

SECONDARY SCHOOL

The legend employs four symbols: an arrow, a star, a shaded grey box and a shaded blue 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	
These elements are not studied	

An arrow indicates that the teacher 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 blue box indicates that the teacher must plan to ensure that this knowledge will be applied during the school year.

A shaded grey box means that this knowledge is not studied and will be studied in the subsequent school years.

PERFORMS	Cycle 1			Cycle 2		
	1.0 (7 ^{ème})	1.1	1.2	2.1	2.2	2.3
KNOWLEDGE						
A. Musculoskeletal system						
1. Names the joints, bones and main muscles involved in the execution of a given movement skill	→	→	*			
2. Explains the main role of the ligaments	→	→	*			
3. Explains the role of stabilizing and agonist muscles (flexor, extensor, rotator, abductor, adductor)	→	→	→	*		
B. Kinesthetic feedback						
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)	→	→	→	*		
2. Describes the adjustments to be made to the speed of movement or travel according to the constraints of the activity	→	→	→	*		
3. Describes the appropriate position of his/her body or body parts in relation to an object, an implement or a space (territory)	→	→	→	*		
C. Development of the body						
1. Identifies a few motor changes that occur during development and that affect how certain physical activities are carried out	→	→	*			
2. Identifies a few morphological changes that occur during growth and that affect coordination and relative strength	→	→	*			
3. Names the possible impact of menstruation on physical activities	→	→	*			
D. Technical aspects of movement related to activities						
4. Names the technical aspects of movement related to the execution of various movement skills, depending on the physical activity performed	→	→	→	→	→	*

PERFORMS	Cycle 1			Cycle2		
	1.0 (7 ^{ème})	1.1	1.2	2.1	2.2	2.3
SKILLS						
A. Principales of balance (static and dynamic)						
1. Principles static balance						
a. Applies principles for maintaining his/her balance in various postures	→	→	*			
2. Principles of dynamic balance						
a. Applies principles for maintaining his/her balance when performing various movements	→	→	→	*		
B. Principles of coordination						
1. Applies principles for coordinating his/her movements when carrying out various actions	→	→	→	*		
C. Principles of synchronization						
1. Throws an object to attain a moving target	→	→	*			
2. Receives an object by moving to the point where the object will fall	→	→	*			
3. Synchronizes his/her actions according to a rhythm	→	→	*			
D. Manipulation skills						
1. Handling objects with or without an implement						
a. Performs a variety of object-handling actions, applying an appropriate technique						
i. Handles an object with the dominant or non-dominant hand, on the spot, while moving or through obstacles	→	→	*			
ii. Handles an object with the dominant or non-dominant foot on the spot, while moving or through obstacles	→	→	→	*		
iii. Handles several objects at the same time on the spot while moving or on fixed or moving apparatus	→	→	→	→	*	
b. Performs a variety of object-handling actions with implements, applying an appropriate technique						
i. Handles an object using an implement on the spot, while moving or through obstacles	→	→	→	*		
2. Projecting objects with or without an implement						
a. Throws a variety of objects, applying an appropriate technique						
i. Throws an object underhand	→	*				
ii. Throws an objects with two hands	→	→	*			
iii. Throws an object sideways	→	→	→	*		
iv. Throws an object overhand	→	→	→	*		
v. Throws an object using a implement	→	→	→	*		
b. Strikes objects in various ways, with or without an implement, applying an appropriate technique						
i. Strikes an immobile object	→	→	*			
ii. Strikes a moving object	→	→	→	*		
3. Receiving objects with or without an implement						
a. Catches a variety of objects, applying an appropriate technique						
i. Catches an object without an implement	→	*				

ii. Catches an object with an implement	→	→	→	*		
E. Nonlocomotor skills						
1. Postures and rotations						
a. Maintains complex postures, applying an appropriate technique	→	→	*			
b. Masters turning on his/her own axis on the floor, in the air or on apparatus, applying an appropriate technique	→	→	*			
F. Locomotor skills						
1. Movement in cyclical activities						
a. Walks while applying a technique appropriate to the duration of the activity or the distance involved	*					
b. Runs while applying a technique appropriate to the duration of the activity or the distance involved						
i. Sprinting	→	→	*			
ii. Long-distance and middle-distance running	→	→	→	→	→	*
iii. Goes up, goes down, changes direction, goes around, goes over, climbs and brakes by applying an appropriate technique given the environmental constraints	→	*				
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	→	→	*			
ii. Running jumps such as the long jump, high jump and triple jump	→	→	→	→	→	*
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	→	→	*			

INTERACTS	Cycle 1			Cycle 2		
KNOWLEDGE	1.0 (7 ^{ème})	1.2	1.3	2.1	2.2	2.3
A. Technical aspects of movement related to activities						
1. Names the technical aspects of performing movement skills pertaining to the physical activity performed	→	→	→	→	→	*

INTERACTS	Cycle 1			Cycle 2		
	1.0 (7 ^{ème})	1.1	1.2	2.1	2.2	2.3
SKILLS						
A. Principles of communication						
1. Communicates clear messages appropriate to the activity	→	→	→	*		
2. Recognizes messages	→	→	→	*		
3. Communicates various misleading messages appropriate to the activity	→	→	→	→	→	*
B. Roles						
1. Chooses a supporting role and plays it when preparing a plan and during the activity	→	→	*			
2. Plays his/her role in the game or activity in accordance with the established strategy or plan of action	→	→	→	*		
C. Principales of synchronization						
1. Synchronizes actions						
a. Throws an object by taking into account the speed and direction of his/her partners or opponents	→	→	→	→	*	
b. Receives an object form his/her partners or opponents by taking into account its speed and direction	→	→	→	→	*	
2. Adapts his/her actions to those of one or more partners according to different synchronization modes	→	→	→	→	→	*
D. Action rules in cooperative activities						
1. Positions him/herself or moves away in relation to teammate(s)	→	*				
2. Varies force, speed and direction of movements or movement skills in relation to those of teammate(s)	→	→	→	*		
E. Action rules in combat activities						
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	→	→	→	*		
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.	→	→	→	*		
F. Action rules in duelling activities						
1. Uses the width and length of the playing surface	→	→	→	*		
2. Quickly recovers the object in order to continue the rally	→	→	→	→	*	
3. Uses the appropriate space to better attack the opponent or his/her territory	→	→	→	→	*	
4. Attacks at opportune moments	→	→	→	→	*	
5. Feints in order to mislead the opponent	→	→	→	→	*	
6. Catches the opponent wrong-footed by attacking him/her in the direction opposite to which he/she is moving	→	→	→	→	*	
G. Action rules in cooperative activities in separate spaces						
1. Action rules related to protecting his/her territory						
a. Recovers the object by positioning him/herself or by moving toward the point where the object will fall	→	→	*			
b. Protects his/her territory by positioning him/herself in relation to the opponent, partners and object	→	→	→	*		
2. Action rules to attacking the opposing team's territory						
a. Attacks the other team's target	→	→	*			

b. Keeps the object moving in his/her territory	→	→	→	*		
c. Moves the object toward the opponent's territory	→	→	→	→	*	
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. Attacks spaces left open by the opponent	→	→	→	→	→	→
f. Counterattacks the opposing team (replying)	→	→	→	→	→	→
H. Action rules in group, activities in a common space						
1. Action rules related to the object						
a. Moves the object toward the opponent's target	→	→	*			
b. Keeps the object in play, moving from the offensive zone toward the defensive zone, while varying his/her direction and speed	→	→	→	→	*	
c. Attacks the opponent's target by throwing or striking the object						
i. In relation to teammates or opponents	→	→	→	*		
ii. At an opportune time	→	→	→	→	*	
iii. Upon reception	→	→	→	→	→	*
d. Recovers the object	→	→	*			
e. Counterattacks	→	→	*			
f. Interferes with the object's progress	→	→	*			
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	→	→	*			
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	→	→	*			
ii. Guards the noncarrier						
▪ By preventing him/her	→	→	*			
▪ 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	→	→	→	→	→	*
c. Gets free from the opponent by moving away						
i. With a change of speed	→	→	*			
ii. With a change of direction	→	→	→	*		
iii. With a feint	→	→	→	→	→	*
3. Action rules relating to the territory						
a. Gets back on defence	→	→	→	*		
b. Uses the space available	→	→	→	*		
c. Protects own team's target or goal	→	→	→	→	*	
d. Moves efficiently in relation to the target or goal to be protected, teammates, opponents and the objects	→	→	→	→	→	→

ADOPTS	Cycle 1			Cycle 2		
	1.0 (7 ^{ème})	1.1	1.2	2.1	2.2	2.3
KNOWLEDGE						
A. Physiology of the human body						
1. Names the main components of the systems involved in carrying out physical activities	→	→	→	→	*	
2. In simple terms or using a diagram, explains the main systems involved in physical activity	→	→	→	→	*	
3. Explains the body's response to exercise by making connections with the different systems	→	→	→	→	→	*
B. Components of health-related fitness associated with the practice of physical activities						
1. Cardiovascular endurance						
a. Names physical activities that improve cardiovascular endurance	→	*				
b. Defines the concept of cardiovascular endurance	→	→	→	*		
c. Describes a few training methods for improving cardiovascular endurance	→	→	→	→	→	*
2. Flexibility						
a. Names physical activities that help improve or maintain flexibility	→	*				
b. Defines the concept of flexibility	→	→	→	*		
c. Describes a few training methods for improving flexibility	→	→	→	→	→	*
3. Strength-endurance						
a. Names physical activities that help improve strength and muscular endurance	→	*				
b. Defines the concepts of strength and muscular endurance	→	→	→	*		
c. Describes a few training methods for improving strength and muscular endurance	→	→	→	→	→	*
C. Healthy, active lifestyle						
1. Active lifestyle						
a. Explains the meaning of an active lifestyle	→	→	*			
b. Explains the meaning of a sedentary lifestyle	→	→	*			
c. Names the psychological benefits of an active lifestyle	→	→	→	*		
d. Names the physical benefits of an active lifestyle	→	→	→	*		
e. Names the effects of a sedentary lifestyle	→	→	→	*		
f. Indicates strategies for developing or maintaining an active lifestyle	→	→	→	→	→	*
2. Nutrition and hydration						
a. Determines his/her needs before, during or after physical activity according to activity type and duration, and weather conditions	→	→	→	→	*	
b. Indicates strategies for making better food choices according to the intensity level of the physical activity	→	→	→	→	→	*

3. Personal hygiene						
a. Names the benefits of personal hygiene when doing physical activities	→	→	*			
4. Sleep						
b. Names the effects of a good quality of sleep on his/her physical and psychological well-being	→	→	→	→	*	
c. Indicates strategies for sleeping well	→	→	→	→	→	*
5. Stress prevention and management (positive or negative)						
d. Names stressful situation that have an effect on his/her daily life	→	→	→	→	*	
e. Names the psychological reactions associated with a stressful situation	→	→	→	→	*	
f. Names the repercussions of poor stress management for his/her health and well-being	→	→	→	→	*	
g. Indicates strategies for relaxing	→	→	→	→	→	*
6. Effects of different substances on performance and training						
a. Names substances that affect performance in sports and training	→	→	→	*		
b. Names the short- and long-term side effects (physical and psychological) of various substances	→	→	→	→	*	
c. Indicates strategies for avoiding the consumption of harmful substances	→	→	→	→	→	*
7. Excessive use of multimedia technology						
a. Names the effects of an excessive use of multimedia technology on his/her psychological or physic state	→	→	→	*		
b. Indicates strategies for managing the use of multimedia technology on a daily basis	→	→	→	→	→	*

ADOPTS	Cycle 1			Cycle 2		
	1.0 (7 ^{ème})	1.1	1.2	2.1	2.2	2.3
SKILLS						
A. Regular physical activity						
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)	→	→	*			
c. Paces him/herself during an activity of moderate to high intensity lasting from 20 to 30 consecutive minutes	→	→	*			
d. Takes into account his/her THR during a physical activity	→	→	→	→	*	
e. Applies basic training principles when doing muscular, cardiovascular and flexibility exercises	→	→	→	→	→	*
2. Recovery periods						
a. Trains while observing the periods of recovery during and after an activity	→	→	→	→	*	
3. Regular self-evaluation (cardiovascular capacity and other factors)						
a. Uses tests to assess his/her flexibility	→	→	→	→	→	*
b. Uses tests to assess his/her strength and muscular endurance	→	→	→	→	→	*
c. Uses tests to assess his/her cardiovascular endurance	→	→	→	→	→	*
B. Relaxation techniques						
1. Uses techniques to relax after a physical effort or to manage his/her stress	→	→	→	→	*	