



Health Education

Grade 6 Health Education

Outcome	Indicator	TTL! as a whole	Module						
			1	2	3	4	5	6	7
USC 6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege)	(a) Describe values one appreciates in self and in others and explain why.		X	X	X		X		
USC 6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.	(a) Examine safety risks for common/local adolescent activities (e.g. based on needs and interest of community).						X		X
	(d) Investigate and analyze the intent of the rules, regulations, and laws related to safety practices for common and local adolescent activities.						X		
	(f) Examine the possible physical, social and emotional consequences of not understanding and/or not following safety rules, regulations, and laws.						X		



Grade 7 Health Education

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			1	2	3	4	5	6	7
USC 7.3 Commit to personal safety practices while acquiring basic first aid knowledge skills.	(f) Demonstrate the ability to “think ahead” and assess/weigh the impact of actions on the safety of self and others.	X		X	X	X	X	X	X
USC 7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.	(d) Analyze potential sources of conflict.					X	X	X	X
USC 7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manager peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).	(h) Demonstrate the ability to stand up for others, practise inclusionary behaviours, and refrain from any form of ridicule.	X			X	X	X	X	





Physical Education

Grade 6 Physical Education

Outcome	Indicator	TTL! as a whole	Module							
			1	2	3	4	5	6	7	
PE 6.4 Skill-related Fitness. Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) and how they connect with the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) in the development of each other.	(c) Participate regularly and at personally challenging levels of effort, in a variety of individually challenging fitness movement activities that develop health-related and skill-related components of fitness.	X								
	(e) Explain the health-related fitness benefits after participants in games and challenges (e.g. cup stacking for coordination, speed and reaction time, ring and pin game for coordination; obstacle courses for agility and balance) designed to improve and maintain personal skill-related fitness and, thus, health-related fitness.	X								
PE 6.9 Decision Making. Making situational decisions (individual, partner, and team) related to the selection of skills, tactics and strategies to enhance individual and team performance while participating in: Target games (e.g., bowling, curling, golf, bocce ball, archery),	(p) Adapt rules of low-organizational and inventive games (e.g., line soccer) based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusion, and/or safety) and implement adaptations into game play.	X	X					X	X	X



invasion/territorial games (e.g. basketball, touch football, soccer, team handball, soft lacrosse, floor hockey, ultimate Frisbee), and low organizational, inventive and co-operative games (e.g., capture the flag, prisoner’s base, four goal game).	(q) Tell a story (e.g., written, visual, audio, video, creative performance) of what it looks like and sounds like when members of a team are working well together.		X	X	X	X		X	X
PE 6.11 Volunteerism & Leadership. Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging their level of participation in movement activity.	(e) Complete an assigned or self-selected portion of a class plan for an event that will involved others participating in movement activity.	X							X
	(f) Implement in cooperation with classmates, a class plan that involves others participating in movement activity (e.g., movement activities for younger children to play at recess, Friday fitness dance at noon)	X							X
PE 6.12 Influences. Analyze the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as a source of information for making decisions related to participation of self and others in movement activity as well as possible career choice implications.	(b) Express an understanding of how personal attributes and limitations may impact one’s likes and dislikes associated with participation in movement activities.		X		X			X	
	(d) Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others’ different developmental processes).				X			X	
	(f) Express insights in response to questions such as “is there ever a time when someone who wants to be active must be excluded because of their abilities?”		X		X	X	X		



PE 6.13 Safety & Rules. Analyze and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others.	(a) Distinguish between the guidelines (e.g., wearing protective equipment such as shin guards) and the rules (e.g., no tripping) associated with a variety of invasion/territorial games that have been developed to promote safe participation.						X		
	(c) Demonstrate a willingness to follow the guidelines and rules for safe participation in movement activities while participating in the activities.						X	X	X
PE 6.14 Relationship Skills. Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities	(a) Self-assess level of social skills exhibited on a regular basis.		X					X	
	(c) Practise and discuss methods for resolving conflict in movement activity settings.	X				X	X	X	
	(g) Role model for, and/or engage younger children in, active play at various times throughout the school day (e.g., assemblies, recess, intramurals).	X							



Grade 7 Physical Education

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PE 7.8 Decision Making. Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in: net/wall games (e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball); striking/fielding games (e.g., softball, longball, kickball, cricket); low-organizational, inventive, and co-operative games (e.g., walleyball, king's court).	(k) Adapt rules of low-organizational and inventive games (e.g. one bounce volleyball) based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusion, and/or safety) and participate in game situations with classmates using adapted rules.	X	X					X	X	X
PE 7.10 Volunteerism & Leadership. Plan, organize, lead, and evaluate cooperatively movement activity, such as intramurals, fitness fun days, and playground games, to engage younger students and to connect with others.	(c) Create and implement in small groups, a plan to teach and/or lead younger children in participation in movement activity (e.g., intramurals, cooperative games, skill development lesson, activity stations, outdoor hike, fitness buddies, playground games).	X								X
	(d) Role model active play for younger children that involves the younger children in play.	X								



	(f) Willingly seek advice and support (e.g., classmate, teachers, elders, community members such as recreation directors, health promotions personnel) for how to involve younger children in movement activities.				X			X	X
	(g) Express insights in response to questions such as “What does it mean to be a leader and how does that apply in an active living context?”, “Does there have to be winners in order for participation in movement activities to be fun?”, “How can losing affect someone’s willingness to participate in movement activities?” and “What is the best way to pick teams?”	X	X		X	X	X	X	X
PE 7.12 Safety & Rules. Analyze and apply the safety guidelines and rules related to net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities to develop appreciation of their impact on self and others.	(a) Demonstrate automation in the use of safety skills while participating in net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities.						X		X
PE 7.13 Relationship Skills. Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.	(a) Evaluate own attitudes, values, and behaviour related to interacting with others while participating in, or encouraging others to participate in, movement activities.	X	X	X	X	X			



Career Education

Grade 6 Career Education

Outcome	Indicator	TTL! as a whole	Module						
			1	2	3	4	5	6	7
CG6.1 Investigate the influence of a positive self-image on one's life.	(a) Examine the positive nature of uniqueness through an exploration of individual characteristics such as interests, likes, dislikes, physical skills, mental abilities, and strengths.		X	X	X				
	(a) Assess how culturally appropriate positive character traits including honesty, tolerance, trust, loyalty and helpfulness form a basic part of a positive self-image.		X	X	X				
CG6.2 Analyze the benefits of developing personal competence in building healthy relationships (i.e., emotional, spiritual, mental, and physical).	(a) Examine one's behaviours and attitudes in interpersonal and group situations and determine those that contribute to positive and effective interactions.	X	X		X	X			
	(c) Select effective strategies for interpersonal and group communication skills and analyze why they are effective.				X				
	(e) Demonstrate openness and appreciation to the diversity of Saskatchewan cultures and people (e.g., ages, socioeconomic status, sexual orientation, spiritual beliefs).	X	X				X	X	



Grade 7 Career Education

Outcome	Indicator	TTL! as a whole	Module						
			1	2	3	4	5	6	7
CG7.1 Explore and draw conclusions about the influences of positive and negative self-images on one's life and work.	(a) Explain how personal behaviours and attitudes influence the feelings and behaviours of others in school, community and family situations.	X	X	X	X				
CG7.2 Develop and demonstrate the behaviours and understandings needed for building healthy relationships (i.e. emotional, spiritual, mental, and physical)	(a) Demonstrate acceptance and flexibility for the feelings and beliefs of others in personal and group situations.	X		X	X		X	X	
	(b) Identify and practice appropriate social skills and attitudes when dealing with situations involving diversity of cultures and people.	X				X			
	(d) Identify strategies to practice personal management skills such as time management, adaptability, responsibility, and life/school balance.	X		X	X			X	X
	(e) Practice effective communication skills such as assertiveness, conflict resolution, and problem solving which could be used in stressful situations.	X				X	X		
CC7.1 Reflect on and express insights about how knowledge and skills learned in school transfer to one's future life and work.	(c) Identify how personal learning and interests may impact the selection of high school courses and future work possibilities.	X							
CC7.2 Analyze the contributions work makes to the individual and their community, including globally.	(b) Communicate some examples of how one can contribute to the community through paid and unpaid work.	X							X