepts, and Strategies (C)</p>	<p><b>C1.2</b> Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them</p> <p><b>C1.3</b> Perform a variety of locomotor movements, travelling in different directions and using different body parts (e.g., jump over lines; walk carefully backwards along a line while looking over their shoulder; move forward with different body parts touching the ground; move arms in different ways while walking, dancing, or skipping; take giant steps while moving sideways)</p> <p><b>C2.1</b> Demonstrate an understanding that different physical activities have different components (e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities</p>
1	<p><b><u>Health &amp; Physical Education</u></b>            Understanding:            Healthy Living (D)</p>	<p><b>D1.2</b> Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, youth worker, or other trusted adult; knowing routines for safe pickup from school or activities)</p>

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		<p><b>D1.5</b> Demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind</p> <p><b>D2.4</b> Apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school)</p> <p><b>D3.1</b> Demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, when online, and outdoors (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, unstable furniture, candles, toys; road, water, and playground hazards; the danger of landing on websites that are not age-appropriate; weather and sun hazards)</p>
1	<p><b><u>Social Studies, History and Geography</u></b> Understanding: People and Environments: The Local Community</p>	<p><b>B1.3</b> Create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community (e.g., map out the location of garbage and recycling cans in parks so they can properly dispose of their waste; help plan and grow a sustainable garden at home, composting in the school, or other ways of reducing their environmental footprint; plan ways to participate in clean-up days), and describe how their actions might enhance the features of the local environment</p>
2	<p><b><u>Social Studies</u></b> People and their Environments: Global Communities</p>	<p><b>B1.3</b> Demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions (e.g., if people in dry regions do not use their water carefully, they may run out; responsible use of resources helps ensure that they will be available for future generations)</p>

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2	<p><b>Health &amp; Physical Education</b> Understanding Active Living</p>	<p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities (e.g., individual and small-group activities, dancing to music, cooperative games), while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity; knowing what to do; demonstrating appropriate interpersonal skills, such as active listening, communicating with respect, and providing help to and asking for help from group members)</p> <p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background) as they participate in a wide variety of individual and small-group activities</p> <p><b>B1.3</b> Identify reasons for participating in physical activity every day (e.g., to have fun, learn through play, be with classmates who are involved in after-school physical activities, pursue personal interests in certain kinds of activities, enjoy a change from the classroom routine, emulate a role model, interact with family members, improve physical and mental health, follow cultural teachings)</p> <p><b>B2.2</b> Describe different types of activities that improve the strength of the heart and lungs (e.g., running, wheeling fast, walking fast, skipping, dancing to music, doing a fitness circuit, other whole-body or large muscle activities)</p> <p><b>B2.3</b> Recognize their degree of exertion in physical activities by using simple assessment methods (e.g., putting their hand on their chest to feel the increase in heart rate as they move faster, using the talk test [monitoring whether they can talk while being physically active]), and identify factors that affect their</p>

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		<p>performance level (e.g., humidity, extremely cold or warm air, poor air quality, personal fitness level, sleep, feelings, stressful events)</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body)</p> <p><b>B3.2</b> Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught)</p>
2	<p><b><u>Health &amp; Physical Education</u></b>            Understanding:            Movement            Competence: Skills, Concepts, and Strategies (C)</p>	<p><b>C1.3</b> Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways (e.g., hop sideways across a line, gallop in a curved pathway around trees or objects, skip quickly using a rope, slide or wheel slowly in a zigzag pattern, move at different speeds in response to the beat of a drum, run quickly following a curving pathway, jog slowly backwards while checking over their shoulder)</p> <p><b>C2.1</b> Demonstrate an understanding that different physical activities have different components (e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they</p>

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		<p>participate in and explore a variety of individual and small-group activities</p> <p><b>C2.2</b> Apply a variety of simple tactics to increase their chances of success during physical activities (e.g., wheel their wheelchair or run into open space when playing tag games in order to more easily avoid being tagged; choose an object for a throwing activity that they think they can successfully throw and catch multiple times – a cloth ball, a utility ball, a tennis ball, a beanbag; use adapted or specialized equipment, such as a ball with a bell inside that can provide an auditory cue)</p>
2	<p><b><u>Health &amp; Physical Education</u></b> Understanding: Healthy Living (D)</p>	<p><b>D1.1</b> Demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands), outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true)</p>
3	<p><b><u>Health &amp; Physical Education</u></b> Understanding: Active Living</p>	<p><b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities (e.g., individual and small-group activities, dancing to music, cooperative games), while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity; knowing what to do; demonstrating appropriate interpersonal skills, such as active listening, communicating with respect, and providing help to and asking for help from group members)</p> <p><b>B1.3</b> Describe the physical and mental benefits of participating in physical activity every day</p>

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		<p>(e.g., physical benefits, such as better sleep, more energy, reduced risk of getting sick; social benefits, such as improved interaction with peers, greater empathy, stronger interpersonal skills, improved independence; emotional/mental benefits, such as stress release, greater self-confidence, improved concentration)</p> <p><b>B2.3</b> Assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods (e.g., talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity)</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., self-monitoring, being in control of themselves and aware of their surroundings, cooperating with others, abiding by rules and playing fair, communicating positively to help others be safe, using equipment appropriately both in class and on the playground)</p>
3	<p><b><u>Health &amp; Physical Education</u></b>            Understanding: Movement            Competence: Skills, Concepts, and Strategies (C)</p>	<p><b>C1.3</b> Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions (e.g., leap for distance in a zigzag pathway; alternate between walking and sprinting in a warm-up activity; travel sideways, alternately reaching high then bending low to touch the ground; move as close to others as possible without touching them, then far from others to find their own space; skip with a partner, matching their steps and arm actions; make patterns with a scarf; make up a movement sequence in response to action words or words of a poem)</p> <p><b>C2.1</b> Demonstrate an understanding that different physical activities have different components (e.g., movement skills, rules and boundaries, conventions of fair play and</p>

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		<p>etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities</p> <p><b>C2.2</b> Apply a variety of simple tactics to increase their chances of success during physical activities (e.g., assume a ready position in preparation to receive the ball when playing small-sided games such as two-on-two or to be ready for a quick start in a race; practice a balance routine on a line in the gymnasium while waiting for a turn on a balance beam or a bench)</p>
4	<p><b><u>Science &amp; Technology</u></b> Understanding Structures and mechanisms: Machines and their Mechanisms (D)</p>	<p><b>D2.1</b> Identify machines that are used in daily life, and describe their purposes</p> <p><b>D2.2</b> Identify the parts of various mechanisms and describe the purpose of each part</p>
4	<p><b><u>Health &amp; Physical Education</u></b> Understanding: Active Living</p>	<p><b>B1.1</b> Actively participate in a wide variety of program activities (e.g., lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., taking the initiative to be involved in the activity, being open to playing different positions and playing in different groups, respecting others' ideas and opinions, encouraging others, speaking kindly, maintaining self-control at all times)</p> <p><b>B2.2</b> Identify how different physical activities affect the body and contribute to physical fitness and good physical and mental health (e.g., dancing and cross-country running develop cardiorespiratory fitness and endurance, abdominal crunches develop muscular endurance and/or strength, climbing activities develop muscular strength, yoga develops flexibility and muscular strength, proper stretching activities develop flexibility and prevent injury, outdoor physical activity with a friend contributes to both physical and</p>

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		<p>mental health and provides a sense of belonging)</p> <p><b>B2.3</b> Assess their level of exertion during physical activity, using simple self-assessment techniques (e.g., taking pulse rates before, during, and after taking part in physical activities; checking how they feel during physical activity), and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities (e.g., intrinsic: level of fitness, state of physical and mental health, energy level; extrinsic: familiarity with the activity; weather extremes such as heat, humidity, or cold)</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., cooperating with others, monitoring their own actions and maintaining control of their bodies and equipment, using equipment such as hula hoops and playground apparatus appropriately, ensuring all chairs are pushed in before beginning DPA in the classroom)</p> <p><b>B3.2</b> Describe common precautions for preventing accidents and injuries, including concussions, while participating in different types of physical activity (e.g., wearing goggles to protect the eyes when playing badminton, wearing a properly fitting helmet to protect the head, tucking in drawstrings to avoid catching them on equipment or other players, fastening all straps on a hockey sledge, staying clear of mud puddles on fields to avoid slipping)</p>
4	<p><b><u>Health &amp; Physical Education</u></b>            Understanding:            Movement            Competence: Skills, Concepts, and Strategies</p>	<p><b>C1.3</b> Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions (e.g., travel under, over, around, and through equipment in an obstacle course; hop and skip in a zigzag pattern, following a specific rhythm; run and leap over a line; use different levels</p>

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		while performing folk, cultural, and creative dances; perform t'ai chi or yoga movements slowly and at a moderate pace; wheel their wheelchair through an obstacle course, turn, and wheel back)
4	<b><u>Health &amp; Physical Education</u></b> Understanding: Healthy Living (D)	<b>D2.2</b> Apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food, going online)
5	<b><u>Science &amp; Technology</u></b> Understanding Life System: Human Health and Body System	<b>B1.1</b> Assess effects of a variety of social and environmental factors on human health, and describe ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial
5	<b><u>Health &amp; Physical Education</u></b> Understanding: Active Living	<b>B1.1</b> Actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness and endurance activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., encouraging others with positive comments, displaying fair play by respecting the decisions of others) <b>B2.3</b> Assess a specific component of their health-related fitness (e.g., cardiovascular fitness, flexibility, muscular strength, muscular endurance) by noting physical responses during various physical activities, and monitor changes over time <b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., demonstrating personal responsibility for safety, using proper

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		<p>stretching techniques during cool-down activities, ensuring that their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition)</p> <p><b>B3.2</b> Demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities (e.g., drinking fluids to avoid dehydration, before, during, and after vigorous activities; applying sunscreen and wearing a hat and sunglasses to protect the skin and eyes from sun damage; checking weather reports for the humidex, wind chill, air quality index, and UV index to determine what preparations may be needed to be safe and comfortable outdoors; bringing inhalers and epinephrine autoinjectors if needed; reading warning signs posted in recreational areas)</p>
5	<p><b><u>Health &amp; Physical Education</u></b>            Understanding: Movement            Competence: Skills, Concepts, and Strategies</p>	<p>C1.3 Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways (e.g., dodge or change speed or direction to avoid people or objects; incorporate different movements at varying speeds when creating a dance with a partner; use ribbons or balls to develop a movement sequence that includes jumps, turns, movements in different directions, and balances)</p>
6	<p><b><u>Health &amp; Physical Education</u></b>            Understanding: Active Living</p>	<p><b>B1.1</b> Actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity, using time effectively, being open to new activities, displaying fair play by taking turns and sharing, listening to others, not blaming or taking advantage of others)</p>

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		<p><b>B2.3</b> Assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) as they participate in various physical activities (e.g., comparing how they feel before, during, and after an activity or simple fitness tasks), and monitor changes in their physical fitness over time (e.g., comparing their personal results and physical activity participation over a period of time, such as the beginning, middle, and end of the school term)</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., demonstrating personal responsibility and compliance with the school board's concussion protocol; checking that equipment is in good working order; wearing an appropriate and properly fitting helmet when taking part in activities such as bike riding, playing on community sports teams, tobogganing, snowboarding, downhill skiing, or skateboarding; helping someone adjust the straps on their wheelchair)</p>
6	<p><b><u>Health &amp; Physical Education</u></b>            Understanding: Movement            Competence: Skills, Concepts, and Strategies</p>	<p><b>C1.2</b> Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment (e.g., wheel their wheelchair around objects and at different speeds in a fitness circuit; create a developmental gymnastics sequence with a partner that uses a range of movements and shows changes in speed, level, and formation)</p> <p><b>C2.1</b> Demonstrate an understanding of the basic components of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as four-on-four rubber-chicken keep-away, basketball shooting games, and two-base softball; recreational</p>

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		activities such as mini-triathlons, hiking, skipping rope, and cooperative games; fitness activities such as t'ai chi, activities with exercise bands and exercise balls, and personal fitness challenges; dance activities such as cultural dance, creative movement, and jazz steps)
6	<b><u>Health &amp; Physical Education</u></b> Understanding: Healthy Living	<b>D3.1</b> Explain how healthy eating and active living work together to improve a person's overall physical and mental health and well-being (e.g., both provide more energy and contribute to improved self-concept and body image, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them) and how the benefits of both can be promoted to others
7	<b><u>Health &amp; Physical Education</u></b> Understanding: Active Living	<b>B1.1</b> Actively participate in a wide variety of program activities, according to their capabilities (e.g., individual activities, small- and large-group activities, movement and rhythmic activities, dance, outdoor pursuits), while applying behaviours that enhance their readiness and ability to take part (e.g., striving to do their best, displaying good sports etiquette along with healthy competition) in all aspects of the program <b>B2.3</b> Assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time (e.g., by tracking heart rates, recovery time, changes in how one feels during and after activity; by comparing activity participation and changes in fitness levels) <b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., following appropriate procedures and guidelines, demonstrating social responsibility, checking that they have their puffers and/or epinephrine autoinjectors, checking for hazards such as pencils or other

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		<p>objects on the floor or potholes on the field before beginning activities, using mouth guards when necessary during recreational activities in the community, avoiding pressuring a peer to participate in unsafe activities, being respectful of others who may be hesitant to try new skills) in a variety of physical activity settings (e.g., school, community recreational facilities, outdoor recreational venues)</p> <p><b>B3.2</b> Demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors (e.g., be aware of common hazards that could be encountered and take appropriate precautions; apply systems thinking to risk assessment by making connections between possible hazards and their outcomes; recognize unexpected hazards, assess the risk, and control the hazard by telling someone about it, removing it, or removing themselves from the danger)</p>
7	<p><b><u>Health &amp; Physical Education</u></b>            Understanding:            Movement            Competence: Skills, Concepts, and Strategies</p>	<p><b>C2.1</b> Demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments</p>
8	<p><b><u>Science &amp; Technology</u></b>            Understanding Structures and Mechanisms:            Systems in Action (D)</p>	<p><b>D2.3</b> Identify the various processes and components of a system that allow it to perform its function efficiently and safely  <b>D2.7</b> Identify ways in which energy can dissipate from mechanical systems, and describe technological innovations that make these systems more efficient</p>
8	<p><b><u>Health &amp; Physical Education</u></b>            Understanding:            Active Living</p>	<p><b>B1.1</b> Actively participate according to their capabilities in a wide variety of program activities (e.g., individual, small-group, and large-group activities; movement and rhythmic activities; dance; outdoor activities on the land)</p>

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		<p><b>B1.2</b> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., being able to adapt activities to suit individual needs and preferences; having a choice of activities and choices within activities; being comfortable with the activities, both socially and emotionally; being able to take part in activities in a natural environment; being able to take part in activities that are culturally relevant), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments</p> <p><b>B2.2</b> Recognize the difference between health-related components of personal fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and skill-related components (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use training principles to enhance both components</p> <p><b>B2.3</b> Assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time (e.g., by tracking heart rates, recovery time, how they feel during and after activity, level of participation; noting increase in range of motion when doing yoga stretches; tracking increases in the number of repetitions when doing arm curls with exercise bands)</p> <p><b>B3.1</b> Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., following appropriate procedures and guidelines; demonstrating social responsibility; encouraging others to act safely; wearing sunscreen, long sleeves, sunglasses, and a hat to limit UV exposure) in a variety of physical activity settings (e.g., school, community recreational facilities, outdoor recreational venues)</p>

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8	<b><u>Health &amp; Physical Education</u></b> Understanding: Movement Competence: Skills, Concepts, and Strategies	<b>C2.1</b> Demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments
8	<b><u>Health &amp; Physical Education</u></b> Understanding: Healthy Living	<b>D1.2</b> Identify situations that could lead to injury or death (e.g., concussions from contact sports or accidents; traumatic head, brain, or spinal cord injuries from falls or diving into unknown water; injuries in car accidents; mental, physical, emotional, or social harm resulting from mental health and/or addiction problems), and describe behaviours that can help to reduce risk (e.g., wearing protective gear, especially helmets; thinking before acting; avoiding conflicts that could lead to violence; avoiding diving into unknown water; being cautious when driving or riding ATVs, tractors, boats, or snowmobiles; following hunting and trapping protocols; being aware of food safety when cooking and preparing food; using self-acceptance, coping, and help-seeking skills)