

| Subject Area       | Course and Grade | Selected PLOs related to Sustainability & the Environment   | Complexity  | Aesthetics | Responsibility | Ethics |   |
|--------------------|------------------|---|---|------------|----------------|--------|---|
| PHYSICAL EDUCATION | P.E. 11-12       | Active Living   |   |            |                |        |   |
|                    |                  | • adapt physical activities to minimize environmental impact  |   | A          | R              | E      |   |
|                    |                  | • demonstrate an understanding of the factors that affect the choice of physical activity throughout life, including: age; gender; time; culture; environment |   |            | R              | E      |   |
|                    |                  | • describe strategies for stress management and relaxation  |   |            | R              |        |   |
|                    |                  | • design and implement plans for balanced, healthy living, including: nutrition; exercise; rest; and work   |   |            | R              |        |   |
|                    |                  | • evaluate the influence of consumerism and professional athletics on personal perception of body image   |   |            |                | E      |   |
|                    |                  | • select appropriate community-based recreational and alternative-environment opportunities to develop a personal functional level of physical fitness        |   | A          |                | E      |   |
|                    |                  | Personal and Social Responsibility  |   |            |                |        |   |
|                    |                  | <i>Personal Behaviours and Safety Practices</i>   |   |            |                |        |   |
|                    |                  | • apply appropriate rules, routines, procedures, and safety practices in a variety of activities and environments   |   |            | R              |        |   |
|                    |                  | <i>Leadership and Community Involvement</i>   |   |            |                |        |   |
|                    |                  | • demonstrate an understanding of the processes needed to coordinate events and programs in the school and community  |   |            | R              |        |   |
|                    |                  | • describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation                       |   |            | R              |        |   |
|                    |                  | • identify and describe the benefits of service and volunteer work in the school and community  |   |            | R              |        |   |
|                    |                  | Note for P.E.   | Physical Education PLOs readily invite the use of outdoor environments as a context for learning activities. Incorporating active, physical components into cross-curricular studies of sustainability and environmental issues also has great potential to enhance learning with C.A.R.E. in mind. | C          | A              | R      | E |