

The **Scope and Sequence** document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and understanding each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The “Sequence of Units” provides a snapshot of the recommended pacing of instruction across a year.
- The unpacking section contains rich information and examples of what the standard means; this section is an essential component to help both teachers and students understand the standards.
- The progressions provides valuable information for pre assessment as well as information on what follows.

Sequence of Units Grade 9 (Year 1)

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Volleyball	Basketball	Swimming Stroke dev	Track & Field	Fitness Training	Paddleball	Table Tennis	Golf
Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14		
Flag Football	Swimming water games	Soccer	Folk dancing	Floor hockey	Fitness testing		

Sequence of Units Grade 10 (Year 2)

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Personal fitness	Swimming water safety	Team handball	Badminton	Touch rugby	Creative dance	Golf	Softball.

Sequence of Units Grades (Grades 11/12)

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Personal Fitness	Swimming	Golf	Badminton	Ultimate Frisbee	Indoor games	Outdoor recreational games	

PE Standards

Standard 1: Learners demonstrate competency in motor skills and movement patterns.

Standard 2: Learners apply knowledge of concepts, principles, strategies and tactics related to movement and performance

Standard 3: Learners demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

Standard 4: Learners exhibit responsible personal and social behavior that respects self and others

Standard 5: Learners recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction (**Not assessed at this level**)

Standard 1: Learners demonstrate competency in motor skills and movement patterns.		
Benchmarks	Performance Indicators	
	Level 1 (Grade 9 & 10)	Level 2 (Grade 11 & 12)
1.1 Lifetime Activities <ul style="list-style-type: none"> Applies understanding of and demonstrates ability in determined activities 	<ul style="list-style-type: none"> Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net games or target games ²⁴ (1.H1.L1) 	<ul style="list-style-type: none"> Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net games or target games ²⁵ (1.H1.L2)

<p>1.2 Dance and Rhythms - Uses correct rhythm and movement patterns to incorporate a range of styles</p>	<ul style="list-style-type: none"> • Demonstrates competency in dance or other movement forms used in cultural and social occasions OR • Demonstrates competence in one form of dance (e.g., ballet, modern, hip hop, tap (1.H2.L1)) 	<ul style="list-style-type: none"> • Demonstrates competence in a form of dance or movement by choreographing a dance or by giving a performance (1.H2.L2)
<p>1.2 Fitness Activities • Applies understanding of a variety of skills, and related health components, in determined activities</p>	<ul style="list-style-type: none"> • Demonstrates competency in one or more specialized skills in health-related fitness activities (1.H3.L1) 	<ul style="list-style-type: none"> • Demonstrates competency in two or more specialized skills in health-related fitness activities (1.H3.L2)

Standard 2: Learners apply knowledge of concepts, principles, strategies and tactics related to movement and performance		
Benchmarks	Performance Indicators	
	Level 1 (Grade 9 & 10)	Level 2 (Grade 11 & 12)
<p>2.1 Movement Concepts, Principles and Knowledge - Applies and correctly uses/describes terminology, actions,</p>	<ul style="list-style-type: none"> • Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net games, target games, aquatics and/or outdoor pursuits appropriately (2.H2.L1) 	<ul style="list-style-type: none"> • Identifies and discusses the historical and cultural roles of games, sports and dance in a society (2.H1.L2)

<p>and performance skills</p>	<ul style="list-style-type: none"> • Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill ²⁷ (2.H2.L1) • Creates a practice plan to improve performance for a self-selected skill (2.H3.L1) • Identifies examples of social and technical dance forms (2.H4.L1) 	<ul style="list-style-type: none"> • Describes the speed/accuracy trade-off in throwing and striking skills ²⁸ (1.H2.L2) • Identifies the stages of learning a motor skill (2.H3.L2) • Compares similarities and differences in various dance forms (2.H4.L2)
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Standard 3: Learners demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness		
Benchmarks	Performance Indicators	
	Level 1 (Grade 9 & 10)	Level 2 (Grade 11 & 12)
3.1 Demonstrates, and is able to apply, an understanding of Physical Activity Knowledge	<ul style="list-style-type: none"> • Discusses the benefits of physically active lifestyle as it relates to college/career productivity (3.H1.L1) • Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle ²⁹ (3.H2.L1) • Identifies issues associated with exercising in heat, humidity and cold ³¹ (3.H3.L1) 	<ul style="list-style-type: none"> • Investigates the relationships among physical activities, nutrition and body composition (3.H1.L2) • Analyzes and applies technology and social media as tools to support a healthy, active lifestyle ³⁰ (3.H2.L2) • Applies rates of perceived exertion and pacing ³² (3.H3.L2)

	<ul style="list-style-type: none"> Evaluates – according to their benefits, social support network and participation requirements – activities that can be pursued in the local environment ³³ (3.H4.L1) Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle ³⁴ (3.H5.L1) Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day (3.H6.L1) 	<ul style="list-style-type: none"> Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings (3.H5.L2) Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., %k, Triathlon, tournament, dance performance, cycling event) ³⁵ (3.H6.L2)
<p>3.2 Demonstrates, and is able to apply, an understanding of ‘fitness’</p>	<ul style="list-style-type: none"> Demonstrate appropriate technique in resistance-training machines and free-weights ³⁶ (3.H7.L1) Relates physiological responses to individual levels of fitness and nutritional balance ³⁸ (3.H8.L1) Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, Dynamic) for personal fitness development (e.g., strength, endurance, range of motion) ⁴⁰ (3.H9.L1) Calculates target heart rate and applies HR information to personal fitness plan (3.H10.L1) 	<ul style="list-style-type: none"> Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/Antagonist) and supports a healthy, active lifestyle ³⁷ (3.H7.L2) Identifies the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic) ³⁹ (3.H8.L2) Identifies the structure of skeletal muscle and fiber types as they relate to muscle development ⁴¹ (3.H9.L2) Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer,

		heart rate monitor), to self-monitor aerobic intensity (3.H10.L2)
3.3 Is able to determine appropriate assessment and program planning	<ul style="list-style-type: none"> Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings (3.H11.L1) Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work (3.H12.L1) 	<ul style="list-style-type: none"> Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement) ⁴³ (3.H11.L2) Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals ⁴⁴ (3.H12.L2)
3.4 Considers nutritional requirements and understands their application when choosing food	<ul style="list-style-type: none"> Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle (3.H13.L1) 	<ul style="list-style-type: none"> Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase (3.H14.L2)
3.5 Considers management of stress when planning activities	<ul style="list-style-type: none"> Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress ⁴⁵ (3.H14.L1) 	<ul style="list-style-type: none"> Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress ⁴⁶ (3.H14.L2)

Standard 4: Learners exhibit responsible personal and social behavior that respects self and others		
Benchmarks	Performance Indicators	
	Level 1 (Grade 9 & 10)	Level 2 (Grade 11 & 12)
4.1 Demonstrates personal responsibility for own behavior	<ul style="list-style-type: none"> Employs effective self-management skills to analyze barriers and modify physical activity 	<ul style="list-style-type: none"> Accepts differences between personal characteristics and the idealized body images and

	patterns appropriately, as needed ⁴⁷ (4.H1.L1)	elite performance levels portrayed in various media ⁴⁸ (4.H1.L2)
4.2 Uses appropriate rules and etiquette	<ul style="list-style-type: none"> Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (4.H2.L1) 	<ul style="list-style-type: none"> Examines moral and ethical conduct in specific competitive situations (e.g. intentional fouls, performance-enhancing substances, gambling, current events in sport ⁴⁹ (4.H2.L2)
4.3 Works well with others	<ul style="list-style-type: none"> Uses communication skills and strategies that promote team/group dynamics ⁵⁰ (4.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups (4.H4.L1) 	<ul style="list-style-type: none"> Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting (4.H3.L2) Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects (4.H4.L2)
4.4 Demonstrates understanding, and application of safe behaviors	<ul style="list-style-type: none"> Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection (4.H5.L1) 	