Progression of Learning in Secondary School

Physical Education and Health

August 20, 2010

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Progression of Learning in Secondary School

The progression of learning in secondary school constitutes a complement to each school subject, providing further information on the knowledge that the students must acquire and be able to use in each year of secondary school. This tool is intended to assist teachers in planning both their teaching and the learning that their students are to acquire.

The role of knowledge in learning

The knowledge that young people acquire enables them to better understand the world in which they live. From a very early age, within their families and through contact with the media and with friends, they accumulate and learn to use an increasingly greater body of knowledge. The role of the school should be to progressively broaden, deepen and structure this knowledge.

Knowledge and competencies must mutually reinforce each other. On the one hand, knowledge becomes consolidated when it is used and, on the other hand, the exercise of competencies entails the acquisition of new knowledge. Helping young people acquire knowledge raises the challenging question of how to make this knowledge useful and durable, and thus evokes the notion of competency. For example, we can never be really assured that a grammar rule has been assimilated until it is used appropriately in a variety of texts and contexts that go beyond the confines of a repetitive, targeted exercise.

Intervention by the teacher

The role of the teacher in knowledge acquisition and competency development is essential, and he or she must intervene throughout the learning process. In effect, the *Education Act* confers on the teacher the right to "select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care." It is therefore the teacher's responsibility to adapt his or her instruction and to base it on a variety of strategies, whether this involves lecture-based teaching for the entire class, individualized instruction for a student or a small group of students, a series of exercises to be done, a team activity or a particular project to be carried out.

In order to meet the needs of students with learning difficulties, teachers should encourage their participation in the activities designed for the whole class, although support measures should also be provided, when necessary. These might involve more targeted teaching of certain key elements of knowledge, or they might take the form of other specialized interventions.

As for the evaluation of learning, it serves two essential functions. Firstly, it enables us to look at the students' learning in order to guide and support them effectively. Secondly, it enables us to verify the extent to which the students have acquired the expected learning. Whatever its function, in accordance with the *Policy on the Evaluation of Learning*, evaluation should focus on the acquisition of knowledge and the students' ability to use this knowledge effectively in contexts that draw upon their competencies.

Structure

The progression of learning is presented in the form of tables that organize the elements of knowledge similarly to the way they are organized in the subject-specific programs. In mathematics, for example, learning is presented in fields: arithmetic, geometry, etc. For subjects that continue on from elementary school, the *Progression of Learning in Secondary School* has been harmonized with the *Progression of Learning in Elementary School*. Every element of learning indicated is associated with one or more years of secondary school during which it is formally taught.

A uniform legend is used for all subjects. The legend employs three symbols: an arrow, a star and a shaded box. What is expected of the student is described as follows:

→	Student constructs knowledge with teacher guidance.
★	Student applies knowledge by the end of the school year.
	Student reinvests knowledge.

An **arrow** indicates that teaching must be planned in a way that enables students to begin acquiring knowledge during the school year and continue or conclude this process in the following year, with ongoing systematic intervention from the teacher.

A **star** indicates that the teacher must plan for the majority of students to have acquired this knowledge by the end of the school year.

A **shaded box** indicates that the teacher must plan to ensure that this knowledge will be applied during the school year.

Physical Education and Health

Introduction

This document is complementary to the secondary school Physical Education and Health program. It provides additional information on the knowledge and skills that students should have acquired by the end of each year of secondary school. It also outlines certain elements of the elementary-level program that are reinvested in secondary school. The aim of this document is to make the teacher's work easier when planning and implementing learning and evaluation situations designed to ensure the ongoing and progressive development of students' competencies.

This document is divided into four sections. The first three sections correspond to the three competencies of the Physical Education and Health program and outline the knowledge, skills and behaviours specific to each competency. The last section deals with concepts related to safe participation in physical activities and to fair play that can be associated with any one of the three competencies.

Building on what they learned in elementary school, secondary school students continue to develop their locomotor, nonlocomotor and manipulation skills by applying appropriate techniques to the activities concerned. For example, they continue to build a set of action rules that are necessary in opposition or group activities. They also become more familiar with and more adept at using effective means of maintaining or improving their physical fitness and lifestyle habits. Lastly, they deepen their knowledge or apply the concepts of safe participation and fair play to which they were introduced in elementary school.

Declining involvement in physical activity, which typically begins when students enter secondary school, unfortunately continues throughout adolescence, particularly among girls. Yet, studies have shown that young people who are fit and who exercise on a regular basis do better in school. It is therefore all the more important that Physical Education and Health teachers offer their students activities that will motivate them to continue or resume being physically active on a daily basis, starting now and for the rest of their lives.

Physical Education and Health

Competency 1 – Performs movement skills in different physical activity settings

In secondary-level Physical Education and Health courses, students consolidate or enrich their store of knowledge and skills needed to carry out a variety of physical activities. Notably, they deepen their knowledge of the musculoskeletal system, development of the body and the technical aspects of movement related to different physical activities. They also learn to more consistently apply these techniques as well as principles of balance, coordination and synchronization to various movement skills in order to exert greater control over them.

Physical Education and Health

Competency 1 – Performs movement skills in different physical activity settings

Knowledge (Concepts to be learned)

→ Student constructs knowledge with teacher guidance.

★ Student applies knowledge by the end of the school year.

Student reinvests knowledge.

E: The letter **E** indicates that some of the concepts related to this topic were covered in elementary school.

	Elementary	Secondary				
		Cycle One		Cycle Two		
A. Musculoskeletal system		1	2	3	4	5
1. Names the joints, bones and main muscles involved in the execution of a given movement skill (e.g. The shoulder, elbow, wrist and triceps are involved in throwing an object.)	E	→	★			
2. Explains the main role of the ligaments (e.g. The ligaments are like elastics that keep the joints stable.)		→	★			
3. Explains the role of stabilizing and agonist muscles (flexor, extensor, rotator, abductor, adductor) (e.g. The dorsal and abdominal muscles play a role in posture and they contract simultaneously. When the forearm is flexed, the agonist biceps contract to produce movement.)		→	→	★		
B. Kinesthetic feedback[1]		1	2	3	4	5
1. Describes the position of his/her segments or the adjustments needed to perform a given movement skill (in a stable position or in motion) (e.g. For wall push-ups, hands are placed shoulder width apart and the back is kept straight; for the back crawl, the head should remain close to the surface of the water so that a hydrodynamic position can be maintained.)	E	→	→	★		
2. Describes the adjustments to be made to the speed of movement or travel according to the constraints of the activity (e.g. In cross-country skiing, balance is maintained while going downhill by braking to adjust one's speed; in cycling, balance is maintained by pedalling fast enough.)		→	→	★		
3. Describes the appropriate position of his/her body or body parts in relation to an object, an implement or a space (territory) (e.g. The height of the lead leg should be adjusted with respect to the hurdle.)		→	→	★		
C. Development of the body[2]		1	2	3	4	5
1. Identifies a few motor changes that occur during development and that affect how certain physical activities are carried out (e.g. decreased coordination, decreased flexibility)		→	★			
2. Identifies a few morphological changes that occur during growth and that affect coordination and relative strength (e.g. A growth spurt and longer segments can temporarily affect coordination.)		→	★			
3. Names the possible impact of menstruation on physical activities (e.g. temporary anemia, abdominal cramps that make it difficult to walk for long periods)		→	★			
D. Technical aspects of movement related to activities[3]		1	2	3	4	5
1. Names the technical aspects of movement related to the execution of various movement skills, depending on the physical activity performed		→	→	→	→	★

1. Kinesthetic feedback is essentially used to perform and adjust one's movements, regardless of the activity involved. It makes use of sensorimotor memory, which is improved through practice.
2. Knowledge of physical development can also be useful in relation to the competency *Adopts a healthy, active lifestyle*.
3. The technical aspects specific to each activity (e.g. cyclical activities, technical/artistic activities) are studied later on, when each action is taught in more detail in secondary school (e.g. running, jumping).

Physical Education and Health

Competency 1 – Performs movement skills in different physical activity settings

Skills

→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. Student reinvests knowledge. **E**: The letter **E** indicates that some of the concepts related to this topic were covered in elementary school.	Elementary	Secondary				
		Cycle One		Cycle Two		
A. Principles of balance (static and dynamic)[1]		1	2	3	4	5
1. Principles of static balance						
a. Applies principles for maintaining his/her balance in various postures (e.g. In a complex posture on hands or feet, one's base should be widened to maintain balance.)	E	→	★			
2. Principles of dynamic balance						
a. Applies principles for maintaining or restoring his/her balance when performing various movements (e.g. In a tight turn while skiing or cycling, the centre of gravity must be shifted toward the inside; in the shot put, the weight is transferred from the back foot to the front foot and balance is re-established when the back foot is brought forward.)	E	→	→	★		
B. Principles of coordination[2]		1	2	3	4	5
1. Applies principles for coordinating his/her movements when carrying out various actions (e.g. In a javelin throw, joints must be used in the correct order, starting with the approach run and followed by the arm being cocked so that all the power in the shoulder can be harnessed.)	E	→	→	★		
C. Principles of synchronization		1	2	3	4	5
1. Throws an object to attain a moving target	E	→	★			
2. Receives an object by moving to the point where the object will fall (e.g. In juggling or rhythmic gymnastics, the entire body or the arms must be moved to recover an object.)	E	→	★			
3. Synchronizes his/her actions according to a rhythm (e.g. synchronizing breathing with arm movements when doing the crawl, performing a routine to music, synchronizing successive jumps in a hurdle race)		→	★			
D. Locomotor skills		1	2	3	4	5
1. Movement in cyclical activities[3]						
a. Walks while applying a technique appropriate to the duration of the activity or the distance involved (e.g. flexing arms, shortening strides in order to increase the pace during a hike)	E	★				
b. Runs while applying a technique appropriate to the duration of the activity or the distance involved						
i. Sprinting (e.g. lengthening the stride, raising the knee, swinging arms back and forth, with elbows held at 90 degrees at all times)	E	→	★			
ii. Long-distance and middle-distance running (e.g. pointing the toes forward and using the arms throughout the race)	E	→	→	→	→	★

c. Goes up, goes down, changes direction, goes around, goes over, climbs and brakes by applying an appropriate technique given the environmental constraints (e.g. along adventure trails, approaching the uphill sections with toes pointed, the top half of the body learning forward while shortening one's stride)	E	→	★				
2. Movement in single-action activities							
a. Performs different types of jumps, applying an appropriate technique							
i. Standing jumps such as the squat jump, half-turn jump, scissor jump and long jump (e.g. in a standing jump, swinging the arms for more momentum; in rope jumping, adopting a stable position at the outset and slightly flexing the knees to gain momentum)	E	→	★				
ii. Running jumps such as the long jump, high jump and triple jump (e.g. accelerating gradually during a run-up, lowering the centre of gravity before pushing off, blocking with the take-off leg)	E	→	→	→	→	★	
3. Movement in technical/artistic activities							
a. Performs complex rotations on the floor or in the air, applying an appropriate technique such as cartwheel, round-off, forward or backward roll, turn and half-turn on the floor or from a box (e.g. keeping the body perpendicular to the floor during a cartwheel)	E	→	★				
E. Nonlocomotor skills		**1**	**2**	**3**	**4**	**5**	
1. Postures and rotations (e.g. in technical/artistic activities)							
a. Maintains complex postures, applying an appropriate technique (e.g. forming a triangle with the hands and head to successfully perform a headstand)	E	→	★				
b. Masters turning on his/her own axis on the floor, in the air or on apparatus, applying an appropriate technique (e.g. bringing the arms closer to the body to increase rotational speed)	E	→	★				
F. Manipulation skills[4]		**1**	**2**	**3**	**4**	**5**	
1. Handling objects with or without an implement (e.g. in skill-based or single-action activities)							
a. Performs a variety of object-handling actions, applying an appropriate technique (e.g. while dribbling, absorbing the force of the ball rather than simply hitting it, keeping the head up)							
i. Handles an object with the dominant or non-dominant hand, on the spot, while moving or through obstacles (e.g. figure 8 dribble)	E	→	★				
ii. Handles an object with the dominant or non-dominant foot on the spot, while moving or through obstacles (e.g. dribbling a soccer ball between cones and bowling pins, bouncing an aki ball off different parts of the body)	E	→	→	★			
iii. Handles several objects at the same time on the spot, while moving or on fixed or moving apparatus (e.g. juggling three balls in a cascade pattern or in columns on a cylinder, dribbling two balls)	E	→	→	→	★		
b. Performs a variety of object-handling actions with implements, applying an appropriate technique (e.g. holding the stick with both hands, not focusing too intently on the object)							
i. Handles an object using an implement on the spot, while moving or through obstacles (e.g. controlling a ball with a broom)	E	→	→	★			
2. Projecting objects with or without an implement (e.g. in skill-based or single-action activities)							
a. Throws a variety of objects, applying an appropriate technique (e.g. keeping the eyes on the target, cocking the arm, bringing the opposite leg toward the target, transferring the weight)							
i. Throws an object underhand (e.g. throwing a softball, bowling)	E	★					

ii. Throws an object with two hands (e.g., throw-in and chest pass in soccer)	E	→	★				
iii. Throws an object sideways (e.g. throwing a Frisbee, a disk)	E	→	→	★			
iv. Throws an object overhand (e.g. throwing a basketball, throwing a javelin, passing in flag-football)	E	→	→	★			
v. Throws an object using an implement (e.g. throwing in intercross)	E	→	→	★			
b. Strikes objects in various ways, with or without an implement, applying an appropriate technique (e.g. stable position facing the target, weight transfer, trunk rotation, eyes focused on the object to be struck)							
i. Strikes an immobile object (e.g. golf stroke, field-goal kick, slap shot in hockey skills competition)	E	→	★				
ii. Strikes a moving object (e.g. hitting a baseball, kicking the ball upon reception or a smash in volleyball)		→	→	★			
3. Receiving objects with or without an implement							
a. Catches a variety of objects, applying an appropriate technique (e.g. watching the object, intercepting the object, slowing down the object and bringing it toward oneself in order to be ready to resume play)							
i. Catches an object without an implement (e.g. catching a ball thrown against a wall, blocking or deflecting a shot on goal in team handball)	E	★					
ii. Catches an object with an implement (e.g. catching with an intercross stick, catching a spool with the string in diabolo, blocking or deflecting a shot on goal in hockey)	E	→	→	★			

1. Like the principles of coordination and synchronization, the principles of balance are essential for successfully carrying out different actions. These principles can be used in isolation or grouped together in most actions the students perform. Furthermore, control over balance and coordination will vary according to the adolescent's morphological changes.
2. In the elementary school program, certain principles (balance and coordination) are solely associated with the competency *Performs*, whereas in secondary school, they are associated with the competencies *Performs* and *Interacts*.
3. Depending on the facilities available and local resources, cyclical activities other than walking or running can also foster the acquisition of locomotor skills, notably swimming, skating, snowshoeing or cross-country skiing.
4. Several of the manipulation skills mentioned here can be performed alone or with others; these actions can be used to develop the competency *Performs movement skills in different physical activity settings* (e.g. creating a dribbling or juggling sequence) or the competency *Interacts with others in different physical activity settings* (e.g. dribbling and passing in a match of team handball).

Competency 2 – Interacts with others in different physical activity settings

From Secondary I to Secondary V, students are placed in a variety of learning situations in which they engage in physical activities with others, either as teammates or as opponents. Whereas in elementary school they acquired certain concepts that allowed them to develop a general plan of action, in secondary school students are required to develop such a plan in more detail, to apply it and to adapt it, if necessary. To do this, they use a variety of action rules and tactics to devise a strategy and adjust their actions during the activity.[1] They also learn to communicate more effectively amongst themselves and to play the role they have been assigned.

- Knowledge (Concepts to be learned)
- Skills

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1. The tactics (individual or group, offensive or defensive) that are not mentioned in the physical education and health program for secondary school, but that are an integral part of any plan of action are not outlined in this document because they are different for each activity. For example, to advance the ball toward the basket in basketball, students can use “pass and go” or “pass and follow”; to guard their territory in volleyball, they can choose the “W” position.

Physical Education and Health

Competency 2 – Interacts with others in different physical activity settings

Knowledge (Concepts to be learned)

→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. Student reinvests knowledge. **E**: The letter **E** indicates that some of the concepts related to this topic were covered in elementary school.	Elementary	Secondary				
		Cycle One		Cycle Two		
A. Technical aspects of movement related to activities		1	2	3	4	5
1. Names the technical aspects of performing different movement skills pertaining to the physical activity performed[1]		→	→	→	→	★

1. The specific techniques of each type of physical activity (e.g. opposition activities, group activities) are not indicated in this document since they are different for each activity. However, basic knowledge acquired in the context of the competency *Performs movement skills in different physical activity settings* (e.g. locomotor and manipulation skills) can be reused in group activities (e.g. using running and throwing in a basketball match).

Physical Education and Health

Competency 2 – Interacts with others in different physical activity settings

Skills

→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. Student reinvests knowledge. **E**: The letter **E** indicates that some of the concepts related to this topic were covered in elementary school.	Elementary	Secondary				
		Cycle One		Cycle Two		
A. Principles of communication		1	2	3	4	5
1. Communicates clear messages appropriate to the activity (e.g. calling for a pass in soccer, clapping hands, presenting a target as a way of calling for the object)	E	→	→	★		
2. Recognizes messages (e.g. in basketball, seeing an unguarded player asking for the ball)	E	→	→	★		
3. Communicates various misleading messages appropriate to the activity (e.g. carrying out a body feint, faking a pass to the right and then passing to the left)	E	→	→	→	→	★
B. Principles of synchronization		1	2	3	4	5
1. Synchronizes actions						
a. Throws an object by taking into account the speed and direction of his/her partners or opponents (e.g. in football, passing the ball to a teammate in motion)	E	→	→	→	★	
b. Receives an object from his/her partners or opponents by taking into account its speed and direction (e.g. catching a popfly in baseball, receiving a serve in volleyball)	E	→	→	→	★	
2. Adapts his/her actions to those of one or more partners according to different synchronization modes (e.g. in unison [rowing at the same time as one's partner], in succession [doing the wave])	E	→	→	→	→	★
C. Roles[1]		1	2	3	4	5
1. Chooses a supporting role and plays it when preparing a plan and during the activity (e.g. team leader, referee, scorer)	E	→	★			
2. Plays his/her role in the game or activity in accordance with the established strategy or plan of action (e.g. forward, noncarrier, goal keeper)	E	→	→	★		
D. Locomotor skills		1	2	3	4	5
1. Uses several of the mouvement skills learned in individual physical activities (e.g. running back to the defensive zone)	E					
E. Nonlocomotor skills		1	2	3	4	5
1. Uses several of the movement skills learned in individual physical activities (e.g. pivoting so that the body will face the centre of the playing field)	E					
F. Manipulation skills		1	2	3	4	5
1. Uses several of the movement skills learned in individual physical activities (e.g. serving in badminton, throwing a ball at the basket)	E					
G. Action rules in cooperative activities		1	2	3	4	5
1. Positions him/herself or moves away in relation to teammate(s) (e.g. building pyramids, negotiating obstacles along a path in cooperation with a partner)	E	★				

2. Varies force, speed and direction of movements or movement skills in relation to those of teammate(s) (e.g. adjusting one's speed when receiving the baton during a relay race, paddling at different speeds depending on a partner's speed)	E	→	→	★		
H. Action rules in combat activities[2] (e.g. wrestling, judo, self-defense, back-to-back wrestling)		**1**	**2**	**3**	**4**	**5**
1. Applies various offensive action rules in a combat activity, such as throwing the opponent off balance, attacking an opponent who is off balance, moving in relation to the available space and to the opponent, varying force, speed and direction, and feinting (e.g. in back-to-back wrestling, pushing or pulling the opponent to get him/her off the mat)	E	→	→	★		
2. Applies various defensive action rules in a combat activity, such as maintaining his/her balance, reacting to the opponent's actions, moving in relation to the available space and to the opponent (e.g. in wrestling, widening one's stance and dodging by moving one's trunk to the left)	E	→	→	★		
I. Action rules in duelling activities (e.g. badminton, tennis, fencing, 1 against 1 in basketball)		**1**	**2**	**3**	**4**	**5**
1. Uses the width and length of the playing surface (e.g. using different shots to force the opponent to move)	E	→	→	★		
2. Quickly recovers the object in order to continue the rally (e.g. in tennis, moving quickly toward the spot where the ball will fall in order to hit it back over the net)		→	→	→	★	
3. Uses the appropriate space to better attack the opponent or his/her territory (e.g. in tennis, returning to the strategic centre of the court)	E	→	→	→	★	
4. Attacks at opportune moments (e.g. in badminton, executing a smash when the opponent is off-balance)		→	→	→	★	
5. Feints in order to mislead the opponent (e.g. in badminton, simulating a smash and then performing a drop shot)	E	→	→	→	→	★
6. Catches the opponent wrong-footed by attacking him/her in the direction opposite to which he/she is moving (e.g. in badminton, performing a second drop shot right after the first)	E	→	→	→	→	→
J. Action rules in cooperative activities in separate spaces (e.g. volleyball, sepak takraw)[3]		**1**	**2**	**3**	**4**	**5**
1. Action rules related to protecting his/her territory[4]						
a. Recovers the object by positioning him/herself or by moving toward the point where the object will fall (e.g. receiving a serve in volleyball, retrieving a lost ball)	E	→	★			
b. Protects his/her territory by positioning him/herself in relation to the opponent, partners and the object (e.g. in volleyball, playing a supporting role, adopting a defensive " W " formation when receiving a serve)	E	→	→	★		
2. Action rules related to attacking the opposing team's territory[5]						
a. Attacks the other team's target (e.g. serving in volleyball)	E	→	★			
b. Keeps the object moving in his/her territory (e.g. receiving the ball high in the air to keep it on one's side of the net)	E	→	→	★		
c. Moves the object toward the opponent's territory (e.g. returning the ball to the passer)		→	→	→	★	
d. Uses the full width and depth of the playing field by varying the direction and speed of the object and using different types of throws (e.g. aiming for the lines or the backcourt)		→	→	→	★	
e. Attacks spaces left open by the opponent (e.g. directing a smash toward an open space)	E	→	→	→	→	→
f. Counterattacks the opposing team (replying) (e.g. in volleyball, performing a block with a partner)	E	→	→	→	→	→

K. Action rules in group activities in a common space (e.g. hot potato, basketball, soccer, ultimate Frisbee)[6]		1	2	3	4	5
1. Action rules related to the object						
a. Moves the object toward the opponent's target (e.g. passing to the player in the best position relative to the target, moving with the object toward the target)	E	→	★			
b. Keeps the object in play,[7] moving from the offensive zone toward the defensive zone, while varying his/her direction and speed (e.g. quickly passing to an unguarded player who is in the best position, moving with the object toward an open space)	E	→	→	→	★	
c. Attacks the opponent's target by throwing or striking the object						
i. in relation to teammates or opponents	E	→	→	★		
ii. at an opportune time		→	→	→	★	
iii. upon reception		→	→	→	→	★
d. Recovers the object (e.g. recovering a loose object, recovering the ball on the rebound)	E	→	★			
e. Counterattacks (e.g. recovering the object and heading toward the target, quickly resuming the attack following a defensive action)	E	→	★			
f. Interferes with the object's progress (e.g. standing in the object's path to intercept it, blocking a throw)	E	→	★			
2. Action rules related to a partner or an opponent						
a. Moves away from the carrier, at a distance that will help advance or move the object (e.g. avoiding clusters)		→	★			
b. Guards an opponent						
i. Guards the carrier to prevent him/her from attacking the target, passing the object to a teammate or moving forward (e.g. pressuring the carrier)	E	→	★			
ii. Guards the noncarrier						
– by preventing him/her from receiving the object	E	→	★			
– by positioning him/herself between the noncarrier and the target to impede the offensive team's progress		→	→	★		
– by staying close to the noncarrier while protecting the passing lane and the target (e.g. "challenging" in basketball)		→	→	→	→	★
c. Gets free from the opponent by moving away						
i. with a change of speed (e.g. running faster to elude the opponent)	E	→	★			
ii. with a change of direction (e.g. following a pattern in football)	E	→	→	★		
iii. with a feint (e.g. faking a catch)	E	→	→	→	→	★
3. Action rules relating to the territory						
a. Gets back on defence (e.g. getting back quickly to defend his/her territory)	E	→	→	★		
b. Uses the space available (e.g. moving into the available space to receive a pass)	E	→	→	★		

c. Protects own team's target or goal (e.g. blocking a shot on goal, closely guarding the carrier to impede an attack on the goal)	**E**	→	→	→	★	
d. Moves efficiently in relation to the target or goal to be protected, teammates, opponents and the object	**E**	→	→	→	→	→

1. These elements are mentioned only in the Cycle One program, but students can use them in Cycle Two when developing their plan of action. Introduced as knowledge in elementary school, they are reintroduced as skills in secondary school.
2. Several action rules have been grouped together here since they are generally used simultaneously by students. The teacher's expertise, the types of facilities available and the rules established by the school, as well as the time devoted to the Physical Education and Health program will determine the extent to which these action rules are integrated in secondary school.
3. In activities such as tennis or badminton doubles, certain action rules do not apply (for example, in tennis the object cannot be exchanged within one's territory).
4. In most activities involving guarding his/her territory, the student must frequently change the direction or speed of his/her movements.
5. In most activities that involve attacking the other team's territory, the student must change the direction or speed with which he/she throws or shoots an object as often as possible.
6. In certain activities, such as kin-ball or tchoukball, only certain action rules may apply.
7. The expression "keeping the object in play" means "keeping the object in motion in order to create an opening or to force the opponent to move."

Physical Education and Health

Competency 3 – Adopts a healthy, active lifestyle

By building on what they have learned in elementary school, secondary school students continue to learn how to adopt a healthy, active lifestyle. In this regard, the program content is more comprehensive and focused. Students are asked to develop a detailed plan of action aimed at improving or maintaining healthy and active lifestyle habits (e.g. a training program, a plan for changing a lifestyle habit). Teachers propose a variety of activities (e.g. keeping a health journal, team pentathlon, outdoor outings, fitness tests) to help individual students find an activity they like and that they can engage in regularly, either alone or with others. In addition, students will learn about different concepts relating to diet, sleep and stress management, among other things, which may motivate them to change certain lifestyle habits that they will personally target throughout the five years of secondary school.

Physical Education and Health

Competency 3 – Adopts a healthy, active lifestyle

Knowledge (Concepts to be learned)

→ Student constructs knowledge with teacher guidance.

★ Student applies knowledge by the end of the school year.

Student reinvests knowledge.

E: The letter **E** indicates that some of the concepts related to this topic were covered in elementary school.

	Elementary	Secondary				
		Cycle One		Cycle Two		
A. Physiology of the human body[1]		1	2	3	4	5
1. Names the main components of the systems involved in carrying out physical activities (cardiovascular, respiratory and muscular systems) (e.g. heart, lungs, abdominals)	E	→	→	→	★	
2. In simple terms or using a diagram, explains the main systems involved in physical activity (e.g. The cardiovascular system carries oxygen and nutrients to the muscles in accordance with the physical effort involved.)	E	→	→	→	★	
3. Explains the body's response to exercise by making connections with the different systems (e.g. Perspiration helps regulate body temperature.)	E	→	→	→	→	★
B. Components of heath-related fitness associated with the practice of physical activities[2]		1	2	3	4	5
1. Cardiovascular endurance						
a. Names physical activities that improve cardiovascular endurance (e.g. jogging, spinning, cross-country skiing)	E	★				
b. Defines the concept of cardiovascular endurance (e.g. Cardiovascular endurance is the body's ability to make the effort that is required in a moderately intense physical activity.)	E	→	→	★		
c. Describes a few training methods for improving cardiovascular endurance (e.g. Circuit training is a sequence of muscular and cardiovascular exercises.)		→	→	→	→	★
2. Flexibility						
a. Names physical activities that help improve or maintain flexibility (e.g. yoga, tai-chi, stretching exercises)	E	★				
b. Defines the concept of flexibility (e.g. Flexibility is the ability to move a joint in accordance with its full range of motion without feeling any pain or stiffness.)	E	→	→	★		
c. Describes a few training methods for improving flexibility (e.g. Static stretches are carried out slowly and require that the position be held for at least 15 seconds.)		→	→	→	→	★
3. Strength-endurance						
a. Names physical activities that help improve strength and muscular endurance (e.g. weight training in a gym, body-building with elastics, training with a Swiss ball)	E	★				
b. Defines the concepts of strength and muscular endurance (e.g. Muscular endurance is the ability of a muscle or muscle group to contract submaximally in a repeated manner, usually involving 12 to 15 repetitions.)		→	→	★		
c. Describes a few training methods for improving strength and muscular endurance (e.g. Dynamic exercises involve lifting a submaximal load repeatedly and then lowering it.)		→	→	→	→	★
C. Healthy, active lifestyle		1	2	3	4	5

1. Active lifestyle						
a. Explains the meaning of an active lifestyle (e.g. being physically active daily, taking the stairs, walking or bicycling to school)	E	→	★			
b. Explains the meaning of a sedentary lifestyle[3] (e.g. engaging in passive activities such as watching television, surfing the Internet and playing video games several hours a day)	E	→	★			
c. Names the psychological benefits of an active lifestyle (e.g. reduced fatigue and stress, sounder sleep, better concentration in class, pleasant emotions)	E	→	→	★		
d. Names the physical benefits of an active lifestyle (e.g. improved physical fitness, maintaining a balance between calorie intake and energy expenditure, increase in lean body mass, contribution to growth)	E	→	→	★		
e. Names the effects of a sedentary lifestyle (e.g. increased body weight, loss of muscle tone, increased risk of diabetes, isolation)	E	→	→	★		
f. Indicates strategies for developing or maintaining an active lifestyle (e.g. registering for a sports activity with friends, walking his/her dog, keeping an activity calendar, keeping track of his/her progress, using a pedometer)		→	→	→	→	★
2. Nutrition and hydratation						
a. Determines his/her needs before, during or after physical activity according to activity type and duration, and weather conditions (e.g. eating foods rich in carbohydrates before an activity, drinking 250 mL of water every 15 minutes during moderately intense physical activity, drinking a glass of chocolate milk after aerobic exercise)		→	→	→	★	
b. Indicates strategies for making better food choices according to the intensity level of the physical activity (e.g. keeping granola bars in his/her sports bag, bringing along a bottle of water and juice, keeping a food journal)		→	→	→	→	★
3. Personal hygiene						
a. Names the benefits of personal hygiene when doing physical activities (e.g. feeling of well-being, peer acceptance)	E	→	★			
4. Sleep						
a. Names the effects of a good quality of sleep on his/her physical and psychological well-being (e.g. physical recovery, better concentration, increased motivation)		→	→	→	★	
b. Indicates strategies for sleeping well (e.g. avoiding caffeine, going to bed at a regular time, using a relaxation technique)		→	→	→	→	★
5. Stress prevention and management (positive or negative)[4]						
a. Names stressful situations that have an effect on his/her daily life (e.g. winning a competition, writing an exam)	E		→	→	★	
b. Names the physiological reactions associated with a stressful situation (e.g. increased heart rate, perspiration)					★	
c. Names the repercussions of poor stress management for his/her health and well-being (e.g. anxiety, fatigue, sleep disturbances, depression)	E				★	
d. Indicates strategies for relaxing (e.g. taking a warm bath, reading, exercising, using a relaxation technique)	E				→	★
6. Effects of different substances on performance and training						
a. Names substances that affect performance in sports and training (e.g. caffeine, energy drink, creatine)		→	→	★		
b. Names the short- and long-term side effects (physical and psychological) of various substances (e.g. addiction, muscular hypertrophy, heart palpitations, sleep disturbances, increased stress)		→	→	→	★	

c. Indicates strategies for avoiding the consumption of harmful substances (e.g. getting information on the side effects of energy drinks, refusing them or not buying them)		→	→	→	→	★
7. Excessive use of multimedia technology						
a. Names the effects of an excessive use of multimedia technology on his/her psychological or physical state (e.g. stiff muscles, isolation)		→	→	★		
b. Indicates strategies for managing the use of multimedia technology on a daily basis (e.g. 30 minutes at the computer = 30 minutes of physical activity)		→	→	→	→	★

1. The main systems can be studied starting in Secondary Cycle One, since certain concepts were introduced in elementary school (e.g. the cardiovascular system). In addition, teachers are encouraged to make connections with the content of the Science and Technology course.
2. In order to provide students with more concrete and meaningful learning tasks associated with achieving physical fitness, the teacher can suggest individual or group activities in which students are required to develop a personal program of physical or training activities (e.g. setting a realistic objective, selecting pleasant physical activities, keeping track of his/her results and progress). Clearly, it is important to consider the needs, physical abilities, resources and motivation of students, who, at this age, are more concerned with their physical appearance and how others perceive them than with physical fitness.
3. Because the period of adolescence is marked by an increasingly sedentary lifestyle among young people aged 12 to 17, concepts related to sedentary living have been added to this section. This also ties in with the content taught in elementary school.
4. The program content on stress prevention and management can be introduced starting in Secondary Cycle One, since concepts related to this topic were taught in elementary school.

Physical Education and Health

Competency 3 – Adopts a healthy, active lifestyle

Skills

→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. Student reinvests knowledge. **E**: The letter **E** indicates that some of the concepts related to this topic were covered in elementary school.	Elementary	Secondary				
		Cycle One		Cycle Two		
A. Regular physical activity (characteristics of a session of physical activity)		1	2	3	4	5
1. Pacing and target heart rate (THR)						
a. Uses the Borg perception scale to assess his/her level of effort and fatigue during or after a cardiovascular activity		★				
b. Calculates his/her THR based on his/her maximum heart rate (HRmax) (e.g. 70% of HRmax)	E	→	★			
c. Paces him/herself during an activity of moderate to high intensity lasting from 20 to 30 consecutive minutes (e.g. starting slowly, breathing deeply)	E	→	★			
d. Takes into account his/her THR during a physical activity (e.g. during a 20-minute training session, taking the HR after 10 minutes to check one's rating in relation to the THR zone)		→	→	→	★	
e. Applies basic training principles when doing muscular, cardiovascular and flexibility exercises (e.g. overload, specificity, progression)		→	→	→	→	★
2. Recovery periods						
a. Trains while observing the periods of recovery during and after an activity (e.g. 1 : 1 = one period of work for one period of rest; 45 seconds of rest between two sets of muscle-building exercises)		→	→	→	★	
3. Regular self-evaluation (cardiovascular capacity and other factors)						
a. Uses tests to assess his/her flexibility (e.g. sit-and-reach test)	E	→	→	→	→	★
b. Uses tests to assess his/her strength and muscular endurance (e.g. partial curl-up test, push-up test)	E	→	→	→	→	★
c. Uses tests to assess his/her cardiovascular endurance (e.g. 12-minute Cooper test, Léger shuttle run test)	E	→	→	→	→	★
B. Relaxation techniques		1	2	3	4	5
1. Uses techniques to relax after a physical effort or to manage his/her stress (e.g. controlled breathing, Jacobson method, yoga, mental imagery)	E	→	→	→	★	

Physical Education and Health

Safe participation in physical activity and fair play

This section groups together the basic concepts related to fair play and safe participation in physical activities that students should be aware of or be able to apply, regardless of the activity chosen or the setting in which it is carried out.

Physical Education and Health

Safe participation in physical activity and fair play

Knowledge (Concepts to be learned)

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		Cycle One		Cycle Two		
A. Rules related to physical activities		1	2	3	4	5
1. Names the main rules of ethics in sport (e.g. following the rules of the game, refusing all forms of violence or cheating)	E	→	★			
2. Names the safety rules that apply to a physical activity practised alone or with others (e.g. wearing laced-up athletic shoes, removing jewellery)	E	→	★			
3. Names the official rules of the game or the rules adapted by the teacher according to the physical activity performed (e.g. naming the rules for serving in badminton doubles, naming a foul in basketball)	E	→	★			

Physical Education and Health

Safe participation in physical activity and fair play

Skills

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		Cycle One		Cycle Two		
A. Safe participation in physical activity[1]		1	2	3	4	5
1. Wears appropriate clothing for a given physical activity (e.g. appropriate clothing for the weather conditions)	E	★				
2. Warms up or cools down in relation to the physical activity involved (e.g. doing dynamic stretching exercises before a sprint)	E	→	★			
3. Places, uses and puts away the equipment appropriately (e.g. replacing covers on post anchors)	E	→	★			
4. Handles heavy equipment or objects safely, either alone or with others (e.g. flexing the knees and hips to lift volleyball posts, holding the load as close to the body as possible)		→	★			
5. Chooses a partner of the same size and weight as him/herself, if applicable (e.g. in a combat sport, pair up with a student of the same strength)		→	★			
6. Applies the standards and regulations of sports federations, if applicable (e.g. wearing the required protective equipment)		→	★			
7. Uses simple treatments to prevent or relieve aches and injuries resulting from a physical activity (e.g. stopping the activity, applying ice on a sprain, using a bronchodilator before an activity)		→	★			
8. Reacts appropriately to potentially dangerous situations (e.g. picking up an object lying on the playing field)	E	→	→	★		
9. Performs exercises safely, according to the physical activity involved (e.g. aligning the segments and flexing the knees to lift a load, avoiding hyperextensions)	E	→	→	→	→	★

1. Knowledge associated with safety in physical activities is aimed at preventing or reducing the risk of injury as much as possible.

Physical Education and Health

Safe participation in physical activity and fair play

Attitudes (Behaviour)

→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. Student reinvests knowledge. **E**: The letter **E** indicates that some of the concepts related to this topic were covered in elementary school.	Elementary	Secondary				
		Cycle One		Cycle Two		
A. Fair play		1	2	3	4	5
1. Shows respect for partners and opponents in his/her words and gestures	E	★				
2. Respects equipment and the environment (e.g. not kicking the ball in volleyball, staying on a marked trail, carrying out garbage after an outdoor activity)	E	★				
3. Establishes rules of cooperation with his/her partner(s) (e.g. listening to everyone's ideas, assigning a role to each participant according to his/her strengths)	E	→	★			
4. Respects the role of each participant (e.g. respecting the decisions made by the referee, umpire or player-referee, staying out of a partner's playing area in badminton doubles)	E	→	★			
5. Manages conflicts independently and peacefully (e.g. talking to a teammate about a problem that arose during game play, using "I" statements)	E	→	★			
6. Applies rigorously and honestly the rules of the game or the adjustments determined by the teacher (e.g. using the rebound in volleyball, acknowledging that the ball is out during a tennis match, staying on the cross-country trail)	E	→	→	★		
7. Appreciates successful moves and achievements of partners and opponents (e.g. acknowledging good play and victories, congratulating a winning opponent)	E	→	→	★		
8. Demonstrates dignity and self-control, regardless of the physical activity involved (e.g. controlling his/her emotions)	E	→	→	★		
9. Acts fairly in his/her interactions with others (e.g. passing to the player who is in the best position and not to one's friend, applying the same game rules to everyone when acting as the referee)	E	→	→	→	★	
10. Demonstrates a certain fighting spirit that is respectful of his/her opponents (e.g. adjusting one's actions or those of his/her team so as not to humiliate the opponent)	E	→	→	→	→	★
11. Perseveres in an activity despite difficulties and results in order to surpass him/herself (e.g. trying again after experiencing failure, leaving one's comfort zone to set a challenge for oneself)	E	→	→	→	→	★
B. Help and mutual assistance		1	2	3	4	5
1. Helps others and accepts the help of others, as needed (e.g. helping another student handle equipment, helping in portage during outdoor activities, accepting technical advice)	E	→	★			
C. Acceptance of differences		1	2	3	4	5
1. Demonstrates an openness to differences (e.g. agreeing to include a less skilled student, a student from another ethnic group or of the opposite sex on the team)	E	→	→	★		
D. Sense of responsibility		1	2	3	4	5

1. Acts responsibly toward him/herself (e.g. acknowledging one's responsibility if equipment breaks, ensuring personal hygiene, carrying out the required task independently)	**E**	→	★				
2. Acts responsibly toward others (e.g. fulfilling one's commitments during an outdoor activity by bringing the required equipment, looking out for a partner's safety during an acrogym activity)	**E**	→	→	→	→	★	