



PHYSICAL EDUCATION K TO 7

Integrated Resource Package 2006

Library and Archives Canada Cataloguing in Publication Data

Main entry under title:

Physical education K to 7: integrated resource package 2006

Rev. ed.

Also available on the Internet.

ISBN 0-7726-5519-7

1. Physical education and training – Curricula - British Columbia. 2. Physical education and training – Study and teaching (Elementary) – British Columbia. 3. Education, Elementary – Curricula – British Columbia. I. British Columbia. Ministry of Education.

GV365.5.C3P48 2006 372.86'043 C2006-960048-1

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Many people contributed their expertise to this document. The Project Co-ordinator was Kristin Mimick of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process.

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Physical Education K to 7. Once fully implemented, it supersedes the 1995 Physical Education K to 7 IRP.

The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

INTRODUCTION

The Introduction provides general information about Physical Education K to 7, including special features and requirements.

Included in this section are

- a rationale for teaching Physical Education K to 7 in BC schools
- the curriculum goals
- curriculum organizers (and suborganizers as applicable)—groupings for prescribed learning outcomes that share a common focus
- suggested timeframes for each grade
- a summary overview of the curriculum content.

CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

PRESCRIBED LEARNING OUTCOMES

This section contains the *prescribed learning outcomes*. Prescribed learning outcomes are the legally required content standards for the provincial education system. They define the required attitudes, skills, and knowledge for each subject. The learning outcomes are statements of what students are expected to know and be able to do by the end of the indicated grade.

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of full-scale achievement indicators for each prescribed learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the prescribed learning outcomes. Achievement indicators are not mandatory; they are provided to assist teachers in assessing how well their students achieve the learning outcomes.

Also included in this section are key elements—descriptions of content that help determine the intended depth and breadth of the prescribed learning outcomes.

CLASSROOM ASSESSMENT MODEL

This section contains a series of assessment units that address clusters of learning outcomes organized by topic or theme. The units have been developed by BC teachers, and are provided to support classroom assessment. These units are suggestions only—teachers may use or modify the units to assist them as they plan for the implementation of this curriculum.

Each grade in the model contains an Assessment Overview Table intended to support teachers with their assessment practices, and the assessment units organized by topic—including the prescribed learning outcomes and a sequence of suggested assessment activities. Sample assessment instruments are also included for each grade.

LEARNING RESOURCES

This section contains general information on learning resources, and links to the titles, descriptions, and ordering information for the recommended learning resources in the Physical Education K to 7 Grade Collections.

GLOSSARY

The glossary defines selected terms used in this Integrated Resource Package.



INTRODUCTION

Physical Education K to 7

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Physical Education K to 7. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes and achievement indicators.

The Physical Education K to 7 Integrated Resource Package (2006) is based on recommendations arising from

- the Physical Education Curriculum Review Report (November 2001)
- a project partner school district (2003-04)
- the Physical Education K to 7 Provincial Curriculum Review Team
- the Physical Education K to 7 Provincial Pilot Team.

Physical Education K to 7, in draft form, was available for public review and response from June through November, 2005. The draft of Physical Education K to 7 was also piloted in schools across BC. Feedback from educators, students, parents, and other educational partners informed the development of this IRP.

RATIONALE

The aim of Physical Education K to 7 is to provide opportunities for all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle.

There is an increasing awareness of the importance of providing children and youth with opportunities to participate in physical activities. An effective physical education program provides opportunities for all students to develop the knowledge and skills to participate regularly and safely in a variety of physical activities. Participation in a variety of physical activities helps students develop and refine

- non-locomotor movement skills
- locomotor movement skills
- manipulative movement skills.

Participation in a variety of activities from across the following five activity categories enables students to develop knowledge, skills, and attitudes for attaining and maintaining an active lifestyle:

- alternative environment activities
- dance
- games
- gymnastics
- individual and dual activities.

GOALS FOR PHYSICAL EDUCATION K TO 7

The following goals reflect and are represented in the prescribed learning outcomes for Physical Education K to 7 throughout each curriculum organizer:

- Students will have opportunities to participate daily in a variety of physical activities.
- Students will develop age-appropriate knowledge and skills for participating productively, safely, and responsibly in a range of physical activities.
- Students will develop the knowledge, skills, and attitudes that enable them to attain and maintain a healthy, active lifestyle.
- Students will develop an understanding of the value of a healthy, active lifestyle.

CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of prescribed learning outcomes that share a common focus. The prescribed learning outcomes for Physical Education K to 7 progress in age-appropriate ways, and are grouped under the following curriculum organizers and suborganizers:

Curriculum Organizers and Suborganizers
ACTIVE LIVING <ul style="list-style-type: none"> • Knowledge • Participation
MOVEMENT SKILLS
SAFETY, FAIR PLAY, AND LEADERSHIP

Active Living

This curriculum organizer provides opportunities for students to develop knowledge and skills related to

- the physical and emotional benefits of regular participation in physical activity
- the importance of fuelling physical activity with healthy nutritional practices, appropriate water intake, and adequate sleep
- self-monitoring of personal exertion levels
- setting goals for an active lifestyle.

This curriculum organizer also contains prescribed learning outcomes that require students to participate daily in a wide variety of moderate to vigorous physical activities.

Movement Skills

In this curriculum organizer, students develop a range of movement skills necessary for efficient and effective participation in activities from all activity categories.

This curriculum organizer provides opportunities for students to

- develop effective movement skills through participation in physical activities from all activity categories
- develop specific non-locomotor movement skills through participation in physical activities from all activity categories
- develop specific locomotor movement skills through participation in physical activities from all activity categories
- develop specific manipulative movement skills through participation in physical activities from all activity categories.

Note that, from Kindergarten to grade 4, specific non-locomotor, locomotor, and manipulative movement skills are identified in the prescribed learning outcomes. These skills are specified for particular grades to ensure that they are taught and assessed, and to provide a foundation for the later grades where the skills are used in combinations, sequences, and new contexts.

At the same time, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For a complete listing of non-locomotor, locomotor, and manipulative movement skills addressed by the curriculum from Kindergarten to grade 7, see the table provided later in this Introduction.

Safety, Fair Play, and Leadership

This curriculum organizer helps students develop positive interpersonal behaviours through active involvement in a variety of physical activities in all activity categories. Students learn the importance of safety guidelines and practices for all forms of physical activity. They develop respect for self and others as they learn and practise the skills of co-operation, fair play, and leadership.

This curriculum organizer provides opportunities for students to develop knowledge and skills related to

- safe participation in a variety of physical activities in all activity categories
- working co-operatively and playing fairly with others when participating in physical activities
- acquiring leadership skills for participation in physical activities.

SUGGESTED TIMEFRAME

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

For Physical Education, the Ministry of Education recommends a time allotment of 10% of the total instructional time for each school year. The Physical Education curriculum for Kindergarten is based on approximately 45 to 50 hours of instructional time to allow flexibility to address local needs. For each of Grades 1 to 7, this estimate is approximately 90 to 100 hours per year.

Physical Education K to 7: Curriculum Organizers and Activity Categories



PHYSICAL EDUCATION K TO 7: AT A GLANCE

The aim of Physical Education K to 7 is to provide opportunities for all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle.

GOALS OF PHYSICAL EDUCATION K TO 7

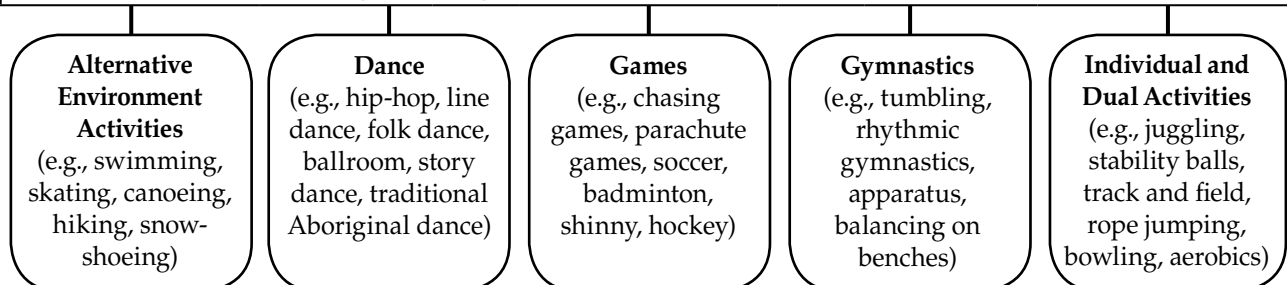
- Students will have opportunities to participate daily in a variety of physical activities.
- Students will develop age-appropriate knowledge and skills for participating productively, safely, and responsibly in a range of physical activities.
- Students will develop the knowledge, skills, and attitudes that enable them to attain and maintain a healthy, active lifestyle.
- Students will develop an understanding of the value of a healthy, active lifestyle.

CURRICULUM ORGANIZERS

Active Living	Movement Skills	Safety, Fair Play, and Leadership
<p>Knowledge</p> <ul style="list-style-type: none"> • physical and emotional benefits of physical activity • recognizing and monitoring safe exertion rates • role of nutrition in physical activity and well-being • knowledge of body changes resulting from physical activity • goals for physical activity <p>Participation</p> <ul style="list-style-type: none"> • daily participation in moderate to vigorous, sustained physical activity 	<ul style="list-style-type: none"> • body and space awareness (e.g., personal and general space, balance) • non-locomotor movement skills (e.g., creating shapes with body, push, swing) • locomotor movement skills (e.g., walk, run, jump, hop, skip, slide, gallop) • manipulative movement skills (e.g., carry, catch, dribble, roll, slide, strike with hand, strike with implement, throw, trap) 	<ul style="list-style-type: none"> • knowledge of safety guidelines, procedures, and behaviours • safe participation in all aspects of physical education • warmup and cooldown • fair play (e.g., encouraging others of all ability levels, following the leadership of others, respecting outcomes of activities, respecting diverse ability levels) • leadership (e.g., peer helping, refereeing, setting up equipment, demonstrating skills)

ACTIVITY CATEGORIES

A balanced physical education program includes opportunities for students to participate in a variety of activities across the following five categories:



K TO 7 MOVEMENT SKILLS

From Kindergarten to grade 4, specific non-locomotor, locomotor, and manipulative movement skills are identified in the prescribed learning outcomes. These skills are specified for particular grades to ensure that they are taught and assessed, and to provide a foundation for the later grades where the skills are used in combinations, sequences, and new contexts. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades.

The following is a complete listing of the non-locomotor, locomotor, and manipulative movement skills addressed by the curriculum from K to 7.

<p>Non-Locomotor Movement Skills movements performed “on-the-spot” without travelling across the floor or surface</p>	<ul style="list-style-type: none"> • balance (1-point balance, 2-point balance, etc.; alone, with partner, in groups, with implements or equipment) • create shapes with body (e.g., by bending, curling, pulling, pushing, stretching, and/or twisting) • rock or sway • step turn • swing • weight transfer
<p>Locomotor Movement Skills movement skills that incorporate travelling across the floor or surface (in a variety of directions, levels, and pathways; individually or in partners or groups, in various formations)</p>	<ul style="list-style-type: none"> • body roll (log roll, shoulder roll) • gallop or slide • leap • ready position • run • running jump • skip • travelling hop or jump • two-foot stop (at conclusion of locomotor movement) • walk
<p>Manipulative Movement Skills movement skills involving the control of objects such as balls primarily with the hands or feet; may also involve the use of specific implements such as racquets or bats</p>	<ul style="list-style-type: none"> • carry an object • dribble object with hands • dribble object with feet • kick • one-handed catch • one-handed throw (underhand or overhand) • roll or slide an object • pull or push an object • strike object with hand • strike object with implement • trap object with feet

ACTIVITY CATEGORIES

A balanced physical education program includes opportunities for participation in a variety of indoor and outdoor activities from across the five activity categories that enable students to develop a range of non-locomotor, locomotor, and manipulative movement skills. The five activity categories are

- alternative environment activities
- dance
- games
- gymnastics
- individual and dual activities.

When selecting appropriate activities for students, teachers should consider their own expertise, available resources, and facilities within the school and community. For information about selecting activities in relation to the specific movement skills they help develop, refer to the table provided in the introduction to the Classroom Assessment Model, later in this IRP.

The following table lists examples of specific activities within each activity category. This table is neither prescriptive nor exhaustive—it is provided for informational purposes only, to assist educators in planning a balanced and varied Physical Education program. In addition, many activities relate to more than one activity category.

Activity Category	Examples of Specific Activities	
Alternative Environment Activities (generally performed outside the school grounds)	Aquatics <ul style="list-style-type: none"> • stroke development • snorkelling • water games • diving • synchronized swimming • survival and lifesaving Water-Based <ul style="list-style-type: none"> • paddling (e.g., canoe paddling/pulling, rowing, dragon boating, kayaking) • sailing • sailboarding • surfing (board, body) • water-skiing 	Land-Based <ul style="list-style-type: none"> • hiking • backpacking • rock climbing • orienteering • horseback riding • skateboarding, inline skating Snow- and Ice-Based <ul style="list-style-type: none"> • hockey, ringette • figure skating • synchronized skating • speed skating (short track, long track) • snow-shoeing • skiing (downhill, cross-country), snowboarding • sledding
Dance	Rhythmic and Creative <ul style="list-style-type: none"> • singing and clapping games • aerobic dance • interpretive dance • story dance, dance drama • thematic dance (e.g., Halloween, winter, May Day) Folk and Cultural <ul style="list-style-type: none"> • folk, square • traditional Aboriginal (e.g., paddle dance, chicken dance, Métis jig) • culture-specific (e.g., gumboot, Chinese ribbon dance, highland, kathakali) 	Social <ul style="list-style-type: none"> • line • jive, swing • hip-hop • novelty dances (e.g., bird dance, bunny hop, conga, alley cat, macarena) Genre <ul style="list-style-type: none"> • ballroom (e.g., waltz, foxtrot, tango, rhumba) • modern • jazz • ballet • tap

continued next page

Activity Category	Examples of Specific Activities	
Games	<p>Formative Games</p> <ul style="list-style-type: none"> • locomotor movement skill games (e.g., freeze tag, partner tag, octopus tag, races, hopscotch, skipping games) • manipulative movement skill games (e.g., throwing games, kicking games, tetherball, 4-square) • lead and follow games (e.g., Simon Says, follow the leader) • partner games, team games (e.g., relays) <p>Innovative Games</p> <ul style="list-style-type: none"> • creative or novel • co-operative challenges • parachute activities • cultural games (e.g., shinny, la pétanque, oba, korebe, snow snake) <p>Bat and Ball Games</p> <ul style="list-style-type: none"> • softball, baseball, T-ball • cricket • rounders 	<p>Court and Field Games</p> <ul style="list-style-type: none"> • soccer • basketball • touch football, rugby • broomball • kickball • hockey (field, floor) • team handball • lacrosse (field, box) • shinny • ultimate <p>Net and Wall Games</p> <ul style="list-style-type: none"> • volleyball • tennis • badminton • pickleball • table tennis • handball • netball • racquetball • squash
Gymnastics	<p>Educational Themes</p> <ul style="list-style-type: none"> • shape • balance • weight transfer • travel • flight • take off and land • spatial awareness <p>Acrobatic</p> <ul style="list-style-type: none"> • tumbling • balancing • mini-trampoline 	<p>Rhythmic Gymnastics</p> <ul style="list-style-type: none"> • hoop • ball • ribbon • scarves • lummi sticks <p>Apparatus (Artistic) Gymnastics</p> <ul style="list-style-type: none"> • floor exercises • parallel bars • vault box • rings • balance beam and benches
Individual and Dual Activities	<p>Athletics (Track and Field)</p> <ul style="list-style-type: none"> • runs • jumps (e.g., high jump, long jump, triple jump) • throws (e.g., discus, shot put) <p>Combative</p> <ul style="list-style-type: none"> • martial arts (e.g., tai chi, tai bo, karate, judo) • self-defence • wrestling <p>Manipulatives</p> <ul style="list-style-type: none"> • juggling • rope jumping • footbag • hula hoop • yo-yo • disk golf • rope climbing and hanging 	<p>Training Programs</p> <ul style="list-style-type: none"> • aerobics • circuit training • cycling • lap swimming • medicine balls • pilates • stability balls • strength training • walking, power walking, jogging • weight training and other exercise equipment <p>Target</p> <ul style="list-style-type: none"> • archery • bocce • bowling (lawn, lane) • curling • golf

PHYSICAL EDUCATION K TO 7: CONCEPTS

	Kindergarten	Grade 1	Grade 2	Grade 3
Active Living	<ul style="list-style-type: none"> benefits of regular participation in physical activity importance of food as fuel for physical activity physical activities they enjoy daily participation in physical activity 	<ul style="list-style-type: none"> benefits of regular participation in physical activity parts of the body involved in physical activity choices that support physical activity importance of choosing healthy foods for physical activity physical activities they do well daily participation in physical activity 	<ul style="list-style-type: none"> personal benefits of regular participation in physical activity how bodies respond to physical activity importance of food, water, and sleep for physical activity physical abilities they would like to develop daily participation in physical activity 	<ul style="list-style-type: none"> benefits of regular participation in physical activity for the heart, lungs, muscles, and bones choices for being physically active healthy nutritional choices to support physical activity physical abilities of people they admire daily participation in physical activity
Movement Skills	<ul style="list-style-type: none"> movement in personal space non-locomotor movement skills including making shapes with body locomotor movement skills including walk, run, jump or hop, body roll manipulative movement skills including slide/roll an object, carry an object, and two-handed throw 	<ul style="list-style-type: none"> moving through general space non-locomotor movement skills such changing level of body positions locomotor movement skills including skip, gallop or slide, and two-foot stop manipulative movement skills including kick, two-handed catch with trapping against body, and strike a stationary object with an implement 	<ul style="list-style-type: none"> moving through space while changing directions non-locomotor movement skills including rock and sway, swing, and step turn ready position for locomotor movement skills manipulative movement skills including one-handed underhand throw and two-handed catch without trapping against body 	<ul style="list-style-type: none"> balancing locomotor movement skills including running jump and leap manipulative movement skills including pull or push an object, kick, trap object with foot, dribble object with hands sequences of non-locomotor and locomotor movement skills
Safety, Fair Play, and Leadership	<ul style="list-style-type: none"> safety guidelines for physical activity following rules and directions working co-operatively with peers during physical activity 	<ul style="list-style-type: none"> importance of safety guidelines following instruction and safety guidelines working co-operatively with peers during physical activity 	<ul style="list-style-type: none"> safe behaviours following procedures and directions respect for others during physical activity 	<ul style="list-style-type: none"> safe behaviours respect and encouragement for others during physical activity leadership in physical activities

	Grade 4	Grade 5	Grade 6	Grade 7
Active Living	<ul style="list-style-type: none"> physical and emotional benefits of regular participation in physical activity major muscles used in physical activity monitoring exertion during physical activity relationship between nutrition and physical activity opportunities for physical activity in various settings daily participation in physical activity 	<ul style="list-style-type: none"> physical and emotional benefits of regular participation in physical activity components of fitness—muscular strength and endurance, cardiovascular endurance, flexibility relationship between nutrition and physical activity personal physical activity goals daily participation in physical activity to develop components of fitness 	<ul style="list-style-type: none"> personal physical and emotional benefits of regular participation in physical activity relationship between components of fitness and regular participation in physical activity monitoring personal exertion in physical activity nutritional considerations for physical activity personal goals for a physically active lifestyle daily participation in physical activity to develop components of fitness 	<ul style="list-style-type: none"> effects of regular participation in physical activity on quality of life assessing own heart rate personal nutritional choices to support physically active lifestyle plan for meeting physical activity goals daily participation in physical activity to support personal goals
Movement Skills	<ul style="list-style-type: none"> moving through space while adjusting speed, force, level, pathway, and direction manipulative movement skills including one-handed catch and throw, striking with hand or implement, and dribble with feet sequences of non-locomotor, locomotor, and manipulative movement skills 	<ul style="list-style-type: none"> phases of movement (ready position, movement, follow through) sending objects in predictable settings receiving objects at varying speeds and levels sequences of non-locomotor, locomotor, and manipulative movement skills 	<ul style="list-style-type: none"> practising a variety of non-locomotor, locomotor, and manipulative movement skills offensive and defensive strategies manipulative movement skills including send and receive a variety of objects in predictable settings combining learned non-locomotor, locomotor, and manipulative movement skills to create new challenges or games 	<ul style="list-style-type: none"> applying learned non-locomotor, locomotor, and manipulative movement skills to new physical activities manipulative movement skills including send and receive a variety of objects in predictable and unpredictable settings sequences of non-locomotor, locomotor, and manipulative movement skills with qualities of movement
Safety, Fair Play, and Leadership	<ul style="list-style-type: none"> safe participation in physical activity principles of fair play leadership roles in physical activities 	<ul style="list-style-type: none"> safe use of equipment and facilities importance of warmup and cooldown activities fair play in physical activity leadership opportunities in physical activity 	<ul style="list-style-type: none"> safe procedures for specific physical activities modelling fair play respecting individual differences and abilities during physical activity 	<ul style="list-style-type: none"> safe procedures for specific physical activities modelling fair play in all physical activities contributing to a positive climate for physical activity



CONSIDERATIONS FOR
PROGRAM DELIVERY

Physical Education K to 7

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility
- working with the school and community
- connections to other curricula
- working with the Aboriginal community
- information and communications technology
- copyright
- addressing students' developmental levels
- safety
- creating movement sequences
- incorporating music in physical activity
- strategies for selecting teams
- planning considerations.

ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Physical Education K to 7.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing prescribed learning outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all prescribed learning outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the prescribed learning outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for

alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

ADDRESSING LOCAL CONTEXTS

The Physical Education K to 7 curriculum includes opportunities for individual teacher and student choice in specific activities to meet certain learning outcomes. This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local contexts. It may be appropriate to incorporate student input when selecting relevant activities.

INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the prescribed learning outcomes in the Physical Education K to 7 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Physical Education K to 7 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the prescribed learning outcomes for the subject by sending home class letters, providing an overview during parent-teacher interviews, etc.
- responding to parent and guardian requests to discuss unit plans, learning resources, etc.

ESTABLISHING A POSITIVE CLASSROOM CLIMATE

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in Physical Education K to 7. The following are some guidelines that may help educators establish and promote a positive classroom climate.

- Establish clear ground rules for class activities that demonstrate respect and encouragement for diverse ability levels. Encourage a classroom climate that enables students to relate to one another in positive, respectful, and supportive ways.

- Become familiar with
 - relevant legislation (e.g., *Human Rights Code; Child, Family and Community Services Act*)
 - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)
 - provincial and district policies and protocols concerning topics such as disclosure related to child abuse and/or neglect, and protection of privacy.

Further information about these policies and initiatives is available online:

BC Handbook for Action on Child Abuse and Neglect

www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf

Safe, Caring and Orderly Schools

www.bced.gov.bc.ca/sco/

Diversity in BC Schools: A Framework

www.bced.gov.bc.ca/diversity/diversity_framework.pdf

Human Rights Code

www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm

Child, Family and Community Services Act

www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

- Activities and discussion related to some of the topics in Physical Education K to 7 may evoke an emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenting. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially handouts, for appropriateness.

Physical Education teachers may sometimes find it necessary to use physical touch in the course instruction for the purpose of helping students perform techniques correctly and safely during participation in physical education activities. Recognizing that teachers may feel vulnerable to the possibility of misunderstanding and public censure regarding this aspect of Physical Education instruction, teachers are encouraged to consult with administrators and district

personnel regarding district policies and professional guidelines for Physical Education instruction.

When establishing guidelines for this aspect of Physical Education instruction, teachers and administrators may wish to consider the following points:

- Talk to students about the purpose of touching in the context of Physical Education instruction and how it contributes to learning (e.g., correct technique, student safety).
- Encourage students to talk to their Physical Education teacher if touch makes them uncomfortable.
- Learn to read students' non-verbal cues.
- Wherever possible, teachers should use their own body in Physical Education demonstrations.
- Always ask a student for permission before using touch in Physical Education instruction. Never use touch in Physical Education instruction without the student's permission.
- Never use touch in Physical Education instruction unless others are present and watching.

CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Physical Education K to 7.
- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).
- Provide students and their parents with the reason(s) they are being asked to provide personal

information in the context of the Physical Education K to 7 curriculum.

- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to www.mser.gov.bc.ca/privacyaccess/

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Physical Education K to 7, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students who have English as a second language and of students with special needs. Most of the suggested assessment activities in this IRP can be used with all students, including those with special and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the prescribed learning outcomes.

Some students with special needs may require program adaptation or modification to facilitate their achievement of the learning outcomes identified in this IRP.

Adapted Programs

An adapted program addresses the learning outcomes of the prescribed curriculum but provides adaptations to selected learning outcomes. These adaptations may include alternative formats for resources, instructional strategies, and assessment procedures.

Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full credit.

The following are examples of strategies that may help students with special needs succeed:

- Adapt the task by simplifying or substituting skills, maintaining the integrity of the intended activity/outcome.
- Adapt the task by changing the complexity.
- Adapt the rules and scoring systems (e.g., allow kicking instead of throwing).
- Adapt the equipment (e.g., smaller, softer, or lighter equipment) or the setting (indoors instead of outdoors).
- Provide opportunities for more practice, extra time, or extension of learning.
- Adapt evaluation criteria to accommodate individual student needs.
- Adapt the number of activities the student is expected to complete.
- Increase the amount of learning assistance.
- Adapt the expectation of how student is to respond to the instruction.
- Adapt the extent to which a student is actively involved in the activity.

Modified Programs

A modified program has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.

The following are examples of strategies that may help students on modified programs:

- Specify personal support (by peers or teacher assistants, for example).
- Set individualized goals that consider prescribed outcomes but are developed to suit the student's special needs.
- Modify activities by providing parallel ones for students with unique needs.

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/specialed/

For more information for ESL students, refer to www.bced.gov.bc.ca/esl/

WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the classroom.

School, district, and province-wide initiatives—such as Action Schools! BC, co-curricular and community sports teams, community recreation facilities—support and extend learning in Physical Education K to 7. Community organizations may also support the curriculum by providing facilities, locally developed learning resources, guest speakers, and workshops. Teachers may wish to draw on the expertise of these community organizations and members.

At the same time, bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to different points of view, providing opportunities for discussion and debate, providing a departure point for writing, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Guest speakers and instructors relevant for Physical Education K to 7 include professional and community athletes, coaches, health care professionals, counsellors, and other content experts.

To help achieve a successful guest speaker activity, consider the following:

- Determine the nature of the presentation (e.g., demonstration, activity, question-and-answer). Ensure the guest speakers are clear about their purpose, the structure, and the time allotted. Also ensure that guests understand the skill and developmental levels of students. Review any materials and check any equipment they may use for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the guest(s) beforehand and making any logistical arrangements.

CONNECTIONS TO OTHER CURRICULA

In the elementary years in particular, learning and instruction often takes place in an integrated manner and do not always stay within the boundaries of a particular subject area. Teachers may look for ways to connect learning in physical education with any or all of the following provincially prescribed curricula:

- dance
- health and career education—role of physical activity in a balanced, healthy lifestyle; importance of balancing food and physical activity; safety and injury prevention; conflict resolution
- science—human body systems (grade 5)
- social studies—group processes and teamwork, leadership.

Whatever the approach used to facilitate connections among these subject areas, it is important to maintain the integrity of each individual discipline, and ensure that all prescribed learning outcomes are addressed.

All current provincial curricula are available online at www.bced.gov.bc.ca/irp/irp.htm

WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. As Aboriginal communities are diverse in terms of language, culture, and available resources, each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology.

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. There are some exceptions in the law (i.e., specific things permitted) for schools but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part—in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements—see the web site at the end of this section for more details)

- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videos at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied.

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also have royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to www.cmec.ca/copyright/indexe.stm

ADDRESSING STUDENTS’ DEVELOPMENTAL LEVELS

When structuring a physical education program to meet the needs of all learners, educators should consider students’ psychomotor, cognitive, and affective developmental levels. To that end, the tables on the following pages describe the characteristics of students at three developmental levels, and the types of physical activities that typically are appropriate for students at each level.

These tables illustrate a continuum of learning through which students typically progress at predictable ages; however, it is understood that there are variations among individual students.

DEVELOPMENTAL LEVEL 1 (APPROXIMATELY AGES 5-7, GRADES K-2)

Characteristics and Interests	Program Guidelines
<i>Psychomotor Domain</i>	
Noisy, constantly active, egocentric, exhibitionistic. Imitative and imaginative. Want attention.	Include vigorous games and stunts, games with individual roles (hunting, dramatic activities, story plays), and a few games or relays.
Large muscles more developed; game skills not developed.	Challenge with varied movement. Develop specialized skills of throwing, catching, and bouncing balls.
Naturally rhythmic.	Use music and rhythm with skills. Provide creative rhythms, folk dance, and singing movement songs.
May become suddenly tired but soon recover.	Use activities of brief duration. Provide short rest periods or intersperse physically demanding activities with less vigorous ones.
Hand-eye co-ordination developing.	Give opportunity to handles different objects, such as balls, beanbags, and hoops.
Perceptual abilities maturing.	Give practice in balance—unilateral, bilateral, and cross-lateral movements.
Pelvic tilt can be pronounced.	Give attention to posture problems. Provide abdominal strengthening activities.
<i>Cognitive Domain</i>	
Short attention span.	Change activity often. Give short explanations.
Interested in what the body can do. Curious.	Provide movement experiences. Pay attention to educational movement.
Want to know. Often ask <i>why</i> about movement.	Explain reasons for various activities and the basis of movement.
Express individual views and ideas.	Allow children time to be creative. Expect problems when children are lined up and asked to perform the same task.
Begin to understand the idea of teamwork.	Plan situations that require group co-operation. Discuss the importance of such.
Sense of humour expands.	Insert some humour in the teaching process.
Highly creative.	Allow students to try new different ways of performing activities; sharing ideas with friends encourages creativity.
<i>Affective Domain</i>	
No gender differences in interests.	Set up same activities for boys and girls.
Sensitive and individualistic; self-concept very important.	Teach taking turns, sharing, and learning to win, lose, or be caught gracefully.
Accept defeat poorly. Like small-group activity.	Use entire class group sparingly. Break into smaller groups.
Sensitive to feelings of adults. Like to please teacher.	Give frequent praise and encouragement.
Can be reckless.	Stress and tumbling.
Enjoy rough-and-tumble activity.	Include rolling, dropping to the floor, and so on, in both introductory and program activities. Stress simple stunts and tumbling.
Seek personal attention.	Recognize individuals through both verbal and non-verbal means. See that all have a chance to be the centre of attention.
Love to climb and explore play environments.	Provide play materials, games, and apparatus for strengthening large muscles (e.g., climbing towers, climbing ropes, jump ropes, miniature Challenge Courses, and turning bars).

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DEVELOPMENTAL LEVEL 2 (APPROXIMATELY AGES 8-9, GRADES 3-4)

Characteristics and Interests	Program Guidelines
<i>Psychomotor Domain</i>	
Capable of rhythmic movement.	Continue creative rhythms, singing movement songs, and folk dancing.
Improved eye-hand and perceptual-motor co-ordination.	Give opportunity for manipulative hand apparatus. Provide movement experience and practice in perceptual-motor skills (right and left, unilateral, bilateral, and cross-lateral movements).
More interest in sports.	Begin introductory sport and related skills and simple lead-up activities.
Sport-related skill patterns mature in some cases.	Emphasize practice in these skill areas through simple ball games, stunts, and rhythmic patterns.
Developing interest in fitness.	Introduce some of the specialized fitness activities to grade 3.
Reaction time slow.	Avoid highly organized ball games that require and place a premium on quickness and accuracy.
<i>Cognitive Domain</i>	
Still active but attention span longer. More interest in group play.	Include active big-muscle program and more group activity. Begin team concept in activity and relays.
Curious to see what they can do. Love to be challenged and will try anything.	Offer challenges involving movement problems and more critical demands in stunts, tumbling, and apparatus work. Emphasize safety and good judgment.
Interest in group activities; ability to plan with others developing.	Offer group activities and simple dances that involve co-operation with a partner or a team.
<i>Affective Domain</i>	
Like physical contact and belligerent games.	Include dodging games and other active games, as well as rolling stunts.
Developing more interest in skills. Want to excel.	Organize practice in a variety of throwing, catching, and moving skills, as well as others.
Becoming more conscious socially.	Teach need to abide by rules and play fairly. Teach social customs and courtesy in rhythmic areas.
Like to perform well and to be admired for accomplishments.	Begin to stress quality. Provide opportunity to achieve.
Essentially honest and truthful.	Accept children's word. Give opportunity for trust in game and relay situations.
Do not lose willingly.	Provide opportunity for children to learn to accept defeat gracefully and to win with humility.
Gender difference still of little importance.	Avoid separation of genders in any activity.

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DEVELOPMENTAL LEVEL 3 (APPROXIMATELY AGES 10-12, GRADES 5-7)

Characteristics and Interests	Program Guidelines
<i>Psychomotor Domain</i>	
Steady growth. Girls often grow more rapidly than boys.	Continue vigorous program to enhance physical development.
Muscular co-ordination and skills improving. Interested in learning detailed techniques.	Continue emphasis on teaching skills through drills, lead-up games, and free practice periods. Emphasize correct form.
Differences in physical capacity and skill development.	Offer flexible standards so all find success. In team activities, match teams evenly so individual skill levels are less apparent.
Posture problems may appear.	Include posture correction and special posture instruction; emphasize effect of body carriage on self-concept.
Grade six girls may show signs of maturity; may not wish to participate with the boys in all activities.	Have consideration for their problems. Encourage participation on a limited basis, if necessary.
Grade six boys are rougher and stronger.	Keep genders together for skill development but separate for competition in certain rougher activities.
<i>Cognitive Domain</i>	
Want to know rules of game.	Include instruction on rules, regulations, and traditions.
Knowledgeable about and interest in sport and game strategy.	Emphasize strategy, as opposed to merely performing a skill without concern for context.
Question the relevance and importance of various activities.	Explain regularly the reasons for performing activities and learning various skills.
Desire information about the importance of physical fitness and health-related topics.	Include in lesson plans brief explanations of how various activities enhance growth and development.
<i>Affective Domain</i>	
Enjoy team and group activity. Competitive urge strong.	Include many team games, relays, and combatives.
Much interest in sports and sport-related activities	Offer a variety of sports in season, with emphasis on lead-up games.
Little interest in the opposite gender. Some antagonism may arise.	Offer co-educational activities with emphasis on individual differences of all participants, regardless of gender.
Acceptance of self-responsibility. Strong increase in drive toward independence.	Provide leadership and followership opportunities on a regular basis. Involve students in evaluation procedures.
Intense desire to excel both in skill and in physical capacity.	Stress physical fitness. Include fitness and skill surveys both to motivate and to check progress.
Fair play a concern for both teachers and students.	Establish and enforce fair rules. With enforcement include an explanation of the need for rules and co-operation if games are to exist.
Peer group important. Want to be part of the gang.	Stress group co-operation in play and among teams. Rotate team positions as well as squad makeup.

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SAFETY

Educators should keep the following safety guidelines in mind for physical education classes:

- Incorporate appropriate warmup and cooldown in all activities, and stress with students the importance of warmup and cooldown for physical safety.
- Establish guidelines for appropriate clothing, footwear, jewellery, and hair for physical activity.
- Reinforce rules and acceptable behaviour for staying within boundaries, using equipment, and protective equipment (e.g., helmets) for all physical activities.
- Establish procedures for stopping and starting activities on a signal.
- Ensure students are familiar with rules and guidelines for using any new equipment.
- Enlist the support of other teachers, parent volunteers, or older students to act as spotters for students during activities such as gymnastics.
- Ensure students are aware of procedures for responding to emergencies.

A number of resources are available in relation to safety guidelines for physical education, both general and for specific activities. One such resource is Saskatchewan's *Safety Guidelines for Policy Development*, 1998.

This resource is available online at
www.sasked.gov.sk.ca/docs/physed/safe/index.html

CREATING MOVEMENT SEQUENCES

The prescribed learning outcomes for Physical Education K to 7 provides students with a variety of opportunities to apply learned movement skills by creating sequences. Sequences of movement skills can involve activities from any of the activity categories—alternative environment, dance, games, gymnastics, or individual and dual activities.

Creating sequences can be done individually, but offers an extra co-operative and collaborative dimension when done in partners or groups.

While there are many possible models for a creative process of creating movement skill sequences, teachers may wish to consider the following steps:

- brainstorming and selecting a focus for the sequence (e.g., a theme, a musical stimulus)
- exploring movement possibilities

- selecting specific movement skills
- practising and refining individual movement skills
- organizing and ordering movement skills into a sequence with a specific form (e.g., ABBA, ABC, beginning-middle-end)
- practising and refining the sequence
- presenting the sequence (e.g., for peer feedback for teacher assessment)
- self-assessment and reflection.

INCORPORATING MUSIC IN PHYSICAL ACTIVITY

Many physical activities from all five activity categories can benefit from the incorporation of music. Music is particularly valuable where skills are done in sequences, or where a particular rhythm or tempo is required.

It may sometimes be appropriate to allow students to select their own music for use in physical education classes. When doing so, teachers should review students' selections to ensure that material is appropriate.

STRATEGIES FOR SELECTING TEAMS

One challenge facing Physical Education teachers is how to facilitate the selection of partners and teams in a manner that is equitable and inclusive of all students. The following are some suggestions for ways of selecting groups and teams in Physical Education activities:

- line up tallest to shortest then alternate
- line up in order of their birthdays
- slips of paper or craft sticks with students' names and pick randomly
- pick playing cards and assign by suit, colour, or number; alternatively use numbered or colour-coded sticks, index cards, etc.
- pre-selected teams
- rotate teams/partners a few times within the class
- teacher selected, especially when the teacher knows students' skill levels—this models ways to pick teams fairly; students also learn that it's more fun when teams are evenly matched.

Whatever the procedure used to select teams, establish class guidelines with students about socially responsive and fair play behaviour.

PLANNING CONSIDERATIONS

The table on the following page provides a general outline to assist teachers in preparing to teach physical education at any grade.

PLANNING	
Objective	Select the appropriate prescribed learning outcomes, ideally including learning from each curriculum organizer: Active Living, Movement Skills, and Safety, Fair Play, and Leadership.
Activity	Select a specific activity to teach the concept. Over the course of the year, use a variety of indoor and outdoor activities representing each activity category: alternative environment activities, dance, games, gymnastics, and individual and dual activities. (For suggestions on the types of activities that can be used to develop specific movement skills, see the table provided later in this section of the IRP.)
Assessment	Identify the criteria (use the achievement indicators for each learning outcome as a starting point for identifying criteria) that will describe what students should be able to demonstrate by the end of the activity or series of activities. Identify appropriate tools or methods to gather information about student learning. Assessment can be ongoing throughout and/or summative at the conclusion.
Facility	Choose possible location(s) for the activities: indoor or outdoor, school location or community location (e.g., classroom, gymnasium, multipurpose room, schoolyard; community facilities such as recreation centres, swimming pools, parks, skating rinks).
Equipment	Identify as required. Identify any safety concerns for the selected equipment.
DELIVERY	
Free Play	Once students have changed (as applicable), allow a few minutes of time for free play with selected equipment until the entire class assembles.
Opening and Warmup	Choose an entry activity that introduces or reviews the skills or concepts to be taught. Select warmup activities that warm up the specific muscles and joints used later (e.g., dynamic stretches, running on the spot, sprints, tag, follow-the-leader, free dance, activities to music). Opening and warmup activities can also be used as opportunities for students to engage in moderate to vigorous activity to increase their heart rates. A warmup should take approximately three to six minutes regardless of the length of the overall activity.
Skill Exploration and Development	Teach new skills and concepts, using a variety of techniques; provide practice activities to emphasize skill development. Emphasize safety considerations as applicable. Skill development may progress from individual to partner and/or group activities.
Practice and Application	Select activities to enable students to apply knowledge, skills, and tactics in a number of different ways (e.g., in pairs and teams, using specific equipment, creating sequences, creating new rules and adaptations, activity stations, performance). Application should emphasize opportunities for all students to participate and practise their skills, rather than on focussing solely on competitive games using the standard rules.
Closure and Cooldown	Choose activities to extend learning and check for understanding of all students through demonstrating, questioning, inquiry, or explanation. Closing activities should take place at the same time as cooldown activities (e.g., stretches, walking) that help students return their heart rates to normal and prepare them to focus on the next activity. Cooldown activities should take approximately three to six minutes regardless of the length of the overall activity.



PRESCRIBED LEARNING OUTCOMES

Physical Education K to 7

Prescribed learning outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required attitudes, skills, and knowledge—what students are expected to know and be able to do—by the end of the specified subject and grade.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are addressed; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Physical Education K to 7 are presented by grade and by curriculum organizer and suborganizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Wording of Prescribed Learning Outcomes

All learning outcomes complete the stem, “It is expected that students will”

When used in a prescribed learning outcome, the word “including” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. These lists are not necessarily exhaustive, however; teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation “e.g.,” (for example) in a prescribed learning outcome indicates that the ensuing items are provided for illustrative purposes or clarification, and are **not required**. Presented in parentheses, the list of items introduced by “e.g.,” is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the learning outcome.

Domains of Learning

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Tables provided for each grade in the Classroom Assessment Model.



PRESCRIBED LEARNING OUTCOMES

By Grade

KINDERGARTEN

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy)
- A2 identify physical activities they enjoy doing
- A3 identify the importance of food as fuel for physical activity

Participation

- A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

- B1 perform movements in personal space while maintaining control
- B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)
- B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - walk
 - run
 - jump or hop
 - body roll (e.g., log roll, shoulder roll)
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - roll or slide an object toward a target
 - carry an object
 - two-handed throw of an object underhand toward a target

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)
- C2 follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)
- C3 work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)

GRADE 1

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends)
- A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)
- A3 identify choices they can make to be more physically active
- A4 describe the importance of choosing healthy food as fuel for physical activity
- A5 identify physical activities they feel they do well

Participation

- A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

- B1 move through general space while maintaining control (e.g., walking in a circle in the same direction)
- B2 change level of body position while maintaining control (e.g., high, medium, low)
- B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - skip
 - gallop or slide
 - two-foot stop
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - kick a stationary object
 - strike a stationary object with an implement
 - two-handed catch with trapping against body

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 describe why safety guidelines for physical activity are important
- C2 respond appropriately to instructions and safety guidelines when participating in physical activity
- C3 work co-operatively with others during physical activity (e.g., taking turns, encouraging others)

GRADE 2

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends)
- A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired)
- A3 describe the importance of food, water, and sleep as fuel for physical activity
- A4 identify physical abilities they would like to develop

Participation

- A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

- B1 move through general space, incorporating directional changes
- B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following:
 - rock and sway
 - swing
 - step turn
- B3 demonstrate proper ready position for locomotor movement skills
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - one-handed throw underhand
 - two-handed catch without trapping against body

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles)
- C2 follow established procedures and directions when participating in physical activity
- C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)

GRADE 3

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones
- A2 describe healthy nutritional choices for physical activity
- A3 identify choices people can make to be more active
- A4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)

Participation

- A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

- B1 demonstrate an ability to balance in a variety of activities
- B2 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - running jump
 - leap
- B3 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - pull or push an object
 - kick an object to a stationary target
 - trap an object with the foot
 - dribble an object with hands
- B4 perform selected non-locomotor and locomotor movement skills in sequence

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate safe behaviours while participating in a variety of physical activities
- C2 demonstrate respect and encouragement for others during a variety of types of physical activity
- C3 demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)

GRADE 4

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)
- A2 identify the major muscles of the body that are involved in physical activity
- A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)
- A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)
- A5 identify opportunities for physical activity in a variety of settings

Participation

- A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities

MOVEMENT SKILLS

- B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects
- B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following:
 - one-handed catch underhand and overhand
 - strike a moving object with implement
 - strike an object with hand
 - one-handed throw overhand
 - dribble an object with feet
- B3 select non-locomotor, locomotor, and manipulative movements to create sequences

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate an ability to participate safely in specific physical activities
- C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting)
- C3 demonstrate leadership in selected physical activities

GRADE 5

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)
- A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility
- A3 analyse the relationship between nutrition and physical activity
- A4 set a personal goal for physical activity

Participation

- A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

MOVEMENT SKILLS

- B1 demonstrate preparation (ready position), movement, and follow-through phases of a selected activity
- B2 demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings
- B3 demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels
- B4 create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk
- C2 describe the importance of warmup and cooldown routines for specific activities (e.g., safety, efficiency, focus)
- C3 demonstrate fair play in physical activity
- C4 demonstrate leadership in physical activity

GRADE 6

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)
- A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities
- A3 analyse nutritional considerations for physical activity
- A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)
- A5 set personal goals for attaining and maintaining a physically active lifestyle

Participation

- A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

MOVEMENT SKILLS

- B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve
- B2 demonstrate offensive and defensive strategies in a variety of activity categories
- B3 demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)
- B4 apply a combination of learned skills to create original sequences, drills, challenges, or games

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warmup and cooldown appropriate to the activity)
- C2 model fair play when participating in physical activity
- C3 demonstrate leadership in respecting individual differences and abilities during physical activity

GRADE 7

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)
- A2 analyse the relationship between personal nutrition choices and participation in physical activity
- A3 assess their heart rate during physical activity in relation to target heart rate zones
- A4 design a plan for achieving physical activity goals

Participation

- A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

MOVEMENT SKILLS

- B1 apply learned movement skills in new and unfamiliar physical activities
- B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)
- B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 apply safe procedures for specific physical activities
- C2 model fair play in all aspects of physical activity
- C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)



PRESCRIBED LEARNING OUTCOMES

By Curriculum Organizer

ACTIVE LIVING

KNOWLEDGE

It is expected that students will:

Kindergarten

- A1 identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy)
- A3 identify the importance of food as fuel for physical activity
- A2 identify physical activities they enjoy doing

Grade 1

- A1 describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends)
- A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)
- A3 identify choices they can make to be more physically active
- A4 describe the importance of choosing healthy food as fuel for physical activity
- A5 identify physical activities they feel they do well

Grade 2

- A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends)
- A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired)
- A3 describe the importance of food, water, and sleep as fuel for physical activity
- A4 identify physical abilities they would like to develop

Grade 3

- A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones
- A2 describe healthy nutritional choices for physical activity
- A3 identify choices people can make to be more active
- A4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)

Grade 4

- A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)
- A2 identify the major muscles of the body that are involved in physical activity
- A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)
- A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)
- A5 identify opportunities for physical activity in a variety of settings

Grade 5

- A1 describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)
- A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility
- A3 analyse the relationship between nutrition and physical activity
- A4 set a personal goal for physical activity

Grade 6

- A1 relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)
- A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities
- A3 analyse nutritional considerations for physical activity
- A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)
- A5 set personal goals for attaining and maintaining a physically active lifestyle

Grade 7

- A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)
- A2 analyse the relationship between personal nutrition choices and participation in physical activity
- A3 assess their heart rate during physical activity in relation to target heart rate zones
- A4 design a plan for achieving physical activity goals

PARTICIPATION

It is expected that students will:

Kindergarten

- A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities

Grade 1

- A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities

Grade 2

- A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

Grade 3

- A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

Grade 4

- A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities

Grade 5

- A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

Grade 6

A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

Grade 7

A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

MOVEMENT SKILLS

Note: From Kindergarten to grade 4, specific non-locomotor, locomotor, and manipulative movement skills are identified in the prescribed learning outcomes. At grades 5 to 7, this foundation of skills is further developed in combinations, sequences, and new contexts. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades.

For additional support in relation to movement skills, refer to the Movement Skills for Any Grade section later in this document. Teachers may wish to use this section of the IRP when addressing non-locomotor, locomotor, and manipulative movement skills that are not included in the prescribed learning outcomes of a particular grade.

It is expected that students will:

Kindergarten

- B1 perform movements in personal space while maintaining control
- B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)
- B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - walk
 - run
 - jump or hop
 - body roll (e.g., log roll, shoulder roll)
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - roll or slide an object toward a target
 - carry an object
 - two-handed throw of an object underhand toward a target

Grade 1

- B1 move through general space while maintaining control (e.g., walking in a circle in the same direction)
- B2 change level of body position while maintaining control (e.g., high, medium, low)
- B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - skip
 - gallop or slide
 - two-foot stop
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - kick a stationary object
 - strike a stationary object with an implement
 - two-handed catch with trapping against body

Grade 2

- B1 move through general space, incorporating directional changes
- B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following:
 - rock and sway
 - swing
 - step turn
- B3 demonstrate proper ready position for locomotor movement skills
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - one-handed throw underhand
 - two-handed catch without trapping against body

Grade 3

- B1 demonstrate an ability to balance in a variety of activities
- B2 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - running jump
 - leap
- B3 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - pull or push an object
 - kick an object to a stationary target
 - trap an object with the foot
 - dribble an object with hands
- B4 perform selected non-locomotor and locomotor movement skills in sequence

Grade 4

- B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects
- B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following:
 - one-handed catch underhand and overhand
 - strike a moving object with implement
 - strike an object with hand
 - one-handed throw overhand
 - dribble an object with feet
- B3 select non-locomotor, locomotor, and manipulative movements to create sequences

Grade 5

- B1 demonstrate preparation (ready position), movement, and follow-through phases of a selected activity
- B2 demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings
- B3 demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels
- B4 create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills

Grade 6

- B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve
- B2 demonstrate offensive and defensive strategies in a variety of activity categories
- B3 demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)
- B4 apply a combination of learned skills to create original sequences, drills, challenges, or games

Grade 7

- B1 apply learned movement skills in new and unfamiliar physical activities
- B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)
- B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)

SAFETY, FAIR PLAY, AND LEADERSHIP

It is expected that students will:

Kindergarten

- C1 identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)
- C2 follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)
- C3 work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)

Grade 1

- C1 describe why safety guidelines for physical activity are important
- C2 respond appropriately to instructions and safety guidelines when participating in physical activity
- C3 work co-operatively with others during physical activity (e.g., taking turns, encouraging others)

Grade 2

- C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles)
- C2 follow established procedures and directions when participating in physical activity
- C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)

Grade 3

- C1 demonstrate safe behaviours while participating in a variety of physical activities
- C2 demonstrate respect and encouragement for others during a variety of types of physical activity
- C3 demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)

Grade 4

- C1 demonstrate an ability to participate safely in specific physical activities
- C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, co-operative, accepting)
- C3 demonstrate leadership in selected physical activities

Grade 5

- C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk
- C2 describe the importance of warmup and cooldown routines for specific activities (e.g., safety, efficiency, focus)
- C3 demonstrate fair play in physical activity
- C4 demonstrate leadership in physical activity

Grade 6

- C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warmup and cooldown appropriate to the activity)
- C2 model fair play when participating in physical activity
- C3 demonstrate leadership in respecting individual differences and abilities during physical activity

Grade 7

- C1 apply safe procedures for specific physical activities
- C2 model fair play in all aspects of physical activity
- C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)



STUDENT ACHIEVEMENT

Physical Education K to 7

This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist teachers in assessing student achievement in relation to each prescribed learning outcome. Also included in this section are key elements—descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- practical tests
- journals and learning logs
- student self-assessments and peer assessments
- projects
- oral and written reports
- portfolio assessments
- written and oral quizzes.

Student performance is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement.

- **Assessment for learning** is assessment for purposes of greater learning achievement.
- **Assessment as learning** is assessment as a process of developing and supporting students' active participation in their own learning.
- **Assessment of learning** is assessment for purposes of providing evidence of achievement for reporting.

Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment—to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Physical Education K to 7.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/student_reporting.htm

Assessment <i>for</i> Learning	Assessment <i>as</i> Learning	Assessment <i>of</i> Learning
<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> • teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced—criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment 	<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> • self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings 	<p>Summative assessment <i>occurs at end of year or at key stages</i></p> <ul style="list-style-type: none"> • teacher assessment • may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at www.wncp.ca

In addition, the BC Performance Standards describe levels of achievement in key areas of learning

(reading, writing, numeracy, social responsibility, and information and communications technology integration) relevant to all subject areas. Teachers may wish to use the Performance Standards as resources to support ongoing formative assessment in Physical Education.

BC Performance Standards are available at www.bced.gov.bc.ca/perf_stands/

Criterion-Referenced Assessment and Evaluation

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of

a performance or a product that indicate how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

- Step 1** Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.
- Step 2** Establish criteria. When appropriate, involve students in establishing criteria.
- Step 3** Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.
- Step 4** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 5** Provide examples of the desired levels of performance.
- Step 6** Conduct the learning activities.
- Step 7** Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
- Step 8** Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 9** Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
- Step 10** Communicate the results of the assessment and evaluation to students and parents/guardians.

KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for developmental learning.

ACHIEVEMENT INDICATORS

To support teachers in assessing provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome. Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding prescribed learning outcome. They describe what evidence a teacher might look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of what is covered by the corresponding learning outcome, teachers should consider students' abilities to accomplish all of the aspects set out by the entire set of achievement indicators in determining whether or not students have fully met the learning outcome.

Achievement indicators are not mandatory; they are suggestions only, provided to assist teachers in assessing how well their students achieve the prescribed learning outcomes.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcomes for the Physical Education K to 7 curriculum. The achievement indicators are arranged by curriculum organizer and suborganizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.

Full-Scale Achievement Indicators

To provide additional support for teachers, this IRP contains full-scale achievement indicators. Two types of full-scale achievement indicators are included in this document:

- by grade and prescribed learning outcome
- movement skills for any grade.

Achievement Indicators by Grade and Prescribed Learning Outcome

Full-scale achievement indicators are sets of four-column suggested achievement indicators that correspond to each prescribed learning outcome. Full-scale achievement indicators describe four levels of achievement (emerging, developing, acquired, and accomplished) related to the knowledge, skills, and attitudes defined in the prescribed learning outcomes.

Full-scale achievement indicators support the principles of *assessment for learning*, *assessment as learning*, and *assessment of learning*. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement. Full-scale achievement indicators were not developed with the intent that they would correspond to specific letter grades; teachers will have to make their own determinations as to how to report student achievement in relation to the learning outcomes, as per provincial reporting policy.

Students will demonstrate varying levels of achievement throughout the year. Students should be working toward meeting the acquired level of achievement by the end of the grade.

Achievement Indicators for Movement Skills at Any Grade

In addition to the achievement indicators provided by grade, the student achievement section of the document also contains full-scale achievement indicators related to movement skills that teachers may wish to address as optional extensions to the prescribed learning outcomes at any grade. This additional information is intended to illustrate that many specific movement skills can be addressed at any grade in the curriculum.



FULL-SCALE ACHIEVEMENT INDICATORS

Kindergarten

KINDERGARTEN

KEY ELEMENTS

Active Living	Movement Skills	Safety, Fair Play, and Leadership
<p>Knowledge</p> <ul style="list-style-type: none"> • benefits of regular participation in physical activity (e.g., fun, helps growth, healthy heart) • physical activities they enjoy • food as fuel for physical activity <p>Participation</p> <ul style="list-style-type: none"> • daily participation in physical activity 	<ul style="list-style-type: none"> • movement in personal space • non-locomotor movement skills including making shapes with body • locomotor movement skills including <ul style="list-style-type: none"> - walk - run - jump or hop - body roll • manipulative movement skills including <ul style="list-style-type: none"> - slide or roll an object - throw - carry an object 	<ul style="list-style-type: none"> • safety guidelines for physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision) • following rules and directions • working co-operatively with peers during physical activity

ACTIVE LIVING

Students learn about the benefits of physical activity, and have opportunities to participate daily in physical activity.

Knowledge

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i> A1 identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy)</p>			
<p>SUGGESTED ACHIEVEMENT INDICATORS</p> <p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<p><input type="checkbox"/> with teacher prompts, name one benefit of regular participation in physical activity</p>	<p><input type="checkbox"/> name one benefit of regular participation in physical activity</p>	<p><input type="checkbox"/> based on class discussions and activities, name two benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong)</p>	<p><input type="checkbox"/> name several benefits of regular participation in physical activity and provide specific examples (e.g., builds muscle strength—legs and arms)</p>

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i> A2 identify physical activities they enjoy doing</p>			
<p>SUGGESTED ACHIEVEMENT INDICATORS</p> <p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<p><input type="checkbox"/> with teacher and peer support, name one physical activity they enjoy doing</p>	<p><input type="checkbox"/> with teacher and peer support, name two physical activities they enjoy doing</p>	<p><input type="checkbox"/> name three physical activities they enjoy doing (e.g., playing tag, climbing on playground equipment, swimming)</p>	<p><input type="checkbox"/> independently name three or more physical activities they enjoy doing and describe why they enjoy them</p>

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A3 identify the importance of food as fuel for physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with frequent teacher prompts, give one reason for the importance of food for physical activity	<input type="checkbox"/> with teacher prompts, give reasons why food is important for physical activity	<input type="checkbox"/> give reasons why food is important for physical activity (e.g., nutritious food provides fuel and energy to move and play actively) <input type="checkbox"/> based on class discussions and other activities, list potential consequences of not providing enough nutritious food, water, and sleep for physical activity (e.g., not enough energy, becoming very tired during play, becoming very thirsty)	<input type="checkbox"/> describe why food and water are important for physical activity <input type="checkbox"/> independently list potential consequences of not providing enough nutritious food for physical activity

Participation

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i> A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p>			
SUGGESTED ACHIEVEMENT INDICATORS			
<p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in physical activity of minimal intensity <input type="checkbox"/> use frequent rest intervals while engaging in physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in moderate physical activity <input type="checkbox"/> use frequent rest intervals while engaging in moderate physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity (e.g., resulting in increased heart rate, huffing and puffing, feeling warm) <input type="checkbox"/> participate in moderate to vigorous physical activities continuously, allowing for recovery periods as appropriate to the individual student 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities more than five times a week <input type="checkbox"/> participate in vigorous physical activity <input type="checkbox"/> consistently participate continuously in moderate to vigorous physical activities

MOVEMENT SKILLS

Students demonstrate a variety of non-locomotor, locomotor, and manipulative movement skills through participation in specific activities within each of the five activity categories:

- alternative-environment activities (e.g., hiking, water games, sledding)
- dance (e.g., singing and clapping games, folk dance, thematic dance)
- games (e.g., tag and chasing games, lead and follow games, parachute games)
- gymnastics (e.g., balancing on benches, rhythmic hoops and ribbons)
- individual and dual activities (e.g., running fundamentals, scarf juggling)

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B1 perform movements in personal space while maintaining control

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with considerable teacher support, find their own personal space; may need frequent reminders to stay in personal space throughout the activity <input type="checkbox"/> attempt movements within personal space; may occasionally fall down or touch others <input type="checkbox"/> may not demonstrate understanding of names of body parts when moving in response to verbal instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher prompts, find and stay in their own personal space throughout the activity <input type="checkbox"/> perform selected movements without touching others or falling down <input type="checkbox"/> with teacher support, move in response to verbal instructions, demonstrating an understanding of names of various body parts 	<ul style="list-style-type: none"> <input type="checkbox"/> find and stay in their own personal space (e.g., the “space bubble” that a person occupies, including all levels, pathways, and directions both near and far from the body’s centre) throughout the activity <input type="checkbox"/> perform movements in different ways without touching others or falling down (e.g., create letters with their bodies while balancing on one foot, move around the space allotted for the activity without bumping into each other) <input type="checkbox"/> move appropriately in response to verbal instructions, demonstrating an understanding of names of body parts such as head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, and back (e.g., bend your knees, hands on hips, balance on one foot) 	<ul style="list-style-type: none"> <input type="checkbox"/> independently find and stay in their own personal space throughout the activity <input type="checkbox"/> consistently perform movements in different ways without touching others or falling down <input type="checkbox"/> consistently move appropriately in response to verbal instructions, demonstrating an understanding of names of body parts such as head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, and back

The prescribed learning outcomes for Kindergarten specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with frequent teacher support, attempt to stretch, bend, curl, and/or twist to create shapes with their bodies 	<ul style="list-style-type: none"> <input type="checkbox"/> recognize personal space when creating shapes <input type="checkbox"/> with teacher prompts, stretch, bend, curl, and/or twist to create shapes with their bodies; may demonstrate occasional loss of balance 	<ul style="list-style-type: none"> <input type="checkbox"/> stretch, bend, curl, and/or twist to create shapes of various sizes with their bodies (e.g., elephant—wide; giraffe—stretched; snake—narrow; ball—curled; crossing hemispheres of the body—right arm to left side, left arm to right side) <input type="checkbox"/> maintain balance while creating shapes with their bodies (e.g., make the shape of letters with body at different levels such as standing or crouching) 	<ul style="list-style-type: none"> <input type="checkbox"/> create shapes with their bodies in partners or small groups <input type="checkbox"/> consistently maintain balance and personal space while creating shapes with their bodies

The prescribed learning outcomes for Kindergarten specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

- B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
- walk
 - run
 - jump or hop
 - body roll (e.g., log roll, shoulder roll)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for locomotor movement skills including walking, running, skipping, and body rolls - may walk with shuffling or dragging feet, take short steps, and/or keep feet too wide apart - may run with shuffling or dragging feet, uneven stride, short steps, feet too wide apart, and/or no observable flight phase - may fall frequently while hopping or jumping, or may be unable to move forward - may be unable to differentiate between technique for log rolls and shoulder rolls 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique for locomotor movement skills including walking, running, hopping, jumping, or body rolls, or maintain technique inconsistently (e.g., walk or run—may land on heels and place feet too widely apart; log rolls—may not keep body in straight line; hopping or jumping—may fall occasionally) <input type="checkbox"/> with teacher support, start and stop on command 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate and maintain proper technique for locomotor movement skills including the following: <ul style="list-style-type: none"> - walk forward—foot contacts with ground from heel to toe, alternate arm swing, straight back, chin up, and eyes forward - run forward—run continuously with body leaning slightly forward, arms bent at 90 degrees and swinging in opposition, and feet striking heel to toe; maintain control of their bodies throughout - jump or hop forward—using a combination of takeoffs and landings (e.g., 1 to 1 foot, 1 to 2 feet, 2 to 1 foot, 2 to 2 feet), swing arms forward for force and distance, land on balls of feet <input type="checkbox"/> start and stop locomotor movements (e.g., walking, running, hopping) on command <input type="checkbox"/> maintain proper technique for log rolls in one direction—roll sideways right or left, keeping the body in a straight line <input type="checkbox"/> maintain proper technique for shoulder rolls in one direction—starting on hands and knees, roll body forward or backward, maintaining rounded and rigid body position 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain balance and technique for locomotor movement skills including walking, running, and hopping while varying speed and direction <input type="checkbox"/> adjust walking and running technique for various surfaces (e.g., indoor, outdoor, hard, soft, inclined) <input type="checkbox"/> demonstrate proper technique for hopping or jumping at a variety of speeds and in a variety of directions and pathways <input type="checkbox"/> start and stop locomotor movements (e.g., walking, running, hopping) on command <input type="checkbox"/> demonstrate proper technique for performing log rolls and shoulder rolls in two directions

The prescribed learning outcomes for Kindergarten specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

- B4** demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
- roll or slide an object toward a target
 - carry an object
 - two-handed throw of an object underhand toward a target

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for rolling or sliding object; may have difficulty tracking object <input type="checkbox"/> attempt proper technique for throwing underhand; may not demonstrate trunk rotation or arm drawn back <input type="checkbox"/> attempt to carry object while travelling; may drop object frequently <input type="checkbox"/> carry object while keeping eyes on object 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique for rolling, sliding, throwing, or carrying an object or maintain technique inconsistently <input type="checkbox"/> carry an object while travelling with periodic stops to maintain hold or balance; eyes are sometimes on object <input type="checkbox"/> occasionally track moving objects with eyes 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique for manipulative movement skills including the following: <ul style="list-style-type: none"> - roll or slide an object such as a ball toward a stationary target (e.g., a line on the floor, a pylon), maintaining a low body position and a straddle stand (for two-handed roll) or with opposing foot forward, weight on forward foot (for one-handed roll or slide) - carry an object while travelling (e.g., walking, running) without dropping it, keeping eyes up and not on the object - two-handed throw of an object (e.g., a beanbag, a beach ball) underhand toward a stationary target—draw arms back in readiness; bring arms forward, extend and release object pointing at a target, follow through with arm toward target <input type="checkbox"/> track object with eyes throughout slide, roll, or throw <input type="checkbox"/> attempt one-handed rolls or slides with either hand 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate proper technique for manipulative movement skills including rolling or sliding an object, carrying, and two-handed throws <input type="checkbox"/> roll or slide an object in unpredictable settings with distance and accuracy <input type="checkbox"/> perform rolls or slides of objects with either hand <input type="checkbox"/> carry an object, varying speeds and changing direction consistently achieve target in throws, rolls, and slides <input type="checkbox"/> consistently track moving object through changes in direction, speed, and location

The prescribed learning outcomes for Kindergarten specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

SAFETY, FAIR PLAY, AND LEADERSHIP

Students learn guidelines for safe participation, following rules and directions, and fair play in physical activity.

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
C1 identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher support, identify safety guidelines for participating in physical activity in selected locations (e.g., in the classroom, gymnasium, multipurpose room, or schoolyard)	<input type="checkbox"/> identify safety guidelines for participating in physical activity in the classroom, gymnasium, multipurpose room, or schoolyard	<input type="checkbox"/> identify specific safety guidelines for participating in physical activity in the classroom or other defined space such as a multipurpose room (e.g., listen to and follow instructions, move desks and other obstacles out of the way) <input type="checkbox"/> identify specific safety guidelines for participating in physical activity in the gymnasium (e.g., listen to and follow instructions, don't touch equipment without instruction and supervision, wear appropriate clothing, know how to move out of harm's way) <input type="checkbox"/> identify specific safety guidelines for participating in physical activity on the school grounds (e.g., listen to and follow instructions, stay within boundaries, wait for your turn)	<input type="checkbox"/> identify a variety of specific safety guidelines for participating in physical activity in the classroom or other defined space such as a multipurpose room <input type="checkbox"/> identify a variety of specific safety guidelines for participating in physical activity in the gymnasium <input type="checkbox"/> identify a variety of specific safety guidelines for participating in physical activity on the school grounds

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C2 follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with direct assistance, follow established rules and directions when participating in physical activities	<input type="checkbox"/> with frequent reminders, follow established rules and directions when participating in physical activities	<input type="checkbox"/> with occasional reminders, follow established rules and directions when participating in physical activities in the classroom, gymnasium and on the schoolyard (e.g., listen to and follow the teacher’s instructions, follow established rules for participating in all physical activity, follow activity-specific rules and directions, respond appropriately to stop and start signals such as whistles or hand claps)	<input type="checkbox"/> independently follow established rules and directions when participating in physical activities in the classroom, gymnasium and on the schoolyard

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C3 work co-operatively with peers during physical activity (e.g., respecting others’ personal space, not pushing or shoving)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher support and prompts, demonstrate some behaviours of working co-operatively with peers during physical activity	<input type="checkbox"/> with reminders, demonstrate some behaviours of working willingly and co-operatively with peers during physical activity	<input type="checkbox"/> work willingly and co-operatively with peers during physical activity (e.g., accept working with different partners, share equipment, work co-operatively in team activities, waiting for turn, respect others’ personal space, express emotions appropriately)	<input type="checkbox"/> consistently work willingly and co-operatively with peers during physical activity



FULL-SCALE ACHIEVEMENT INDICATORS

Grade 1

GRADE 1

KEY ELEMENTS

Active Living	Movement Skills	Safety, Fair Play, and Leadership
<p>Knowledge</p> <ul style="list-style-type: none"> • benefits of regular participation in physical activity (e.g., fun, good for the body, opportunities to make new friends) • parts of the body involved in physical activity (e.g., heart, lungs, legs, arms, feet, hands) • choices that support physical activity • choosing healthy food as fuel for physical activity • physical activities they do well <p>Participation</p> <ul style="list-style-type: none"> • daily participation in physical activity 	<ul style="list-style-type: none"> • moving through general space • non-locomotor movement skills including changing level of body position • locomotor movement skills including <ul style="list-style-type: none"> - skip - gallop or slide - two-foot stop • manipulative movement skills including <ul style="list-style-type: none"> - kick a stationary object - strike a stationary object - two-handed catch with trapping 	<ul style="list-style-type: none"> • importance of safety guidelines • following instructions and safety guidelines • working co-operatively with peers during physical activity

ACTIVE LIVING

Students learn about the benefits of physical activity, and have opportunities to participate daily in physical activity.

Knowledge

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>A1 describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends)</p>			
<p>SUGGESTED ACHIEVEMENT INDICATORS</p> <p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with prompts, name one benefit of regular participation in physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> name one benefit of regular participation in physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it's something they can do with their friends) <input type="checkbox"/> with teacher support, demonstrate awareness that regular participation in physical activity makes muscles stronger, including the heart 	<ul style="list-style-type: none"> <input type="checkbox"/> describe several benefits of regular participation in physical activity and provide specific examples (e.g., builds muscle strength—legs and arms) <input type="checkbox"/> independently demonstrate awareness that regular participation in physical activity makes muscles stronger, including the heart

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher assistance, name one body part involved in physical activity	<input type="checkbox"/> name one body part involved in physical activity	<input type="checkbox"/> on their own bodies, point to the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands, eyes, ears) <input type="checkbox"/> describe ways they know their bodies are working during physical activity (e.g., they can feel their heart beat harder, their limbs feel warm, their breathing becomes faster)	<input type="checkbox"/> accurately name parts of the body that can work together during physical activity <input type="checkbox"/> describe and give examples of ways they know their bodies are working during physical activity

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A3 identify choices they can make to be more physically active

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with peer and teacher prompts, name one activity that children can do in school, at home, and in the community in order to be more physically active	<input type="checkbox"/> with peer and teacher prompts, name two activities that children can do in school, at home, and in the community in order to be more physically active	<input type="checkbox"/> name three or more activities that children can do in school, at home, and in the community in order to be more physically active (e.g., walking to school, playing tag at recess, recreational activities after school, being active with family and friends, walking the dog, doing physically active chores)	<input type="checkbox"/> independently name a variety of activities that children can do in school, at home, and in the community, and describe why these activities help them to be more physically active

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A4 describe the importance of choosing healthy food as fuel for physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with frequent teacher prompts, give one reason for the importance of food for physical activity <input type="checkbox"/> may be unable to distinguish healthy food choices for physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher prompts, give reasons why food is important for physical activity <input type="checkbox"/> with teacher support, list some healthy food choices for physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> describe why healthy foods are important for physical activity (e.g., healthy food provides fuel and energy to move and play actively) <input type="checkbox"/> with teacher and peer support, list a variety of healthy food choices for physical activity (e.g., fruits, vegetables, whole grains, beans, meat, nuts, dairy products) <input type="checkbox"/> based on class discussions and other activities, list potential consequences of not providing enough healthy food for physical activity (e.g., not enough energy, becoming very tired during play) 	<ul style="list-style-type: none"> <input type="checkbox"/> describe in detail why healthy food is important for physical activity <input type="checkbox"/> describe in detail why adequate sleep is important for a physically active lifestyle <input type="checkbox"/> independently list healthy food choices for physical activity <input type="checkbox"/> independently list potential consequences of not providing enough healthy food for physical activity

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A5 identify physical activities they feel they do well

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher and peer prompts, name one physical activity they feel they do well 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher and peer prompts, name two physical activities they feel they do well 	<ul style="list-style-type: none"> <input type="checkbox"/> name three physical activities they feel they do well (e.g., bouncing a ball, hopping on one foot, running) 	<ul style="list-style-type: none"> <input type="checkbox"/> name a variety of physical activities they and other people do well

Participation

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in physical activity of minimal intensity <input type="checkbox"/> use frequent rest intervals while engaging in physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in moderate physical activity <input type="checkbox"/> use frequent rest intervals while engaging in moderate physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity (e.g., resulting in increased heart rate, huffing and puffing, feeling warm) <input type="checkbox"/> participate in moderate to vigorous physical activities continuously, allowing for recovery periods as appropriate to the individual student 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities more than five times a week <input type="checkbox"/> participate in vigorous physical activity <input type="checkbox"/> consistently participate continuously in moderate to vigorous physical activities

MOVEMENT SKILLS

Students demonstrate a variety of non-locomotor, locomotor, and manipulative movement skills through participation in specific activities within each of the five activity categories:

- alternative-environment activities (e.g., hiking, water games, sledding)
- dance (e.g., singing and clapping games, folk dance, thematic dance)
- games (e.g., tag and chasing games, lead and follow games, parachute games)
- gymnastics (e.g., balancing on benches, rhythmic hoops and ribbons)
- individual and dual activities (e.g., running fundamentals, scarf juggling)

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
B1 move through general space while maintaining control (e.g., walking in a circle in the same direction)			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with considerable teacher support, attempt movements in general space; may occasionally fall down or touch others <input type="checkbox"/> may require frequent reminders to stay in personal space throughout the activity <input type="checkbox"/> may not demonstrate understanding of directional terms 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher prompts, find and stay in their own personal space throughout the activity <input type="checkbox"/> perform selected movements without touching others or falling down <input type="checkbox"/> with teacher support, move in response to verbal instructions, demonstrating an understanding of directional terms 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate spacing and distance from other students within the activity space <input type="checkbox"/> identify the general space boundaries for the specific activity (e.g., back wall, centre line, stage line) <input type="checkbox"/> move safely through general space at varying speeds, changing speeds in response to prompts, demonstrating an awareness of others' personal spaces during the activity <input type="checkbox"/> explore, through movement, the difference between slow and fast speeds (e.g., walking and running) <input type="checkbox"/> move appropriately in response to verbal instructions, demonstrating an understanding of directional terms related to movement such as behind, in front of, left, right, under, and over (e.g., "move in front of the line" "stretch left arm to right foot") 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently move safely through general space at varying speeds, changing speeds independently and in response to prompts <input type="checkbox"/> consistently move appropriately in response to verbal instructions, demonstrating an understanding of directional terms such as behind, in front of, left, right, under, and over

Note: The prescribed learning outcomes for grade 1 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B2 change level of body position while maintaining control (e.g., high, medium, low)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> attempt to change level of body positions; may fall occasionally	<input type="checkbox"/> demonstrate at least two levels of body positions without falling	<input type="checkbox"/> maintain balance and control while creating large and small shapes with their bodies at various high, medium, and low levels (e.g., standing, sitting, crouching, stretching upward) <input type="checkbox"/> successfully demonstrate both static (stationary) and dynamic (travelling) balance while stopping and starting in response to signals	<input type="checkbox"/> consistently maintain balance and control while creating large and small shapes with their bodies at various high, medium, and low levels <input type="checkbox"/> consistently demonstrate both static and dynamic balance while stopping and starting independently and in response to signals

Note: The prescribed learning outcomes for grade 1 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

- B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
- –skip
 - –gallop or slide
 - –two-foot stop

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for skipping, galloping, sliding; may fall frequently <input type="checkbox"/> may require direct assistance to repeat the step-hop pattern for skipping <input type="checkbox"/> use arms for balance but not to generate force 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently; may fall occasionally <input type="checkbox"/> demonstrate minimal travelling in jumping or hopping 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate and maintain proper technique for locomotor movement skills including the following: <ul style="list-style-type: none"> - skip forward—repeat a series of step-hop patterns alternating feet with opposing arm swings - –gallop or slide—maintain the same lead foot while pushing off with the back foot to travel forward (gallop) or sideways (slide) <input type="checkbox"/> skip, gallop, or slide, following lines on the floor (pathways) in relay formation, maintaining balance and without bumping into others <input type="checkbox"/> demonstrate proper technique for a controlled two-foot stop (e.g., landing a jump)—stop on two feet in response to a signal, maintaining balance and technique (with knees bent, arms out for balance, chin up, and eyes forward) 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain jumping and/or hopping on one foot for extended periods of time, consistently maintaining balance <input type="checkbox"/> change jumping and hopping feet in response to rhythm <input type="checkbox"/> demonstrate proper technique for locomotor movement skills including hopping, jumping, galloping, or sliding at a variety of speeds and in a variety of directions and pathways

Note: The prescribed learning outcomes for grade 1 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

- B4** demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
- kick a stationary object
 - strike a stationary object with an implement
 - two-handed catch with trapping against body

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper kicking, striking, or catching technique, achieving occasional contact with object 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique for kick but does not adequately set up or follow through; make contact with wrong part of foot (e.g., toe instead of instep for soccer kick) <input type="checkbox"/> maintain some elements of proper technique with teacher prompts, or maintain technique inconsistently <input type="checkbox"/> achieve contact with object some of the time when kicking, striking, or catching 	<ul style="list-style-type: none"> <input type="checkbox"/> follow a slow rolling object to collect it with two hands without bumping into people or objects <input type="checkbox"/> demonstrate proper technique for manipulative movement skills including <ul style="list-style-type: none"> - kick a stationary ball or other object from a stationary position—set up kick by looking at target, look at object, step toward object with non-kicking foot, plant non-kicking foot, transfer weight, swing kicking foot forward, make contact with ball with instep of foot (as applicable), follow through with kicking leg in the direction of the target - strike a stationary object using an implement (e.g., a beanbag with a paddle, a ball off a T with a bat)—stand sideways to object, swing implement back 180 degrees, transfer weight from back foot to forward foot with swing, rotate trunk then hips, swing implement in horizontal plane with implement parallel to target - catch an object (e.g., beanbag, beach ball) with two hands by trapping against chest; track object with eyes 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate accurate kicking technique with either foot <input type="checkbox"/> consistently demonstrate accuracy in kicking toward a target <input type="checkbox"/> attempt two-handed catches without trapping against body <input type="checkbox"/> consistently strike object with accuracy and distance in a variety of predictable and unpredictable settings <input type="checkbox"/> use either foot to kick or either hand to strike an object with an implement

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EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
		<ul style="list-style-type: none"><input type="checkbox"/> attempt kicks with either foot and strikes with either hand<input type="checkbox"/> achieve regular contact with object when kicking, striking, or catching	

Note: The prescribed learning outcomes for grade 1 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

SAFETY, FAIR PLAY, AND LEADERSHIP

Students learn guidelines for safe participation, following rules and directions, and fair play in physical activity.

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
C1 describe why safety guidelines for physical activity are important			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher support, name safety rules and guidelines for participation in physical activity	<input type="checkbox"/> name safety rules and guidelines for participation in physical activity	<input type="checkbox"/> name a variety of safety rules and guidelines for physical activity, and describe how each rule or guideline helps to keep students safe (e.g., stop moving when the whistle blows so everyone can hear instructions, wearing appropriate clothing and footwear allows for unrestricted and safe movement, paying attention to others and to surroundings means being able to participate in activities without accidentally hitting someone else, different activities each have specific instructions that must be followed so everyone stays safe, warming up is important to help prevent people from getting hurt)	<input type="checkbox"/> name and model a variety of safety rules and guidelines for physical activity, and describe how each rule or guideline helps to keep students safe

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C2 respond appropriately to instructions and safety guidelines when participating in physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher prompts, follow instructions and safety guidelines for specific physical activities	<input type="checkbox"/> with occasional reminders, follow instructions and safety guidelines for specific physical activities	<input type="checkbox"/> listen to and follow instructions and safety guidelines for specific physical activities (e.g., gymnastics—use a mat when trying tumbling moves; activity stations—rotate to new activity when the whistle blows)	<input type="checkbox"/> model listening to and following instructions and safety guidelines for specific physical activities

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C3 work co-operatively with others during physical activity (e.g., taking turns, encouraging others)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with frequent teacher prompts, work co-operatively with others during physical activity	<input type="checkbox"/> with occasional teacher prompts, work co-operatively with others during physical activity <input type="checkbox"/> show fairness and respect in selected physical activities	<input type="checkbox"/> work willingly and co-operatively with others during physical activity (e.g., share equipment, space, and ideas; work with a variety of partners) <input type="checkbox"/> show fairness and respect in physical activities (e.g., take turns using equipment, encouraging others of all ability levels, expressing emotions appropriately)	<input type="checkbox"/> demonstrate initiative in working willingly and co-operatively with others during physical activity <input type="checkbox"/> model fairness and respect in physical activities



FULL-SCALE ACHIEVEMENT INDICATORS

Grade 2

GRADE 2

KEY ELEMENTS

Active Living	Movement Skills	Safety, Fair Play, and Leadership
<p>Knowledge</p> <ul style="list-style-type: none"> • personal benefits of regular participation in physical activity • how bodies respond to physical activity • importance of food, water, and sleep for physical activity • physical abilities they would like to develop <p>Participation</p> <ul style="list-style-type: none"> • daily participation in physical activity 	<ul style="list-style-type: none"> • moving through general space with directional changes • non-locomotor movement skills including <ul style="list-style-type: none"> - rock and sway - swing - step turn • ready position for locomotor movement skills • manipulative movement skills including <ul style="list-style-type: none"> - one handed underhand throw - two handed catch without trapping 	<ul style="list-style-type: none"> • safe behaviours (e.g., listening to directions, staying within boundaries, appropriate warmup activities) • following procedures and directions • respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)

ACTIVE LIVING

Students learn about the benefits of physical activity, and have opportunities to participate daily in physical activity.

Knowledge

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends)</p>			
SUGGESTED ACHIEVEMENT INDICATORS			
<p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<p><input type="checkbox"/> with prompts, name one benefit of regular participation in physical activity</p>	<p><input type="checkbox"/> name one benefit of regular participation in physical activity</p>	<p><input type="checkbox"/> name three or more benefits of regular participation in physical activity (e.g., it's fun, it makes bones stronger, it increases overall health, it's a way to make new friends)</p> <p><input type="checkbox"/> describe benefits they have gained from participating in physical activity (e.g., their muscles have become stronger, they can play games better than they used to, they get to spend time with their friends, they feel good about doing something well)</p>	<p><input type="checkbox"/> name several benefits of regular participation in physical activity and provide specific examples (e.g., builds muscle strength—legs and arms)</p> <p><input type="checkbox"/> describe a variety of benefits they have gained from participating in physical activity</p>

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired)</p>			
SUGGESTED ACHIEVEMENT INDICATORS			
<p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher prompts, identify one physical response that takes place in the body during physical activity <input type="checkbox"/> with direct assistance, locate their heart and feel heart beat 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher prompts, identify two physical responses that take place in the body during physical activity <input type="checkbox"/> identify the location of the heart <input type="checkbox"/> identify one location for feeling the beat of the heart 	<ul style="list-style-type: none"> <input type="checkbox"/> describe physical responses that take place in the body during physical activity, including <ul style="list-style-type: none"> - heart rate - breathing (e.g., “huff and puff”) - body temperature - perspiration <input type="checkbox"/> independently identify the location of the heart by pointing to it on their own bodies, on a diagram, or on a model <input type="checkbox"/> identify at least two locations for feeling the beat of the heart (e.g., wrist, chest) 	<ul style="list-style-type: none"> <input type="checkbox"/> describe physical responses that take place in the body during physical activity, and suggest reasons for these changes <input type="checkbox"/> independently identify the location of the heart in two or more ways (e.g., by pointing to it on their own bodies, on a diagram, or on a model) <input type="checkbox"/> identify three locations for feeling the beat of the heart (e.g., wrist, neck, chest)

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A3 describe the importance of food, water, and sleep as fuel for physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with frequent teacher prompts, give one reason for the importance of food, water, or sleep for physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher prompts, give reasons why food, water, and sleep are each important for physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> describe why food and water are important for physical activity (e.g., nutritious food provides fuel and energy to move and play actively, water keeps the body hydrated) <input type="checkbox"/> describe why adequate sleep is important for a physically active lifestyle <input type="checkbox"/> based on class discussions and other activities, list potential consequences of not providing enough nutritious food, water, and sleep for physical activity (e.g., not enough energy, becoming very tired during play, becoming very thirsty) 	<ul style="list-style-type: none"> <input type="checkbox"/> describe in detail why food and water are important for physical activity <input type="checkbox"/> describe in detail why adequate sleep is important for a physically active lifestyle <input type="checkbox"/> independently list potential consequences of not providing enough nutritious food, water, and sleep for physical activity

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A4 identify physical abilities they would like to develop

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with considerable support, identify at least one physical ability they would like to develop themselves 	<ul style="list-style-type: none"> <input type="checkbox"/> with minimal teacher support, identify physical abilities they would like to develop themselves 	<ul style="list-style-type: none"> <input type="checkbox"/> independently identify several physical abilities they would like to develop themselves (e.g., running fast, skating backward, skipping double with rope, balancing a beanbag on head while walking in a straight line, chin-ups) 	<ul style="list-style-type: none"> <input type="checkbox"/> independently identify several physical abilities they would like to develop themselves, and explain why they want to develop these skills

Participation

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in physical activity of minimal intensity <input type="checkbox"/> use frequent rest intervals while engaging in physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in moderate physical activity <input type="checkbox"/> use frequent rest intervals while engaging in moderate physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity (e.g., resulting in increased heart rate, huffing and puffing, feeling warm) <input type="checkbox"/> participate in moderate to vigorous physical activities continuously, allowing for short recovery periods as appropriate to the individual student 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities more than five times a week <input type="checkbox"/> participate in vigorous physical activity <input type="checkbox"/> consistently participate continuously in moderate to vigorous physical activities

MOVEMENT SKILLS

Students demonstrate a variety of non-locomotor, locomotor, and manipulative movement skills through participation in specific activities within each of the five activity categories:

- alternative-environment activities (e.g., hiking, water games, sledding)
- dance (e.g., singing and clapping games, folk dance, thematic dance)
- games (e.g., tag and chasing games, lead and follow games, parachute games)
- gymnastics (e.g., balancing on benches, rhythmic hoops and ribbons)
- individual and dual activities (e.g., running fundamentals, scarf juggling)

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
B1 move through general space, incorporating directional changes			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> attempt to change direction while moving to converge, avoid, or join others; may bump into others or move in wrong directions	<input type="checkbox"/> with teacher or peer prompts, change direction while moving to converge, avoid, or join others	<input type="checkbox"/> change direction while moving to converge, avoid, or join others (e.g., folk dance formations, partner tag, tumbling sequences, four-wheeled rolling scooters)	<input type="checkbox"/> independently change direction while moving to converge, avoid, or join others

Note: The prescribed learning outcomes for grade 2 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

- B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following:
- rock and sway
 - swing
 - step turn

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt appropriate technique for non-locomotor movement skills including rocking, swaying, swinging, and turning 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate some elements of appropriate technique or demonstrate appropriate technique inconsistently for non-locomotor locomotor movement skills including rocking, swaying, and turning <input type="checkbox"/> demonstrate stepped turns using increments or multiples of quarter turns 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique for non-locomotor movement skills such <input type="checkbox"/> rock and sway—maintain a rounded body position where it touches the floor; maintain a stable base for swaying <input type="checkbox"/> swing (e.g., arms, legs)—maintain smooth, rhythmic action, keeping swinging body parts loose and relaxed; keep extent of the swing the same on both sides of the swing <input type="checkbox"/> step turn—smooth and controlled stepped turn using both feet, maintaining balance throughout the turn 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an ability to swing and rock and sway with changes in dynamics of movement (small to large, large to small) <input type="checkbox"/> demonstrate a smooth and controlled stepped turn using both feet, maintaining balance throughout the turn in both directions and changing levels (e.g., high, medium, low)

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PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B3 demonstrate proper ready position for locomotor movement skills

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<p><input type="checkbox"/> with teacher prompts and coaching, maintain some elements of correct ready position for locomotor movement skills, or maintain position inconsistently</p>	<p><input type="checkbox"/> maintain some elements of correct ready position for locomotor movement skills, or maintain technique inconsistently</p>	<p><input type="checkbox"/> demonstrate a general ready position for learned locomotor movement skills (e.g., walk, run, skip, jump, hop, gallop)—feet shoulder width apart, knees bent, weight evenly distributed on balls of feet with heels still on the ground, head up with eyes focussed on target or activity, hands in front at chest level (as applicable)</p>	<p><input type="checkbox"/> demonstrate an ability to adapt ready position to a variety of situations and activities</p>

Note: The prescribed learning outcomes for grade 2 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:</p> <ul style="list-style-type: none"> - one-handed throw underhand - two-handed catch without trapping against body 			
<p>SUGGESTED ACHIEVEMENT INDICATORS</p> <p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for manipulative movement skills including throwing underhand; may not demonstrate trunk rotation or arm drawn back <input type="checkbox"/> attempt proper technique for manipulative movement skills including a two-handed catch; frequently trap object with body <input type="checkbox"/> achieve occasional contact with object <input type="checkbox"/> may have difficulty tracking object 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique for manipulative movement skills including throwing underhand, or two-handed catch, or maintain technique inconsistently <ul style="list-style-type: none"> - with teacher prompts, attempt one-handed underhand throws with either hand - two-handed catch—occasionally trap object with body - receiving and catching—achieve contact with object some of the time - occasionally track object with eyes when preparing to receive or block 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique for manipulative movement skills including a one-handed throw underhand with a variety of objects (e.g., feathers, scarves, beanbags, tennis balls, foam balls)—draw arm back in readiness, bring arm forward while transferring weight to on opposite foot, extend and release object pointing at a target, follow through with arm toward target <input type="checkbox"/> attempt throws with a variety of objects (e.g., feathers, scarves, beanbags, foam balls) with either hand <input type="checkbox"/> demonstrate proper technique for manipulative movement skills including catching an object (e.g., gator balls, beach balls) using two hands without trapping against body <input type="checkbox"/> track object with eyes when preparing to receive or block 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate proper technique for manipulative movement skills including throwing underhand with either hand <input type="checkbox"/> consistently demonstrate proper technique for manipulative movement skill including a two-handed catch without trapping; attempt catches with one hand <input type="checkbox"/> consistently achieve target when sending objects with or without an implement <input type="checkbox"/> use tracking to anticipate changes in direction, speed, and location of object to be received or blocked

Note: The prescribed learning outcomes for grade 2 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

SAFETY, FAIR PLAY, AND LEADERSHIP

Students learn guidelines for safe participation, following rules and directions, and fair play in physical activity.

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles)			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher reinforcement, demonstrate selected safe behaviours when participating in physical activities	<input type="checkbox"/> demonstrate safe behaviours when participating in physical activities	<input type="checkbox"/> describe and demonstrate safe and controlled behaviours when participating in physical activity (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner)	<input type="checkbox"/> describe and consistently demonstrate safe and controlled behaviours when participating in physical activity

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
C2 follow established procedures and directions when participating in physical activity			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher support, follow established procedures and directions when participating in familiar physical activities	<input type="checkbox"/> follow established procedures and directions when participating in familiar physical activities	<input type="checkbox"/> independently follow established procedures and directions when participating in physical activities (e.g., getting the balls from storage, lining up to use equipment, staying within boundaries, moving desks or benches to clear activity area) <input type="checkbox"/> set up and manage own games as appropriate (e.g., skipping games, target games)	<input type="checkbox"/> consistently follow established procedures and directions when participating in physical activities, and suggest improvements as appropriate <input type="checkbox"/> independently set up and manage own games

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, work co-operatively with others during physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher and peer support, work co-operatively with others during physical activity <input type="checkbox"/> demonstrate at least one way to show respect and encouragement to others during physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> work co-operatively with others during physical activity (e.g., share equipment, space and ideas; work with a variety of partners and small groups) <input type="checkbox"/> demonstrate a variety of ways to show respect and encouragement to others during physical activity (e.g., giving compliments, no put-downs) 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate initiative in working co-operatively with others during physical activity <input type="checkbox"/> describe and demonstrate ways to show respect and encouragement to others during physical activity



FULL-SCALE ACHIEVEMENT INDICATORS

Grade 3

GRADE 3

KEY ELEMENTS

Active Living	Movement Skills	Safety, Fair Play, and Leadership
<p>Knowledge</p> <ul style="list-style-type: none"> • benefits of regular participation in physical activity for the heart, lungs, muscles, and bones • healthy nutritional choices to support physical activity (e.g., adequate nutrition to fuel body, drink water periodically throughout activity) • choices for being physically active • physical abilities of people they admire <p>Participation</p> <ul style="list-style-type: none"> • daily participation in physical activity 	<ul style="list-style-type: none"> • balancing • non-locomotor movement skills including push and pull • locomotor movement skills including running jumps and leaps • manipulative movement skills including kick a stationary object, trap an object with foot, dribble with hands • sequences of non-locomotor and locomotor movement skills 	<ul style="list-style-type: none"> • safe behaviours in a variety of environments and physical activities • respect and encouragement for others during physical activity • leadership in physical activities (e.g., lead small groups, assist with equipment set-up)

ACTIVE LIVING

Students learn about the benefits of physical activity, and have opportunities to participate daily in physical activity.

Knowledge

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones</p>			
SUGGESTED ACHIEVEMENT INDICATORS			
<p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<p><input type="checkbox"/> with prompts, identify one reason why regular participation in physical activity is important</p>	<p><input type="checkbox"/> identify and describe one reason why regular participation in physical activity is important</p>	<p><input type="checkbox"/> give reasons why a healthy heart is beneficial to overall physical health (e.g., a strong heart pumps blood to the rest of the body)</p> <p><input type="checkbox"/> list and describe three or more benefits of regular, sustained physical activity for the heart, lungs, muscles, and bones (e.g., increased flexibility, cardiovascular endurance, stronger bones and muscles)</p>	<p><input type="checkbox"/> list and describe several benefits of regular, sustained physical activity and provide specific examples (e.g., builds muscle strength—legs and arms)</p>

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A2 describe healthy nutritional choices for physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher support, give one reason for the importance of food and water for physical activity	<input type="checkbox"/> with teacher support, differentiate between healthy and unhealthy nutritional choices for physical activity	<input type="checkbox"/> describe the importance of eating a variety of healthy foods in order to fuel participation in physical activity (e.g., to help bones and muscles grow strong, to provide enough energy) <input type="checkbox"/> describe several healthy nutritional choices an individual can make in order to fuel his/her participation in regular physical activity <input type="checkbox"/> demonstrate an understanding of when it is appropriate to eat and drink in relation to physical activity (e.g., don't eat too much or too soon before strenuous activity, drink water periodically throughout activity)	<input type="checkbox"/> describe and give specific examples to explain the importance of eating a variety of healthy foods in order to fuel participation in physical activity <input type="checkbox"/> describe in detail several healthy nutritional choices an individual can make in order to fuel his/her participation in regular physical activity <input type="checkbox"/> independently list potential consequences of eating and drinking at inappropriate times in relation to physical activity

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A3 identify choices people can make to be more active

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt but may be unable to identify opportunities for being more physically active 	<ul style="list-style-type: none"> <input type="checkbox"/> identify choices people can make to be more physically active <input type="checkbox"/> with teacher support, create a list of opportunities for physical activity in the community 	<ul style="list-style-type: none"> <input type="checkbox"/> identify choices people can make to be more physically active (e.g., walking to school instead of getting a ride, playing outside instead of on the computer, taking the stairs instead of the elevator) <input type="checkbox"/> create a list of opportunities for physical activity in the community (e.g., neighbourhood playgrounds, community sports teams, swimming pool, skating rink, hiking and walking trails, curling rink, cycling paths, climbing wall) 	<ul style="list-style-type: none"> <input type="checkbox"/> share detailed information about opportunities for physical activity in the community <input type="checkbox"/> based on class discussions, create a plan for incorporating choices for becoming more physically active

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with considerable teacher support, list at least one characteristic they admire in another athlete 	<ul style="list-style-type: none"> <input type="checkbox"/> with minimal teacher support, list characteristics they admire in other athletes and physically active people 	<ul style="list-style-type: none"> <input type="checkbox"/> list characteristics they admire in athletes and physically active people they know or they have seen or read about (e.g., other students in the school, family members, community role models, Olympic athletes) <input type="checkbox"/> create a list of those abilities or characteristics they would like to develop themselves 	<ul style="list-style-type: none"> <input type="checkbox"/> give specific examples of characteristics they admire in others, and describe why these abilities are admirable <input type="checkbox"/> identify selected ways to develop these abilities themselves

Participation

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in physical activity of minimal intensity <input type="checkbox"/> use frequent rest intervals while engaged in physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in moderate physical activity <input type="checkbox"/> use frequent rest intervals while engaging in moderate physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity (e.g., resulting in increased heart rate, huffing and puffing, feeling warm) <input type="checkbox"/> participate in moderate to vigorous physical activities continuously, allowing for short recovery periods as appropriate to the individual student 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities more than five times a week <input type="checkbox"/> participate in vigorous physical activity <input type="checkbox"/> consistently participate continuously in moderate to vigorous physical activities

MOVEMENT SKILLS

Students demonstrate a variety of non-locomotor, locomotor, and manipulative movement skills through participation in specific activities within

each of the five activity categories:

- alternative-environment activities (e.g., skating, stroke swimming, snowshoeing)
- dance (e.g., aerobic dance, story dance, traditional Aboriginal dance)
- games (e.g., co-operative challenges, throwing games, soccer)
- gymnastics (e.g., floor exercises, tumbling, balancing)
- individual and dual activities (e.g., bocce, stretching activities, rope jumping, cycling)

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
B1 demonstrate an ability to balance in a variety of activities			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> attempt different ways to maintain static (stationary) and dynamic (while moving) balance in a variety of physical activities	<input type="checkbox"/> demonstrate different ways to maintain static (stationary) and dynamic (while moving) balance in a variety of physical activities	<input type="checkbox"/> demonstrate an understanding that balance is affected by the amount of force and body position in stopping and landing activities <input type="checkbox"/> demonstrate different ways to maintain static (stationary) and dynamic (while moving) balance in a variety of physical activities (e.g., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level, keeping feet apart in direction of movement, arms spread)	<input type="checkbox"/> consistently demonstrate different ways to maintain static and dynamic balance in a variety of physical activities involving changes in levels or body positions <input type="checkbox"/> demonstrate an ability to balance on various surfaces (e.g., beach sand, benches, grass, cement)

Note: The prescribed learning outcomes for grade 3 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B2 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:

- running jump
- leap

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> attempt proper technique for a running jump and leaps; may demonstrate some errors in technique (e.g., no acceleration, improper foot plant, no transfer of weight, unable to clear obstacle, fall on landing)	<input type="checkbox"/> maintain some elements of proper technique for running jumps and leaps, or maintain technique inconsistently	<input type="checkbox"/> demonstrate appropriate technique for a variety of activity-specific locomotor movement skills, including <ul style="list-style-type: none"> - running jump—run and accelerate, take off on one foot, plant take-off foot, transfer weight forward, swing arms forward for momentum, stretch upward and forward to land on balls of both feet (or opposite foot) without losing balance - leap—run and accelerate to take off on one foot, plant take-off foot, transfer weight forward, swing arm forward for momentum, stretch upward and forward to land lightly on balls of opposite foot; consistently maintain balance while leaping over obstacles 	<input type="checkbox"/> maintain balance and technique while varying speed and direction, landing with accuracy <input type="checkbox"/> demonstrate an ability to jump and leap in a variety of directions, for a variety of distances, and over a variety of obstacles

Note: The prescribed learning outcomes for grade 3 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

- B3** demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
- push or pull an object
 - kick an object to a stationary target
 - trap an object with the foot
 - dribble an object with hands

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for pulling or pushing an object; demonstrates some errors in technique (e.g., may not bend knees, may not be able to pull or push object) <input type="checkbox"/> attempt proper kicking technique; may need to stop travelling to kick <input type="checkbox"/> attempt proper technique for trapping; stand with foot on top of ball; may keep eyes on feet or elsewhere rather than on object <input type="checkbox"/> attempt proper technique for dribbling with hands; slap ball with palm of hand; may keep eyes on hands or elsewhere rather than up 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently for pushing, pulling, kicks, trapping, and dribbling an object with hands <input type="checkbox"/> catch object after one bounce (as applicable) <input type="checkbox"/> demonstrate proper technique for kick but do not adequately set up or follow through; make contact with wrong part of foot (e.g., toe instead of instep for soccer kick) <input type="checkbox"/> in manipulative movement skills, occasionally track object with eyes 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate technique for a variety of activity-specific manipulative movement skills, including <ul style="list-style-type: none"> - pull or push an object (e.g., a rope)—bend knees, keep back straight, head up, support weight with legs, straighten legs to raise body with weight - kick an object to a stationary target (e.g., a ball to a net or another player)—set up kick by looking at target, look at object, step toward object with non-kicking foot, plant non-kicking foot, transfer weight, swing kicking foot forward, make contact with ball with instep of foot (as applicable), follow through with kicking leg in the direction of the target; incorporate a continuous three-step approach to the kick - trap an object (e.g., a rolling ball with the foot)—trap a rolling ball by wedging it between the ground and the sole of either foot; consistently track object with eyes throughout movement - dribble an object with hands (e.g., a basketball)—lean body forward slightly, keep knees partly flexed and head up, push ball to floor with fingers 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique to bend, pull or push, and turn with weight <input type="checkbox"/> consistently demonstrate kicking technique with either foot <input type="checkbox"/> consistently demonstrate accuracy in kicking toward a target in a variety of unpredictable settings <input type="checkbox"/> trap an object with feet in unpredictable settings (e.g., bouncing ball) <input type="checkbox"/> consistently demonstrate proper technique for dribbling with either hand at various levels while travelling at varying speeds and directions <input type="checkbox"/> use tracking to anticipate changes in direction, speed, and location of object <input type="checkbox"/> consistently achieve targets

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EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
		<input type="checkbox"/> attempt throwing or dribbling with either hand and kicks with either foot; throw objects from one hand to another (e.g., rhythmic gymnastics, juggling scarves, beanbags)	

Note: The prescribed learning outcomes for grade 3 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B4 perform selected non-locomotor and locomotor movement skills in sequence

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, attempt to perform movement skills in sequence but may be unable to perform them in the correct order or pattern <input type="checkbox"/> may have difficulties combining locomotor with non-locomotor movement skills 	<ul style="list-style-type: none"> <input type="checkbox"/> attempt to perform movement skills in sequence but may be unable to perform them in the correct order or pattern 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate activity-specific technique for sequences of non-locomotor and locomotor movement skills as directed by the teacher, such as <ul style="list-style-type: none"> - partner dances, group dances, creating dance based on modelled patterns (e.g., square dance, hip-hop, interpretive) - tumbling sequences—rolls on different axes, floor exercises, balancing routines on a bench - aerobics 	<ul style="list-style-type: none"> <input type="checkbox"/> create new non-locomotor and locomotor movement sequences based on modelled patterns

Note: The prescribed learning outcomes for grade 3 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

SAFETY, FAIR PLAY, AND LEADERSHIP

Students learn guidelines for safe and fair participation in physical activity, and begin to develop leadership skills in selected contexts.

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
C1 demonstrate safe behaviours while participating in a variety of physical activities			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher and peer support, follow class rules and routines for familiar physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> with reminders, follow class rules and routines for familiar physical activities <input type="checkbox"/> demonstrate willingness to participate safely in physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> follow class rules and routines for physical activities (e.g., independently do warm up activities, stay on task for an appropriate length of time) <input type="checkbox"/> consistently demonstrate and willingly use safe behaviours (e.g., maintain control of and retrieve equipment safely, choose safe space for activity) <input type="checkbox"/> demonstrate an awareness that safety rules vary for different activities and environments (e.g., in the gymnasium, at the pool, at the ice rink, when hiking, in the schoolyard) 	<ul style="list-style-type: none"> <input type="checkbox"/> model following class rules and routines for physical activities <input type="checkbox"/> consistently demonstrate and willingly use safe behaviours <input type="checkbox"/> give examples of how safety rules vary for different activities and environments

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C2 demonstrate respect and encouragement for others during a variety of types of physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> require frequent reminders to demonstrate respect and encouragement <input type="checkbox"/> frequently demonstrate inappropriate ways of communicating emotions during physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, show respect in physical activity <input type="checkbox"/> follow teacher or peer modelling to show encouragement for others during physical activity <input type="checkbox"/> may occasionally demonstrate inappropriate ways of communicating emotions during physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> show respect in physical activity (e.g., graciously accept decisions and outcomes of activities, respect a variety of skills and abilities, work together to accomplish a team task, demonstrate emotions appropriately) <input type="checkbox"/> demonstrate ways to show encouragement for others during a variety of types of physical activity (e.g., assist others with particular skills, offer compliments, inviting others of all abilities to participate) <input type="checkbox"/> identify appropriate and inappropriate ways of communicating emotions such as excitement, sense of accomplishment, anger, and frustration during physical activity (e.g., talking vs. crying, calm voice vs. loud voice, acceptable language vs. offensive language, cheering vs. booing, trying again vs. giving up) 	<ul style="list-style-type: none"> <input type="checkbox"/> model respect in physical activity <input type="checkbox"/> model ways to show encouragement for others during physical activity <input type="checkbox"/> identify a variety of appropriate and inappropriate ways of communicating emotions during physical activity <input type="checkbox"/> consistently demonstrate appropriate ways of communicating emotions such as excitement, sense of accomplishment, anger, and frustration during physical activity

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C3 demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with frequent teacher prompts, participate in setting up and putting away of equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate willingness to follow the leadership of other students in small group activities <input type="checkbox"/> demonstrate willingness to set up and put away equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> lead small group activities (e.g., develop games, create movement sequences, demonstrate a stretching technique) <input type="checkbox"/> consistently participate in setting up and putting away of equipment <input type="checkbox"/> act as peer helpers in group activities 	<ul style="list-style-type: none"> <input type="checkbox"/> independently lead small group activities <input type="checkbox"/> take initiative to set up and put away equipment <input type="checkbox"/> volunteer as peer helpers in group activities



FULL-SCALE ACHIEVEMENT INDICATORS

Grade 4

GRADE 4

KEY ELEMENTS

Active Living	Movement Skills	Safety, Fair Play, and Leadership
<p>Knowledge</p> <ul style="list-style-type: none"> physical and emotional benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends) major muscles used in physical activity (e.g., hamstrings, quadriceps, biceps, triceps, abdominals, heart) monitoring exertion during physical activity relationship between nutrition and physical activity opportunities for physical activity in various settings <p>Participation</p> <ul style="list-style-type: none"> daily participation in physical activity 	<ul style="list-style-type: none"> adjusting speed, level, pathway, and directions in relation to other people or moving objects manipulative movement skills including one-handed catch, strike with hand/ implement, throw overhand, dribble object with feet sequences of non-locomotor, locomotor, and manipulative movement skills 	<ul style="list-style-type: none"> safe participation in physical activity principles of fair play (e.g., respectful of differences, co-operative, accepting) leadership roles in physical activities

ACTIVE LIVING

Students learn the information they need for healthy and effective physical activity (e.g., muscle groups, ways to monitor exertion, nutrition), and have opportunities to participate daily in physical activity.

Knowledge

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)</p>			
SUGGESTED ACHIEVEMENT INDICATORS			
<p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<p><input type="checkbox"/> with teacher support, list one physical or emotional health benefit of regular participation in physical activity</p>	<p><input type="checkbox"/> list two or more physical or emotional health benefits of regular participation in physical activity</p>	<p><input type="checkbox"/> list and describe a range of physical health benefits related to regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, fresh air and sunshine when activities are done outside)</p> <p><input type="checkbox"/> list and describe a range of emotional health benefits related to regular participation in physical activity (e.g., improved self-image, opportunities for making friends, feelings of accomplishment)</p>	<p><input type="checkbox"/> assess and give specific examples of a range of physical, emotional, and social health benefits related to regular participation in physical activity</p> <p><input type="checkbox"/> describe the relationship between physical and emotional health benefits of regular participation in physical activity</p>

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A2 identify the major muscles of the body that are involved in physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> identify one major muscle involved in physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> on a model, diagram, or their own bodies, identify the major muscles of the body involved in physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> on a model, diagram, or their own bodies, identify the major muscles of the body involved in physical activity (e.g., hamstrings, quadriceps, biceps, triceps, abdominals, heart) <input type="checkbox"/> list types of physical activities that develop each major muscle (e.g., heart— aerobics, cycling; quadriceps—running, soccer) <input type="checkbox"/> recognize that the body needs physical activity for sustained amounts of time to improve the strength of the heart and other muscles 	<ul style="list-style-type: none"> <input type="checkbox"/> identify the major muscles of the body involved in physical activity and the types of physical activity that develop each <input type="checkbox"/> relate major muscle groups to a variety of types of physical activities that develop each <input type="checkbox"/> describe why the body needs physical activity for sustained amounts of time to improve the strength of the heart and other muscles

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, recognize the relationship between physical activity and heart rate 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, recognize that physical activity increases both the rate of the heart and the speed of breathing <input type="checkbox"/> with teacher support, name at least two ways of checking pulse 	<ul style="list-style-type: none"> <input type="checkbox"/> recognize that the heart is always beating and pumping blood to the muscles and the rest of the body, and that increased physical activity increases both the rate of the heart and the speed of breathing <input type="checkbox"/> name and demonstrate a variety of ways of checking pulse (e.g., fingers on neck, fingers on wrist, electronic heart rate monitor) <input type="checkbox"/> identify and demonstrate other ways of monitoring exertion (e.g., talk test) 	<ul style="list-style-type: none"> <input type="checkbox"/> label a model or other representation to show how the heart is always beating and pumping blood to the muscles and the rest of the body, and that increased physical activity increases both the rate of the heart and the speed of breathing <input type="checkbox"/> independently select and apply ways of checking pulse and monitoring exertion (e.g., fingers on neck, fingers on wrist, electronic heart rate monitor)

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> may be unable to identify the relationship between nutrition and physical activity	<input type="checkbox"/> with teacher support, describe the need to balance food intake (energy in) with physical activity (energy out)	<input type="checkbox"/> describe the need to balance food intake (energy in) with physical activity (energy out)	<input type="checkbox"/> describe with detailed examples the need to balance food intake (energy in) with physical activity (energy out)

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A5 identify opportunities for physical activity in a variety of settings

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher support, list one opportunity for physical activity	<input type="checkbox"/> list a variety of opportunities for physical activity	<input type="checkbox"/> list opportunities for physical activity in the classroom (e.g., stretch breaks, hopping on the spot beside desks) <input type="checkbox"/> list opportunities for physical activity on the school grounds (e.g., playing games outside at recess or after school) <input type="checkbox"/> list opportunities for physical activity in the community (e.g., after-school and weekend sports teams, walking and hiking with family members, playing with friends)	<input type="checkbox"/> describe and compare opportunities for physical activity in a variety of settings

Participation

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities</p>			
SUGGESTED ACHIEVEMENT INDICATORS			
<p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in physical activity of minimal intensity <input type="checkbox"/> use frequent rest intervals while participating in physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in moderate physical activity <input type="checkbox"/> use occasional rest intervals while participating in moderate physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity resulting in physiological changes such as increased heart and breathing rate or feeling warm <input type="checkbox"/> with teacher support, monitor their heart rate during physical activity (e.g., taking pulse at neck, using a heart rate monitor) <input type="checkbox"/> participate continuously in moderate to vigorous physical activities, allowing for short recovery periods as appropriate to the individual student 	<ul style="list-style-type: none"> <input type="checkbox"/> independently participate in teacher-led physical activities more than five times a week <input type="checkbox"/> independently participate in vigorous physical activity demonstrating physiological changes <input type="checkbox"/> independently monitor their heart rate during physical activity <input type="checkbox"/> independently participate in moderate to vigorous physical activities continuously for extended periods of time

MOVEMENT SKILLS

Students demonstrate a variety of non-locomotor, locomotor, and manipulative movement skills through participation in specific activities within each of the five activity categories:

- alternative-environment activities (e.g., skating, stroke swimming, snowshoeing)
- dance (e.g., aerobic dance, story dance, traditional Aboriginal dance)
- games (e.g., co-operative challenges, throwing games, soccer)
- gymnastics (e.g., floor exercises, tumbling, balancing)
- individual and dual activities (e.g., bocce, stretching activities, rope jumping, cycling)

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with considerable teacher direction and support, make attempts to adjust speed, force, level, pathway, and direction in with accuracy to intercept or avoid people or moving objects; may be unable to select the most successful method to intercept or avoid target most of the time	<input type="checkbox"/> with support, make attempts to adjust speed, force, level, pathway, and direction in with accuracy to intercept or avoid people or moving objects; may be unable to select the most successful method to intercept or avoid target	<input type="checkbox"/> accelerate or decelerate while changing direction in relation to people (e.g., dance or skating partner, team-mate) or moving objects <input type="checkbox"/> adjust direction and/or force to intercept or avoid objects or people (e.g., to receive a pass, to intercept and send a volley ball, to join a partner) <input type="checkbox"/> adjust speed and pathway to intercept or avoid people or objects (e.g., change from straight to curved pathway to avoid a collision, intercept an object) <input type="checkbox"/> adjust level to intercept or avoid objects or people (e.g., jump to catch a basketball rebound, crouch to catch a softball ground ball; over-under, meeting and parting)	<input type="checkbox"/> consistently adjust speed, force, level, pathway, and direction in with accuracy to intercept or avoid people or moving objects

Note: The prescribed learning outcomes for grade 4 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

- B2** demonstrate proper technique to send and receive various objects with control, including but not limited to the following:
- one-handed catch underhand and overhand
 - strike a moving object with implement
 - strike an object with hand
 - one-handed throw overhand
 - dribble an object with feet

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for catching and striking, achieving occasional contact with object <input type="checkbox"/> allow object to bounce several times before catching (as applicable) <input type="checkbox"/> attempt proper technique for throwing overhand; may not demonstrate trunk rotation or arm drawn back <input type="checkbox"/> attempt proper technique for dribbling with feet <input type="checkbox"/> may keep eyes on hands or elsewhere rather than on object or target in manipulative movement skills 	<ul style="list-style-type: none"> <input type="checkbox"/> occasionally demonstrate proper technique for manipulative movement skills including catching, striking, throwing, and dribbling with feet; may periodically keep head down instead of on object <input type="checkbox"/> catch objects one-handed without differentiating between technique for objects caught below or above waist <input type="checkbox"/> catch, strike, and throw objects with dominant hand only <input type="checkbox"/> achieve contact with object at least 50% of the time 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique for manipulative movement skills including the following: <ul style="list-style-type: none"> - one-handed catch (overhand, underhand)—stand with feet shoulder width apart, elbows bent, hands in position, step forward to catch object; fingers up for objects caught above waist; fingers down for objects caught below waist - striking a moving object with an implement or hand (e.g., tennis racquet, golf club, baseball bat, handball)—stand sideways to object, swing implement back 180 degrees, transfer weight from back foot to forward foot with swing, rotate trunk then hips, swing implement in horizontal plane with implement parallel to target - one-handed throw overhand (e.g., softball, beanbag, gator ball)—draw arm back in readiness, bring arm forward while transferring weight to on opposite foot, extend and release object pointing at a target, follow through over opposite shoulder - dribbling an object with feet (e.g., soccer ball)—move ball or other object with short taps with inside or outside of either foot, body bent forward slightly, head up and over the ball 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate correct technique for catching, throwing, or striking with either hand <input type="checkbox"/> consistently demonstrate proper technique for dribbling with feet while travelling at a variety of speeds, directions, and pathways <input type="checkbox"/> consistently achieve target in manipulative movement skills in a variety of predictable and unpredictable settings

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EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
		<input type="checkbox"/> achieve regular contact with object <input type="checkbox"/> attempt catches, throws, and strikes with either hand	

Note: The prescribed learning outcomes for grade 4 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B3 select non-locomotor, locomotor, and manipulative movements to create sequences

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> follow peer or teacher direction to combine movements <input type="checkbox"/> combine movements to create sequences using only one type of movement (non-locomotor, locomotor, or manipulative) 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, select movements to create sequences <input type="checkbox"/> create movement sequences that incorporate two types of movement (e.g., locomotor and manipulative, non-locomotor and locomotor) 	<ul style="list-style-type: none"> <input type="checkbox"/> select and combine movements in sequence (e.g., combine levels and pathways; beginning, middle, end), such as <ul style="list-style-type: none"> - basketball—passing sequence, dribbling - dance sequences - gymnastics—jump, land, roll, jump - parachute game sequences - tai chi, tai bo, aerobics, rope jumping—steps and positions, travelling while skipping - skating sequence—forward and backward, turns <input type="checkbox"/> demonstrate smooth transitions between movements (e.g., bend and stretch body parts, land-bend-stand smoothly) <input type="checkbox"/> use appropriate vocabulary to describe movement and movement sequences (e.g., pathways, entry, travelling, dribble) 	<ul style="list-style-type: none"> <input type="checkbox"/> incorporate manipulative movements with non-locomotor and locomotor movements <input type="checkbox"/> incorporate locomotor movements with non-locomotor and manipulative movements at various levels, speeds, and pathways <input type="checkbox"/> combine manipulative movements with fluid transition

Note: The prescribed learning outcomes for grade 4 specify particular non-locomotor, locomotor, and manipulative movement skills to be addressed at this grade. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

SAFETY, FAIR PLAY, AND LEADERSHIP

Students demonstrate safe procedures in physical activity (including warmup and cooldown), and demonstrate fair play and leadership skills.

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
C1 demonstrate an ability to participate safely in specific physical activities			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> may occasionally or frequently engage in unsafe behaviour <input type="checkbox"/> with teacher support, list reasons for selected safety rules and guidelines 	<ul style="list-style-type: none"> <input type="checkbox"/> follow directions, rules, and routines in familiar settings <input type="checkbox"/> list reasons for selected safety rules and guidelines 	<ul style="list-style-type: none"> <input type="checkbox"/> follow directions, rules, and routines regardless of distractions (e.g., people walking into class, peers off task) <input type="checkbox"/> demonstrate an understanding of the importance of safety rules and guidelines for avoiding putting self and others at risk when using equipment, in partner work, and in group activities <input type="checkbox"/> participate in warmup and cooldown exercises appropriate to specific physical activities (e.g., stretching, slow running on the spot) 	<ul style="list-style-type: none"> <input type="checkbox"/> model following directions, rules, and routines regardless of distractions <input type="checkbox"/> give detailed reasons for the importance of safety rules and guidelines for avoiding putting self and others at risk when using equipment, in partner work, and in group activities <input type="checkbox"/> participate in a variety of warmup and cooldown exercises appropriate to specific physical activities (e.g., stretching, slow running on the spot) <input type="checkbox"/> anticipate and act on potentially unsafe situations

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, co-operative, accepting)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support and prompts, list at least one fair play behaviour for physical activity <input type="checkbox"/> may not be able to work co-operatively with a variety of peers <input type="checkbox"/> may occasionally make inappropriate comments 	<ul style="list-style-type: none"> <input type="checkbox"/> list at least one behaviour that supports fair play and being a “good sport” <input type="checkbox"/> with teacher support, give examples of positive ways to solve conflicts in physical activity situations <input type="checkbox"/> identify ways to co-operate during physical activity <input type="checkbox"/> with teacher support, recognize and accept individual differences in physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> list behaviours that promote fair play and being a “good sport” (e.g., respectful, honest, fair, thoughtful, co-operative, accepting) <input type="checkbox"/> describe how these behaviours look in a variety of activities (e.g., “I am being respectful and thoughtful of others in my group when I ...”) <input type="checkbox"/> give examples of positive ways to solve conflicts in physical activity situations (e.g., accepting the referee’s decision on disagreements over rules or scores, choosing teams in a neutral fashion, working through challenges in small groups) <input type="checkbox"/> describe ways to co-operate during physical activity (e.g., taking turns choosing the activity, working together during a team game) <input type="checkbox"/> recognize and accept individual differences in physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> list a variety of behaviours that promote fair play and being a “good sport” and demonstrate these behaviours in a variety of activities <input type="checkbox"/> give examples of a variety of positive ways to solve conflicts in physical activity situations <input type="checkbox"/> describe and demonstrate ways to co-operate during physical activity <input type="checkbox"/> model acceptance of and ways to address individual differences in physical activity

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C3 demonstrate leadership in selected physical activities

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher prompts, attempt to act in leadership roles 	<ul style="list-style-type: none"> <input type="checkbox"/> identify ways to act in leadership roles in physical activity <input type="checkbox"/> attempt to act in leadership roles <input type="checkbox"/> demonstrate confidence in selected physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> group leaders in selected physical activities (e.g., small group games, skill development exercises, activity centres) <input type="checkbox"/> demonstrate confidence in selected physical activities <input type="checkbox"/> independently take responsibility for selected leadership roles (e.g., putting away equipment, encouraging others of all ability levels) 	<ul style="list-style-type: none"> <input type="checkbox"/> act as peer coaches and group leaders in selected physical activities <input type="checkbox"/> consistently demonstrate confidence in physical activities <input type="checkbox"/> independently and regularly take responsibility for leadership roles



FULL-SCALE ACHIEVEMENT INDICATORS

Grade 5

GRADE 5

KEY ELEMENTS

Active Living	Movement Skills	Safety, Fair Play, and Leadership
<p>Knowledge</p> <ul style="list-style-type: none"> • physical and emotional benefits of regular participation in physical activity (e.g., confidence, energy, way to meet new friends, development of body systems) • components of fitness—muscular strength and endurance, cardiovascular endurance, flexibility) • relationship between nutrition and physical activity • personal physical activity goals <p>Participation</p> <ul style="list-style-type: none"> • daily participation in physical activity to develop components of fitness (e.g., muscular strength and endurance, cardiovascular endurance, flexibility) 	<ul style="list-style-type: none"> • phases of movement (ready position, movement, follow through) • manipulative movement skills to send an object in predictable settings • manipulative movement skills to receive an object while adjusting to speed and level • sequences of non-locomotor, locomotor, and manipulative movement skills 	<ul style="list-style-type: none"> • safe use of equipment and facilities to avoid putting self and others at risk • importance of warmup and cooldown activities • fair play in physical activity • leadership opportunities in physical activity (e.g., spotting, choosing teams fairly)

ACTIVE LIVING

Students learn about the benefits of physical activity for overall physical and emotional well-being, are introduced to the components of fitness developed through physical activity, learn how to set goals for physical activity, and have opportunities to participate daily in physical activity.

Knowledge

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>A1 describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)</p>			
SUGGESTED ACHIEVEMENT INDICATORS			
<p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt to identify benefits of regular participation in physical activity; answers may include some inaccuracies 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, list benefits of regular participation in physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe the personal physical health benefits of regular participation in physical activities based on their own experiences (e.g., strong arm and leg muscles, healthy heart, increased energy levels, increased flexibility) <input type="checkbox"/> list and describe the emotional health benefits of participation in physical activities based on their own experiences (e.g., making new friends, increased confidence) 	<ul style="list-style-type: none"> <input type="checkbox"/> make connections between benefits of regular participation in physical activity and their ability to positively impact their life (e.g., playing a team sport helps their ability to make new friends, feeling proud of themselves, knowing they are developing healthy choices)

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> definitions of <i>muscular strength and endurance, cardiovascular endurance, and flexibility</i> contain multiple inaccuracies <input type="checkbox"/> attempt to show how components of fitness are developed through physical activity but may be inaccurate 	<ul style="list-style-type: none"> <input type="checkbox"/> able to define <i>muscular strength and endurance, cardiovascular endurance, and flexibility</i>, but unable to show their inter-relationship for establishing fitness <input type="checkbox"/> with teacher support, demonstrate an understanding that components of fitness are developed through a variety of types of physical activities done with appropriate levels of frequency and intensity 	<ul style="list-style-type: none"> <input type="checkbox"/> define <i>muscular strength and endurance, cardiovascular endurance, and flexibility</i> as the inter-related factors that determine a person's physical fitness <input type="checkbox"/> demonstrate an understanding that components of fitness are developed through a variety of types of physical activities done with appropriate levels of frequency and intensity 	<ul style="list-style-type: none"> <input type="checkbox"/> define and describe <i>muscular strength and endurance, cardiovascular endurance, and flexibility</i> as the inter-related factors that determine a person's physical fitness <input type="checkbox"/> give examples to demonstrate understanding of how components of fitness are developed through a variety of types of physical activities done with appropriate levels of frequency and intensity

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A3 analyse the relationship between nutrition and physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher support, describe selected nutritional considerations for physical activity	<input type="checkbox"/> describe selected nutritional considerations for physical activity	<input type="checkbox"/> based on research and class activities, analyse the relationship between water and food intake, and physical activity (e.g., adequate amount of water, variety of foods for energy and for bone and muscle development)	<input type="checkbox"/> based on independent research and class activities, describe in detail the relationship between water and food intake, and physical activity

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A4 set a personal goal for physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> attempt to set a personal activity goal; goal might not be realistic or appropriate	<input type="checkbox"/> with teacher support, set a realistic and appropriate personal goal for physical activity	<input type="checkbox"/> set a realistic and appropriate personal goal for physical activity (e.g., improving a specific skill, increasing participation, trying a new activity) <input type="checkbox"/> relate their physical activity goals to nutritional choices (e.g., ensuring an appropriate balance between activity and food intake to support their goals)	<input type="checkbox"/> set two or more realistic and appropriate personal goals for physical activity <input type="checkbox"/> describe in detail how their physical activity goals relate to their nutritional choices

Participation

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility</p>			
SUGGESTED ACHIEVEMENT INDICATORS			
<p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in physical activity of minimal intensity <input type="checkbox"/> use frequent rest intervals while engaging in physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in moderate physical activity <input type="checkbox"/> use frequent rest intervals while engaging in moderate physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity resulting in physiological changes such as increased heart and breathing rate and feeling warm <input type="checkbox"/> participate continuously in moderate to vigorous physical activities, allowing for short rest periods as appropriate to the individual students <input type="checkbox"/> with teacher support, select and participate in physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility (e.g., weight training, swimming laps, pilates) 	<ul style="list-style-type: none"> <input type="checkbox"/> independently participate in teacher-led physical activities more than five times a week <input type="checkbox"/> independently participate in vigorous physical activity demonstrating physiological changes <input type="checkbox"/> consistently participate in moderate to vigorous physical activities continuously for extended periods of time <input type="checkbox"/> independently select and participate in teacher-led physical activities that develop muscular strength and endurance, cardiovascular endurance, and flexibility

MOVEMENT SKILLS

Students demonstrate a variety of non-locomotor, locomotor, and manipulative movement skills through participation in specific activities within each of the five activity categories:

- alternative-environment activities (e.g., rock climbing, paddling, diving)
- dance (e.g., hip-hop, line dance, square dance)
- games (e.g., ultimate, lacrosse, softball)
- gymnastics (e.g., balance beam, mini-trampoline)
- individual and dual activities (e.g., high jump, long jump, footbag, power-walking)

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
B1 demonstrate preparation (ready position), movement, and follow-through phases of a selected activity			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher support, demonstrate one phase of physical activity	<input type="checkbox"/> demonstrate two phases of physical activity	<input type="checkbox"/> demonstrate the preparation (ready position), movement, and follow-through phases for a selected physical activity, such as throwing, kicking, catching, or jumping	<input type="checkbox"/> consistently demonstrate the preparation (ready position), movement, and follow-through phases for a variety of different physical activities <input type="checkbox"/> apply knowledge of phases for known physical activities to new situations

Note: The prescribed learning outcomes for grade 5 provide opportunities for students to build on the foundation of movement skills acquired at Kindergarten to grade 4, and to develop them further and apply them in new contexts. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B2 demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique, achieving occasional contact with object 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique with teacher prompts, or maintain technique inconsistently <input type="checkbox"/> achieve contact with object at least 50% of the time 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain technique while kicking, striking, or throwing objects varying distances in predictable settings, demonstrating an understanding of force, direction, and levels (e.g., adjusting force while kicking a soccer ball, adjusting level while striking a table-tennis ball with a racquet, changing direction to throw a softball) <input type="checkbox"/> achieve regular contact with object <input type="checkbox"/> attempt striking and throwing with either hand; attempt kicking with either foot 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently send object with either hand or foot, demonstrating accuracy and distance in a variety of predictable and unpredictable settings

Note: The prescribed learning outcomes for grade 5 provide opportunities for students to build on the foundation of movement skills acquired at Kindergarten to grade 4, and to develop them further and apply them in new contexts. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B3 demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with considerable teacher direction and support, attempt proper technique to receive an object; may be unable to select the most successful method to intercept most of the time <input type="checkbox"/> may be unable to receive objects at varying speeds and levels 	<ul style="list-style-type: none"> <input type="checkbox"/> with support, demonstrate technique to adjust speed, force, or level, to receive objects <input type="checkbox"/> successfully receive objects some of the time at varying speeds and different levels 	<ul style="list-style-type: none"> <input type="checkbox"/> adjust level to catch object (e.g., jump to catch, crouch to catch) in a variety of situations, such as <ul style="list-style-type: none"> - against a wall (e.g., handball) - alone (e.g., juggling scarves) - with a stationary partner (e.g., basketball drills) - with a moving partner (e.g., ultimate) <input type="checkbox"/> adjust speed or force to receive object (e.g., run to meet and catch with hands or trap with feet, catch a ball with a scoop to absorb a force) <input type="checkbox"/> attempt receiving objects with either hand or foot 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently adjust speed, force, level, pathway, and direction to receive objects at varying speeds and different levels <input type="checkbox"/> consistently use either hand or foot to receive objects with accuracy

Note: The prescribed learning outcomes for grade 5 provide opportunities for students to build on the foundation of movement skills acquired at Kindergarten to grade 4, and to develop them further and apply them in new contexts. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B4 create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt to create structured movement sequences <input type="checkbox"/> sequences may be unstructured or unrepeatable (e.g., due to inappropriate selection of movements) 	<ul style="list-style-type: none"> <input type="checkbox"/> based on teacher or peer modelling, create sequences of known movement skills in ABA, ABBA, and ABC structures in a selected activity category <input type="checkbox"/> incorporate at least one change in direction, level, or pathway 	<ul style="list-style-type: none"> <input type="checkbox"/> create sequences of known movement skills in ABA, ABBA, and ABC structures in a variety of activity categories (e.g., hip-hop, bench or floor gymnastic routines, martial arts, aerobics, basketball or volleyball sequences) <input type="checkbox"/> combine non-locomotor, locomotor, and manipulative movement skills to create repeatable sequences with a beginning, middle, and end <input type="checkbox"/> create movement sequences using a variety of directions, levels, and pathways (e.g., straight, curved, zigzag) <input type="checkbox"/> create movement sequences for partner and group work <input type="checkbox"/> repeat their movement sequences and refine as appropriate <input type="checkbox"/> use appropriate vocabulary to describe movement and movement sequences (e.g., non-locomotor, locomotor, manipulative, pathway, level) 	<ul style="list-style-type: none"> <input type="checkbox"/> incorporate non-locomotor, locomotor, and manipulative movements at various directions, levels, and pathways <input type="checkbox"/> combine manipulative movements with fluid transition <input type="checkbox"/> teach their movement sequences to others

Note: The prescribed learning outcomes for grade 5 provide opportunities for students to build on the foundation of movement skills acquired at Kindergarten to grade 4, and to develop them further and apply them in new contexts. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

SAFETY, FAIR PLAY, AND LEADERSHIP

Students learn, demonstrate, and model (as applicable) safety, fair play, and leadership skills in all aspects of physical activity.

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> may require frequent teacher support to follow directions, rules, and routines for safe use of equipment and facilities <input type="checkbox"/> with teacher or peer support, list appropriate attire for selected physical activities <input type="checkbox"/> may go beyond own safe participation level or encourage others to do so 	<ul style="list-style-type: none"> <input type="checkbox"/> follow directions, rules, and routines for safe use of equipment and facilities <input type="checkbox"/> list appropriate attire for selected physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> follow directions, rules, and routines for safe use of equipment and facilities (e.g., choosing appropriate equipment, safe methods of entering and exiting the activity; safe use of implements, appropriate supervision and spotting as applicable) <input type="checkbox"/> describe appropriate attire for a variety of physical activities (e.g., secure and non-slip footwear for activities involving running, no loose hair or jewellery, warm clothing for outdoor winter activities, sun protection) <input type="checkbox"/> demonstrate an awareness of their own abilities for safe participation in physical activity (e.g., cardiovascular endurance, skill level for specific activities, confidence) 	<ul style="list-style-type: none"> <input type="checkbox"/> model following directions, rules, and routines for safe use of equipment and facilities <input type="checkbox"/> model appropriate attire for a variety of physical activities <input type="checkbox"/> consistently take into consideration their own and others' abilities for safe participation in physical activity

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
C2 describe the importance of warmup and cooldown routines for specific activities (e.g., safety, efficiency, focus)			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with direct assistance, name one warmup or one cooldown activity 	<ul style="list-style-type: none"> <input type="checkbox"/> list a minimum of one warmup and one cooldown activity <input type="checkbox"/> may confuse the definitions of warmup and cooldown <input type="checkbox"/> with teacher support, suggest specific warmup or cooldown routines for selected physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe the importance of warmup and cooldown activities (e.g., warmup—for physical safety, to improve efficiency of movement, to focus on the task at hand; cooldown—to return heart and breathing to resting rate, to help re-focus on next activity) <input type="checkbox"/> recognize that proper warmup activities (e.g., light aerobic activity, stretching exercises) prepare muscles for vigorous activities and increase blood circulation and elasticity of muscles and ligaments) 	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe the importance of warmup and cooldown activities, giving examples related to specific activities <input type="checkbox"/> independently lead an appropriate warmup or cooldown activity <input type="checkbox"/> describe consequences of not doing appropriate warmup (e.g., muscle and ligament injury)

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
C3 demonstrate fair play in physical activity			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt to work co-operatively with a variety of peers <input type="checkbox"/> may occasionally make inappropriate comments <input type="checkbox"/> may be unable to follow the leadership of peers 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher or peer support, identify role models who demonstrate fair play in physical activity <input type="checkbox"/> with teacher or peer support, demonstrate fair play for selected activities 	<ul style="list-style-type: none"> <input type="checkbox"/> identify role models who demonstrate fair play in physical activity (e.g., other students in the school, family members, community athletes, Olympic athletes) <input type="checkbox"/> consistently demonstrate fair play for various activities (e.g., adjusting activities to be inclusive of all participants, allowing everyone to have a chance at the activity, accepting outcomes graciously) 	<ul style="list-style-type: none"> <input type="checkbox"/> assess the fair play behaviours of role models, and give examples of how to apply those behaviours <input type="checkbox"/> independently model fair play in a variety of physical activities

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C4 demonstrate leadership in physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> may experience unsuccessful attempts to provide leadership for others <input type="checkbox"/> may be reluctant to contribute ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> with prompts, assist peers in safe participation in selected physical activities <input type="checkbox"/> lead others in following directions, rules, and routines for familiar activities in a variety of settings <input type="checkbox"/> suggest appropriate ways of selecting partners or teams 	<ul style="list-style-type: none"> <input type="checkbox"/> assist peers in safe participation in selected physical activities (e.g., spotting) <input type="checkbox"/> with teacher or peer support, lead a warmup or cooldown routine <input type="checkbox"/> model and lead others in following directions, rules, and routines for familiar activities in a variety of settings <input type="checkbox"/> demonstrate leadership in selecting partners or teams fairly and appropriately (e.g., numbering off, rotating) <input type="checkbox"/> demonstrate routines and skills in partners or small groups 	<ul style="list-style-type: none"> <input type="checkbox"/> model safe participation in selected physical activities <input type="checkbox"/> independently lead a skill demonstration or routine <input type="checkbox"/> model and lead others in following directions, rules, and routines for familiar activities in a variety of familiar and unfamiliar settings <input type="checkbox"/> model fairness and leadership in selecting partners or teams fairly and appropriately <input type="checkbox"/> independently demonstrate routines and skills in partners or small groups



FULL-SCALE ACHIEVEMENT INDICATORS

Grade 6

GRADE 6

KEY ELEMENTS

Active Living	Movement Skills	Safety, Fair Play, and Leadership
<p>Knowledge</p> <ul style="list-style-type: none"> personal physical and emotional benefits of regular participation in physical activity physical relationship between components of fitness (e.g., muscular strength and endurance, cardiovascular endurance, flexibility) and regular participation in physical activity nutritional considerations for physical activity monitoring personal exertion in physical activity personal goals for an physically active lifestyle <p>Participation</p> <ul style="list-style-type: none"> daily participation in physical activity to develop components of fitness (e.g., muscular strength and endurance, cardiovascular endurance, flexibility) 	<ul style="list-style-type: none"> practising a variety of non-locomotor, locomotor, and manipulative movement skills offensive and defensive strategies manipulative movement skills including send and receive a variety of objects in predictable settings combining learned non-locomotor, locomotor, and manipulative movement skills to create new challenges and games 	<ul style="list-style-type: none"> safe procedures for specific physical activities (e.g., appropriate attire for the activity, safe use of equipment, appropriate warmup and cooldown) modelling fair play respecting individual differences and abilities during physical activity

ACTIVE LIVING

Students learn the information they need for healthy and effective physical activity (e.g., relationship between nutrition and physical activity, how to monitor own exertion rates), learn how to develop specific components of fitness, and have opportunities to participate daily in physical activity related to their fitness goals.

Knowledge

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>A1 relate personal physical and emotional health benefits of regular participation to physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)</p>			
SUGGESTED ACHIEVEMENT INDICATORS			
<p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<p><input type="checkbox"/> with teacher support, identify at least one physical or emotional health benefit of regular participation in physical activity</p>	<p><input type="checkbox"/> list two or more personal physical and/or emotional health benefits of regular participation in physical activity</p>	<p><input type="checkbox"/> assess a variety of personal physical health benefits related to specific components of fitness including</p> <ul style="list-style-type: none"> - muscular strength and endurance (e.g., I can lift and carry things by myself) - cardiovascular endurance (e.g., I have a stronger heart, I can do things longer without getting tired) - flexibility (e.g., I can touch my toes) <p><input type="checkbox"/> assess a variety of personal emotional health benefits resulting from participating in physical activity (e.g., stress management, feeling good about self, sharing interests with friends and family)</p>	<p><input type="checkbox"/> explain how regular participation in physical activity impacts their own quality of life, giving examples related to specific components of fitness</p> <p><input type="checkbox"/> assess and draw connections between personal physical and emotional health benefits derived from participating in physical activity</p>

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, list and describe the components of fitness—muscular strength and endurance, cardiovascular endurance, and flexibility 	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe the components of fitness—muscular strength and endurance, cardiovascular endurance, and flexibility 	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe the components of fitness—muscular strength and endurance, cardiovascular endurance, and flexibility <input type="checkbox"/> make connections between specific physical activities and their ability to help develop muscular strength and endurance, cardiovascular endurance, and flexibility (e.g., hiking increases endurance and strength, gymnastics increases flexibility and strength) 	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe in detail the components of fitness—muscular strength and endurance, cardiovascular endurance, and flexibility <input type="checkbox"/> explain the importance of the relationship of each of the components of fitness to personal health

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A3 analyse nutritional considerations for physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, describe selected nutritional considerations for physical activity <input type="checkbox"/> keep a log of nutritional intake and physical activity but with frequent errors and inconsistencies; may be unable to identify the relationship between the two 	<ul style="list-style-type: none"> <input type="checkbox"/> describe selected nutritional considerations for physical activity <input type="checkbox"/> keep a log of nutritional intake and physical activity but may include some inconsistencies; require teacher support to identify the relationship between the two 	<ul style="list-style-type: none"> <input type="checkbox"/> based on research and class activities, analyse the relationship between physical activity and water and food intake (e.g., adequate amount of water, variety of foods for energy and for bone and muscle development) <input type="checkbox"/> keep a log (e.g., for a week) of their nutritional intake and physical activity, and assess the relationship between the two 	<ul style="list-style-type: none"> <input type="checkbox"/> based on independent research and class activities, describe in detail the relationship between physical activity and water and food intake <input type="checkbox"/> keep a detailed, annotated log of their nutritional intake and physical activity, and assess the relationship between the two

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempts to perform beyond own safe exertion rate, or encourage others to do so 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, identify the importance of knowing and respecting own abilities and limits for physical exertion <input type="checkbox"/> may attempt to perform beyond own safe exertion rate, or encourage others to do so 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the importance of knowing and respecting own abilities and limits for physical exertion <input type="checkbox"/> with teacher support, monitor own heart rate in relation to target heart rates zones <input type="checkbox"/> demonstrate an understanding of safe exertion rates for self and others 	<ul style="list-style-type: none"> <input type="checkbox"/> assess the importance of knowing and respecting own abilities and limits for physical exertion <input type="checkbox"/> independently monitor own heart rate in relation to target heart rate zones <input type="checkbox"/> demonstrate leadership in establishing safe exertion rates for self and others

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A5 set personal goals for attaining and maintaining a physically active lifestyle

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, attempt to set goals for attaining and maintaining a physically active lifestyle 	<ul style="list-style-type: none"> <input type="checkbox"/> set specific goals for attaining and maintaining a physically active lifestyle <input type="checkbox"/> with teacher support, identify strategies for achieving their goals 	<ul style="list-style-type: none"> <input type="checkbox"/> describe factors that affect personal preferences for specific physical activities (e.g., enjoyment, availability, personal ability, indoor vs. outdoor activities) <input type="checkbox"/> set specific, achievable, and timely personal goals for attaining and maintaining a physically active lifestyle (e.g., choosing active transportation options, joining a sports team, trying a new recreational activity) <input type="checkbox"/> identify strategies for achieving their goals (e.g., consideration of frequency, intensity, time, and type of activity; selecting activities that are fun and accessible; choosing activities in an enjoyable environment) 	<ul style="list-style-type: none"> <input type="checkbox"/> assess the influences on their own and others' choices of physical activity <input type="checkbox"/> set specific, achievable, and timely personal goals for attaining and maintaining a physically active lifestyle <input type="checkbox"/> identify and implement strategies for achieving their goals <input type="checkbox"/> encourage others in meeting their physical activity goals

Participation

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in physical activity of minimal intensity <input type="checkbox"/> use frequent rest intervals while engaging in physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in moderate physical activity <input type="checkbox"/> use frequent rest intervals while engaging in moderate physical activities <input type="checkbox"/> with teacher support, participate in physical activities that develop specific components of fitness 	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity resulting in increased heart and breathing rate <input type="checkbox"/> participate continuously in moderate to vigorous physical activities, allowing for short recovery periods as appropriate to the individual student <input type="checkbox"/> with teacher support, select and participate in physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility 	<ul style="list-style-type: none"> <input type="checkbox"/> independently participate in teacher-led physical activities more than five times a week <input type="checkbox"/> independently participate in vigorous physical activity resulting in increased heart and breathing rate <input type="checkbox"/> consistently participate in moderate to vigorous physical activities continuously for extended periods of time <input type="checkbox"/> independently select and participate in physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

MOVEMENT SKILLS

Students demonstrate a variety of non-locomotor, locomotor, and manipulative movement skills through participation in specific activities within each of the five activity categories:

- alternative-environment activities (e.g., rock climbing, paddling, diving)
- dance (e.g., hip-hop, line dance, square dance)
- games (e.g., ultimate, lacrosse, softball)
- gymnastics (e.g., balance beam, mini-trampoline)
- individual and dual activities (e.g., high jump, long jump, footbag, power-walking)

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve</p>			
SUGGESTED ACHIEVEMENT INDICATORS			
<p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt to detect errors in own movement skills; may be unable to make a fair assessment of own abilities 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher reinforcement, detect and analyse errors in non-locomotor, locomotor, and manipulative movement skills <input type="checkbox"/> with teacher support, practise specific non-locomotor, locomotor, and manipulative movement skills over a period of time to improve performance 	<ul style="list-style-type: none"> <input type="checkbox"/> detect and analyse errors in non-locomotor, locomotor, and manipulative movement skills <input type="checkbox"/> work independently or with a partner to practise specific non-locomotor, locomotor, and manipulative movement skills over a period of time to improve performance 	<ul style="list-style-type: none"> <input type="checkbox"/> set and carry out goals to develop performance of specific movement skills (e.g., run faster, jump higher, strike a ball with increased distance and accuracy) <input type="checkbox"/> assist and coach others in practising and improving specific non-locomotor, locomotor, and manipulative movement skills

Note: The prescribed learning outcomes for grade 6 provide opportunities for students to build on the foundation of movement skills acquired at Kindergarten to grade 4, and to develop them further and apply them in new contexts. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B2 demonstrate offensive and defensive strategies in a variety of activity categories

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with considerable teacher support, attempt offensive and defensive strategies; may be unable to demonstrate more than one type of strategy	<input type="checkbox"/> attempt offensive and defensive strategies; may be unable to select the most appropriate strategy for the activity	<input type="checkbox"/> demonstrate an awareness of offensive and defensive strategies that can be used in a variety of activities (e.g., “give and go,” checking, moving into open space to receive a pass, working toward goal or target, positioning) <input type="checkbox"/> demonstrate offensive and defensive strategies in a variety of specific activities in a variety of activity categories, such as <ul style="list-style-type: none"> - rotation in volleyball - soccer, hockey, and basketball positions - martial arts (e.g., judo, karate, tai chi) - wrestling - schoolyard games (e.g., tag) 	<input type="checkbox"/> apply familiar offensive and defensive strategies to activities that are new to them

Note: The prescribed learning outcomes for grade 6 provide opportunities for students to build on the foundation of movement skills acquired at Kindergarten to grade 4, and to develop them further and apply them in new contexts. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B3 demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for sending and receiving objects with or without an implement in predictable settings 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently 	<ul style="list-style-type: none"> <input type="checkbox"/> send an object to a partner, to a target, or over or into a net, selecting appropriate technique for a serve, throw, or pass (e.g., a volleyball overhand serve, backhand flying disk throw, badminton underhand serve, basketball chest pass) <input type="checkbox"/> pass with control and accuracy so that the receiving person can receive it accurately (or so the opponent can't) <input type="checkbox"/> maintain technique while using an implement (e.g., tennis, badminton, or squash racquet; hockey stick; golf club; baseball or cricket bat) to strike an object in predictable settings such as against a wall or in partner and small group skill practices <input type="checkbox"/> attempt passes and strikes with either hand; attempt kicks with either foot 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain proper technique while using an implement (racquet, stick, bat) to strike an object in both predictable and unpredictable settings <input type="checkbox"/> consistently use either hand or foot to pass, kick, or strike an object

Note: The prescribed learning outcomes for grade 6 provide opportunities for students to build on the foundation of movement skills acquired at Kindergarten to grade 4, and to develop them further and apply them in new contexts. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B4 apply a combination of learned skills to create original sequences, drills, challenges, or games

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> follow peer or teacher modelling to combine movements 	<ul style="list-style-type: none"> <input type="checkbox"/> create movement sequences using at least two types of movement (non-locomotor, locomotor, or manipulative) <input type="checkbox"/> create movement sequences demonstrating at least one change in level, pathway, plane, or direction 	<ul style="list-style-type: none"> <input type="checkbox"/> combine non-locomotor, locomotor, and manipulative movements (e.g., roll-stand-jump; swing-slide-turn; walk-jump-swing) <input type="checkbox"/> demonstrate rhythmic steps, positions, and patterns in structured sequences (e.g., aerobics, jump rope, creative dance, folk dance, rhythmic gymnastics, gymnastic apparatus routines) <input type="checkbox"/> design and perform movement sequences that show contrast in levels, planes, pathways, and directions (e.g., gymnastic floor exercise routine, synchronized skating) <input type="checkbox"/> modify the rules of an existing game, drill, or challenge to create a new one (e.g., create new games by changing equipment, create bicycle skills challenges) 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate creativity and originality in combining non-locomotor, locomotor, and manipulative movements <input type="checkbox"/> create and teach to others a new one drill, challenge, or game

Note: The prescribed learning outcomes for grade 6 provide opportunities for students to build on the foundation of movement skills acquired at Kindergarten to grade 4, and to develop them further and apply them in new contexts. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

SAFETY, FAIR PLAY, AND LEADERSHIP

Students learn, demonstrate, and model (as applicable) safety, fair play, and leadership skills in all aspects of physical activity.

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warmup and cooldown appropriate to the activity)			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt to follow directions, rules, and routines for physical activities; may do so inconsistently <input type="checkbox"/> may demonstrate behaviour that poses a safety risk for other students <input type="checkbox"/> with teacher support, identify one appropriate warmup or cooldown routine 	<ul style="list-style-type: none"> <input type="checkbox"/> with occasional reminders, follow directions, rules, and routines for physical activities <input type="checkbox"/> with teacher support, describe the importance of wearing appropriate attire for the specific physical activity <input type="checkbox"/> identify one appropriate warmup or cooldown routine that appropriately corresponds with a specific physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently follow directions, rules, and routines for physical activities in a variety of specific settings (e.g., classroom, gym, outside, rink, pool, track; individual, partners, team) <input type="checkbox"/> attempt skills in appropriate progression to avoid putting self and others at risk (e.g., support body weight on hands before attempting handstand and cartwheel, use buddy system during physical activities outside the school environment, know own and team-mates' abilities) <input type="checkbox"/> describe the importance of wearing appropriate attire for the specific physical activity (e.g., safety, comfort, ease of movement) <input type="checkbox"/> consistently participate in warmup and cooldown routines appropriate for specific physical activities (e.g., to warm up the specific muscles used for the activity) 	<ul style="list-style-type: none"> <input type="checkbox"/> independently model following directions, rules, and routines for physical activities in a variety of settings <input type="checkbox"/> consistently demonstrate skills in appropriate progression to avoid putting self and others at risk <input type="checkbox"/> describe in detail the importance of wearing appropriate attire for the specific physical activity <input type="checkbox"/> independently and consistently participate in warmup and cooldown routines appropriate for specific physical activities

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C2 model fair play when participating in physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt to solve problems and conflicts during physical activity but experience difficulties in doing so <input type="checkbox"/> may demonstrate inappropriate emotional responses during physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, demonstrate respectful behaviour in pair and team activities <input type="checkbox"/> with teacher support, demonstrate respect and co-operation when following the leadership of other students in small group and whole class activities 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate respectful behaviour in pair and team activities <input type="checkbox"/> suggest rule changes to improve fairness of a game or activity <input type="checkbox"/> demonstrate respect and co-operation when following the leadership of other students in small group and whole class activities <input type="checkbox"/> recognize physical activity situations that may cause inappropriate emotional responses (e.g., name-calling, being reprimanded, unsuccessful results), and describe strategies to control or avoid these situations (e.g., take a time out, participate in a diversion activity, use positive self-talk) 	<ul style="list-style-type: none"> <input type="checkbox"/> model respectful behaviour in pair and team activities <input type="checkbox"/> take initiative to invite peers to join their physical activity group <input type="checkbox"/> model respect and co-operation when following the leadership of other students in small group and whole class activities <input type="checkbox"/> consistently demonstrate appropriate emotional responses in physical activity

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C3 demonstrate leadership in respecting individual differences and abilities during physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt to demonstrate any behaviours of encouragement or support for others <input type="checkbox"/> may make inappropriate comments about own or others' ability levels 	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, recognize and demonstrate respect for individual differences in skill development and ability <input type="checkbox"/> demonstrate selected behaviours of encouraging and promoting respect for individual differences 	<ul style="list-style-type: none"> <input type="checkbox"/> recognize and demonstrate respect for individual differences in skill development and ability <input type="checkbox"/> demonstrate leadership behaviours in encouraging and promoting respect for individual differences (e.g., positive feedback, ensuring everyone has an opportunity to participate, standing up to those who criticize, offering encouragement to peers acting in leadership roles) 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate leadership in recognizing, respecting, and accommodating differences in skill development and ability <input type="checkbox"/> consistently demonstrate leadership behaviours in encouraging and promoting respect for individual differences <input type="checkbox"/> assist other students in taking on leadership roles



FULL-SCALE ACHIEVEMENT INDICATORS

Grade 7

GRADE 7

KEY ELEMENTS

Active Living	Movement Skills	Safety, Fair Play, and Leadership
<p>Knowledge</p> <ul style="list-style-type: none"> • effects of regular participation in physical activity on quality of life (e.g., stress reduction, disease reduction, increased emotional health) • personal nutritional choices to support physically active lifestyle • assessing own heart rate • plan for meeting physical activity goals <p>Participation</p> <ul style="list-style-type: none"> • daily participation in physical activity to support personal goals 	<ul style="list-style-type: none"> • using learned non-locomotor, locomotor, and manipulative movement skills to new activities • manipulative movement skills including send and receive a variety of objects with accuracy, distance, and control in predictable and unpredictable settings • sequences of non-locomotor, locomotor, and manipulative movement skills 	<ul style="list-style-type: none"> • safe procedures for specific physical activities • modelling fair play in all physical activities • contributing to a positive climate for physical activity

ACTIVE LIVING

Students learn about the relationship between and physical activity and quality of life, and have opportunities to participate daily in physical activity related to their physical activity goals.

Knowledge

PRESCRIBED LEARNING OUTCOME			
<p><i>It is expected that students will:</i></p> <p>A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)</p>			
SUGGESTED ACHIEVEMENT INDICATORS			
<p><i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i></p>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, identify one or more positive effects of regular participation in a variety of types of physical activities on quality of life 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe one or more positive effects of regular participation in a variety of types of physical activities on quality of life 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the positive effects on emotional well-being of regular participation in a variety of types of physical activity (e.g., stress reduction, social interaction, enjoyment) <input type="checkbox"/> describe the positive effects on physical well-being of regular participation in a variety of types of physical activity (e.g., increased energy level, improved ability to focus and concentrate, healthy heart) <input type="checkbox"/> list diseases that physical activity can help to prevent (e.g., heart disease, diabetes, osteoporosis) <input type="checkbox"/> assess the relationship between physical well-being, emotional well-being, and quality of life 	<ul style="list-style-type: none"> <input type="checkbox"/> describe, with supporting information, specific examples of the positive effects on emotional and physical well-being of regular participation in a variety of types of physical activity <input type="checkbox"/> assess the relationship between physical well-being, emotional well-being, and quality of life <input type="checkbox"/> list and describe specific examples of the relationship between disease prevention and regular physical activity

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A2 analyse the relationship between personal nutrition choices and participation in physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with teacher support, identify one strength and one weakness in their own nutritional habits and how these could affect their overall health	<input type="checkbox"/> identify a range of strengths and weaknesses in their own nutritional habits and how that could affect their overall health	<input type="checkbox"/> conduct a self-assessment of the extent to which they practise nutritional choices that contribute to overall health, responding to questions such as <ul style="list-style-type: none"> - Do I drink enough water to support my physical activity? - Am I eating the right foods to provide adequate energy for physical activity? - Am I eating at the right times of day in relation to physical activity? 	<input type="checkbox"/> independently assess strengths and weaknesses in their own nutritional habits and how that could affect their ability and participation levels in physical activity <input type="checkbox"/> adjust their nutritional plans based on self-assessment

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A3 assess their heart rate during physical activity in relation to target heart rate zones

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with direct assistance, calculate heart rate before and after physical activity to determine their own target heart rate zone	<input type="checkbox"/> with prompts, state the importance of heart rate monitoring in relation to personal training <input type="checkbox"/> with prompts, calculate heart rate before, during, and after physical activity to determine their own target heart rate zone	<input type="checkbox"/> referring to a chart or poster, demonstrate an understanding of target heart rate zones <input type="checkbox"/> define the term aerobic activity, and explain how it contributes to cardiovascular health <input type="checkbox"/> compare own heart rate before, during, and after aerobic activity to general target heart rate zones	<input type="checkbox"/> consistently use heart rate monitoring to assess their cardiovascular endurance <input type="checkbox"/> incorporate heart rate monitoring into their personal fitness goals and plan

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

A4 design a plan for achieving physical activity goals

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with frequent teacher or peer support, keep written log of their physical activity <input type="checkbox"/> may be unable to relate their participation on physical activity to their personal goals 	<ul style="list-style-type: none"> <input type="checkbox"/> keep written log of their physical activity <input type="checkbox"/> relate their participation in physical activity to their personal goals 	<ul style="list-style-type: none"> <input type="checkbox"/> design a plan for achieving their goals, including steps such as the following: <ul style="list-style-type: none"> - identify and discuss factors that should be considered when creating a personal physical activity plan (e.g., frequency of activity; length of time participating in activity; including a variety of types of a activities that help to build muscular strength and endurance, cardiovascular endurance, and flexibility; choosing physical activities with consideration for enjoyment, availability, and personal ability) - set specific, measurable, and timely goals for physical activity - keep detailed written log of their physical activity (e.g., on paper, electronic), including time, intensity, and type of each activity - monitor their progress periodically (e.g., Is my physical activity frequent enough? Hard enough? Long enough? Am I including enough variety? What social and emotional results am I experiencing?) 	<ul style="list-style-type: none"> <input type="checkbox"/> design a detailed, well-thought-out plan for achieving their physical activity goals <input type="checkbox"/> give reasons for the physical activity goals they have set <input type="checkbox"/> keep detailed written log of their physical activity, including <ul style="list-style-type: none"> - time, duration, and intensity - matching type of activity to components of fitness (e.g., strength, endurance, flexibility, agility, speed) - matching activity to personal physical activity goals

Participation

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in physical activity of minimal intensity <input type="checkbox"/> use frequent rest intervals while participating in physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in teacher-led physical activities <input type="checkbox"/> participate in moderate physical activity <input type="checkbox"/> use occasional rest intervals while participating in moderate physical activities <input type="checkbox"/> participate in, with prompts, physical activities that develop selected components of fitness 	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity resulting in physiological changes such as increased heart and breathing rate, feeling warm, and perspiration <input type="checkbox"/> participate continuously in moderate to vigorous physical activities <input type="checkbox"/> participate in physical activities that develop the components of fitness in relation to their goals (e.g., muscular strength and endurance, cardiovascular endurance, and flexibility) 	<ul style="list-style-type: none"> <input type="checkbox"/> independently participate in teacher-led physical activities more than five times a week <input type="checkbox"/> independently participate in vigorous physical activity demonstrating physiological changes (e.g., increased heart and breathing rate, feeling warm) <input type="checkbox"/> independently participate in moderate to vigorous physical activities continuously for extended periods of time <input type="checkbox"/> independently select and participate in physical activities that develop the components of fitness <input type="checkbox"/> demonstrate perseverance when engaging in physical activity

MOVEMENT SKILLS

Students demonstrate a variety of non-locomotor, locomotor, and manipulative movement skills through participation in specific activities within each of the five activity categories:

- alternative-environment activities (e.g., rock climbing, paddling, diving)
- dance (e.g., hip-hop, line dance, square dance)
- games (e.g., ultimate, lacrosse, softball)
- gymnastics (e.g., balance beam, mini-trampoline)
- individual and dual activities (e.g., high jump, long jump, footbag, power-walking)

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
B1 apply learned movement skills in new and unfamiliar physical activities			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> attempt but may be unable to apply learned skills in new and unfamiliar activities	<input type="checkbox"/> with teacher or peer reinforcement apply learned skills in new and unfamiliar activities	<input type="checkbox"/> identify a range of basic movement skills that can be used in a variety of activities (e.g., striking skills used in pickleball, baseball, hockey, golf, tennis; serving used in badminton, tennis, volleyball, table tennis) <input type="checkbox"/> apply learned skills in new and unfamiliar activities	<input type="checkbox"/> describe and demonstrate a range of basic movement skills that can be used in a variety of activities <input type="checkbox"/> model ways of adjusting learned skills to apply in new and unfamiliar activities

Note: The prescribed learning outcomes for grade 7 provide opportunities for students to build on the foundation of movement skills acquired at Kindergarten to grade 4, and to develop them further and apply them in new contexts. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for sending and receiving objects in unpredictable settings 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an understanding of how concepts such as angle of projection, gravity, and speed affect control, distance, and accuracy when sending and receiving objects (e.g., hockey, badminton, archery, curling) <input type="checkbox"/> maintain technique while kicking, striking, throwing, or receiving objects varying distances in unpredictable settings (e.g., 2 on 2, 3 on 3, 4 on 4, moving partner, moving target) <ul style="list-style-type: none"> - while travelling - alone and/or with others - with or without obstacles - with or without an implement (e.g., bat, racquet) <input type="checkbox"/> select from varying methods of passing and receiving appropriate to the situation (e.g., passing—chest pass, bounce pass, two-hand overhead pass, one-hand overhead pass; receiving—one hand, two hands, overhead, trapping, moving into position to receive) <input type="checkbox"/> demonstrate offensive and defensive strategies in passing an object with control and accuracy (e.g., “give and go” in activities such as field hockey, basketball, soccer, lacrosse; checking; moving into open space to receive a pass; working toward goal or target; positioning) 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate kicking technique with either foot with accuracy, distance, and control in unpredictable settings <input type="checkbox"/> use tracking to anticipate changes in direction, speed, and location of object <input type="checkbox"/> independently select and apply appropriate offensive and defensive strategies to passing and receiving objects with control and accuracy <input type="checkbox"/> demonstrate three or more different passing techniques with control and accuracy (e.g., chest pass, bounce pass, two-hand overhead pass, one-hand overhead pass)

Note: The prescribed learning outcomes for grade 7 provide opportunities for students to build on the foundation of movement skills acquired at Kindergarten to grade 4, and to develop them further and apply them in new contexts. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> follow peer or teacher direction to combine movements <input type="checkbox"/> with teacher support, attempt to incorporate qualities of movement 	<ul style="list-style-type: none"> <input type="checkbox"/> combine locomotor movements <input type="checkbox"/> combine non-locomotor movements <input type="checkbox"/> combine manipulative movements <input type="checkbox"/> demonstrate some qualities of movement (speed, force, flow) in movement sequences 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate qualities of movement (speed, force, flow) when creating and performing partner or group sequences, such as <ul style="list-style-type: none"> - dance or gymnastic sequences (e.g., incorporating rolls, turns, mounts and dismounts, balancing) - canoe paddling/pulling sequences (e.g., adjusting force and speed to create turns and directional changes) - follow through in racquet games <input type="checkbox"/> demonstrate flow and smooth transitions between movements in sequence (e.g., skating, interpretive dance, swimming strokes, skiing, paddling, martial arts, juggling while travelling) <input type="checkbox"/> perform synchronized movements in a sequence alone, with a partner, and in groups (e.g., mirror games, ensemble dance sequences, synchronized skating) 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate qualities of movement (speed, force, flow) and smooth transitions between movements when creating and performing partner or group sequences <input type="checkbox"/> provide constructive feedback on improving qualities of movement <input type="checkbox"/> adapt movement sequences to new situations (e.g., transform an individual sequence to a group one) <input type="checkbox"/> lead and teach synchronized movement sequences

Note: The prescribed learning outcomes for grade 7 provide opportunities for students to build on the foundation of movement skills acquired at Kindergarten to grade 4, and to develop them further and apply them in new contexts. For additional assessment support in relation to a full range of non-locomotor, locomotor, and manipulative movement skills, refer to the Movement Skills for Any Grade section later in this document.

SAFETY, FAIR PLAY, AND LEADERSHIP

Students learn, demonstrate, and model (as applicable) safety, fair play, and leadership skills in all aspects of physical activity.

PRESCRIBED LEARNING OUTCOME			
<i>It is expected that students will:</i>			
C1 apply safe procedures for specific physical activities			
SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> apply familiar safety guidelines to familiar settings and activities only <input type="checkbox"/> follow prompts and reminders from teacher and peers to demonstrate safe behaviours in a variety of settings 	<ul style="list-style-type: none"> <input type="checkbox"/> attempt to apply familiar safety guidelines in a variety of familiar and unfamiliar settings and activities <input type="checkbox"/> model safe behaviours in selected settings <input type="checkbox"/> make suggestions for appropriate warmup and cooldown routines 	<ul style="list-style-type: none"> <input type="checkbox"/> apply familiar safety guidelines to new settings and activities (e.g., when using new equipment, unfamiliar environments) <input type="checkbox"/> model safe behaviours in a variety of settings (e.g., on hikes—stay on path and behind leader; cycling—proper use of helmets) <input type="checkbox"/> select appropriate warmup and cooldown routines for specific physical activities (e.g., to warm up specific muscle groups used in that activity) <input type="checkbox"/> identify procedures to assist a person injured during physical activity (e.g., get help, do not try to move the injured person, know how to access help when outside the school environment) 	<ul style="list-style-type: none"> <input type="checkbox"/> suggest new safety guidelines for new settings and activities <input type="checkbox"/> model safe behaviours in a variety of settings <input type="checkbox"/> select and lead appropriate warmup and cooldown routines for specific physical activities <input type="checkbox"/> independently identify and initiate, as applicable, procedures to assist a person injured during physical activity

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C2 model fair play in all aspects of physical activity

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> with teacher or peer prompts, demonstrate fair play behaviours such as encouragement and respect for other participants <input type="checkbox"/> may make inappropriate comments or otherwise act in a way detrimental to the positive climate 	<ul style="list-style-type: none"> <input type="checkbox"/> recognize the benefits of adjusting rules as necessary to meet needs of peers and be inclusive of all participants <input type="checkbox"/> demonstrate fair play behaviours such as encouragement and respect for other participants 	<ul style="list-style-type: none"> <input type="checkbox"/> adjust rules as necessary to meet needs of peers and be inclusive of all participants <input type="checkbox"/> consistently demonstrate fair play behaviours such as encouragement and respect for all participants 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate leadership in adjusting rules as necessary to meet needs of peers and be inclusive of all participants <input type="checkbox"/> consistently model fair play behaviours such as encouragement and respect for all participants

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above prescribed learning outcome:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<p><input type="checkbox"/> with teacher support, attempt to demonstrate selected leadership behaviours such as coaching or keeping score</p>	<p><input type="checkbox"/> with teacher direction, select and demonstrate a leadership activity for physical activity</p>	<p><input type="checkbox"/> select and apply one or more ways to act in a leadership role in physical activity as suggested by the teacher, such as</p> <ul style="list-style-type: none"> - act as peer helpers for selected activities - lead an appropriate warmup or cooldown activity - referee games co-operatively and independently - act as team captain - act as equipment monitor - keep score - act as helper for younger students 	<p><input type="checkbox"/> independently select and apply a variety of ways to act in a leadership role in physical activity</p>



MOVEMENT SKILLS FOR ANY GRADE
Optional Extensions

MOVEMENT SKILLS FOR ANY GRADE

The following pages contain full-scale achievement indicators related to a variety of specific movement skills that teachers may wish to address as optional extensions to the prescribed learning outcomes at any grade from Kindergarten to grade 7.

To assist teachers further, each skill includes a corresponding list of the types of activities through which the skill can be addressed. These lists are examples only, and are neither prescriptive nor exhaustive.

The following skills are included in this section:

Non-Locomotor Movement Skills

- balance—static and dynamic (1-point, 2-point, etc.; alone and with partners and equipment)
- create shapes with body (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)
- maintain personal space within general space
- rock or sway
- step turn
- swing

Locomotor Movement Skills

- body roll (log roll, shoulder roll)
- gallop or slide
- leap
- ready position
- run
- running jump

- skip
- travelling hop or jump
- two-foot stop (at conclusion of locomotor movement)
- walk

Manipulative Movement Skills

- carry an object
- dribble object with hands
- dribble object with feet
- kick
- one-handed catch
- one-handed throw (underhand or overhand)
- roll or slide an object
- pull or push an object
- strike object with hand
- strike object with implement
- trap object with feet

In addition to the information supplied in this section of the document, multimedia demonstrations of selected non-locomotor, locomotor, and manipulative movement skills are available as part of Alberta Education's "Interactives" resources.

Alberta Education's "Interactives" are available online at
www.education.ab.ca/PhysicalEducationOnline/TeacherResources/ToolBox/interact.asp

NON-LOCOMOTOR MOVEMENT SKILLS (K TO 7)

Teachers may wish to address the following non-locomotor movement skills as optional extensions to the prescribed learning outcomes at any grade from Kindergarten to grade 7.

- **balance**

SUGGESTED ACHIEVEMENT INDICATORS							
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>							
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED				
<ul style="list-style-type: none"> <input type="checkbox"/> attempt different ways to maintain static (stationary) and dynamic (while moving) balance in a variety of physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate different ways to maintain static (stationary) and dynamic (while moving) balance in a variety of physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an understanding that balance is affected by the amount of force and body position in stopping and landing activities <input type="checkbox"/> demonstrate different ways to maintain static (stationary) and dynamic (while moving) balance in a variety of physical activities (e.g., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level, keeping feet apart in direction of movement, arms spread) <input type="checkbox"/> attempt balances alone and supported by equipment or partners <input type="checkbox"/> attempt balances with varying numbers of points of contact (e.g., 4-point, 3-point, 2-point) 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate different ways to maintain static and dynamic balance in a variety of physical activities involving changes in levels, body positions, relationships, and number of points of contact <input type="checkbox"/> demonstrate an ability to balance on various surfaces (e.g., beach sand, benches, grass, cement) 				
<p><i>Examples of specific activities:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> • gymnastics • dance • pilates </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> • skating • skiing • cycling </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> • classroom and schoolyard games • horseback riding • track and field jumping activities </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> • stability balls • martial arts </td> </tr> </table>				<ul style="list-style-type: none"> • gymnastics • dance • pilates 	<ul style="list-style-type: none"> • skating • skiing • cycling 	<ul style="list-style-type: none"> • classroom and schoolyard games • horseback riding • track and field jumping activities 	<ul style="list-style-type: none"> • stability balls • martial arts
<ul style="list-style-type: none"> • gymnastics • dance • pilates 	<ul style="list-style-type: none"> • skating • skiing • cycling 	<ul style="list-style-type: none"> • classroom and schoolyard games • horseback riding • track and field jumping activities 	<ul style="list-style-type: none"> • stability balls • martial arts 				

• **create shapes with body**

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with frequent teacher support, attempt to bend, curl, pull, push, stretch, turn, and/or twist to create shapes with body	<input type="checkbox"/> with teacher prompts, bend, curl, pull, push, stretch, turn, and/or twist to create shapes with body <input type="checkbox"/> create shapes with body, demonstrating occasional loss of balance	<input type="checkbox"/> bend, curl, pull, push, stretch, turn, and/or twist to create large and small shapes with body <input type="checkbox"/> maintain balance consistently while creating shapes with body	<input type="checkbox"/> apply a variety of ways to create a range of large and small shapes with body <input type="checkbox"/> create shapes with body in partners or small groups
<p style="text-align: center;"><i>Examples of specific activities:</i></p> <ul style="list-style-type: none"> • gymnastics • martial arts • skating • swimming • classroom and schoolyard games • dance • stretching activities • pilates 			

• **maintain personal space within general space**

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> may be unable to recognize own and others' personal space	<input type="checkbox"/> recognize personal space	<input type="checkbox"/> maintain personal space in a variety of activities throughout the activity	<input type="checkbox"/> consistently maintain personal space and respect others' personal spaces throughout the activity
<p style="text-align: center;"><i>Examples of specific activities:</i></p> <ul style="list-style-type: none"> • all activities 			

• **rock or sway**

SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for rocking or swaying; may not be able to maintain proper body position or a stable base 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain a rounded body position where it touches the floor <input type="checkbox"/> maintain a stable base for swaying 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently maintain proper technique for rocking or swaying <input type="checkbox"/> incorporate rocking or swaying while travelling
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • gymnastics 	<ul style="list-style-type: none"> • dance (various types) 		

• **step turn**

SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for a step turn; demonstrates some errors in technique (e.g., may lose balance, turn jerky or uncontrolled) 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain smooth and controlled step turn in one direction using both feet, maintaining balance throughout the turn 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently maintain smooth and controlled step turn using both feet in either direction
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • dance (various types) 	<ul style="list-style-type: none"> • educational gymnastics sequences • artistic gymnastics floor sequences 	<ul style="list-style-type: none"> • martial arts 	<ul style="list-style-type: none"> • various games (e.g., basketball, volleyball, badminton, tag games)

- **swing**

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> ❑ attempt proper technique for swinging; may demonstrate errors in technique (e.g., swinging body parts not relaxed, uneven swing) 	<ul style="list-style-type: none"> ❑ maintain some elements of proper technique or maintain technique inconsistently 	<ul style="list-style-type: none"> ❑ maintain smooth, rhythmic action, keeping swinging body parts (e.g., arms, legs) loose and relaxed ❑ keep extent of the swing the same on both sides of the swing 	<ul style="list-style-type: none"> ❑ consistently maintain proper technique for swinging ❑ incorporate swinging while travelling

Examples of specific activities:

- dance
- schoolyard games
- martial arts

LOCOMOTOR MOVEMENT SKILLS (K TO 7)

Teachers may wish to address the following locomotor movement skills as optional extensions to the prescribed learning outcomes at any grade from Kindergarten to grade 7.

- **body roll (e.g., log roll, shoulder roll)**

SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for body rolls <input type="checkbox"/> may be unable to differentiate between technique for different types of body rolls (e.g., shoulder roll, log roll) 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently 	<ul style="list-style-type: none"> <input type="checkbox"/> roll sideways right or left, keeping the body in a straight line (log roll) <input type="checkbox"/> starting on hands and knees, roll body maintaining rounded and rigid body position (shoulder roll) <input type="checkbox"/> roll forward, backward, or to either side, responding to instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain balance and technique while varying speed and direction; perform a variety of types of rolls <input type="checkbox"/> independently roll forward, backward, or to either side without hesitation
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • gymnastics—educational themes 	<ul style="list-style-type: none"> • artistic gymnastics (e.g., floor routines, balance beam and benches) 	<ul style="list-style-type: none"> • rhythmic gymnastics • swimming 	<ul style="list-style-type: none"> • wrestling

• gallop or slide

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> attempt proper technique for galloping or sliding; fall down frequently	<input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently	<input type="checkbox"/> maintain the same lead foot while pushing off with the back foot to travel forward (gallop) or sideways (slide)	<input type="checkbox"/> demonstrate proper technique for galloping and sliding at a variety of speeds and in a variety of directions and pathways
<p><i>Examples of specific activities:</i></p> <ul style="list-style-type: none"> • singing and clapping games (e.g., at various speeds, pathways) • schoolyard games 			

• leap

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> attempt proper technique for a leap; demonstrates some errors in technique (e.g., no acceleration, improper foot plant, no transfer of weight, unable to clear obstacle, fall on landing)	<input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently	<input type="checkbox"/> run and accelerate to take off on one foot, plant take-off foot, transfer weight forward, swing arm forward for momentum, stretch upward and forward to land lightly on balls of opposite foot <input type="checkbox"/> consistently maintain balance while leaping over obstacles	<input type="checkbox"/> maintain balance and technique while varying speed and direction, landing with accuracy <input type="checkbox"/> demonstrate an ability to leap in a variety of directions, for a variety of distances, and over a variety of obstacles
<p><i>Examples of specific activities:</i></p> <ul style="list-style-type: none"> • classroom and schoolyard games • swimming • gymnastics • track and field activities (e.g., long jump, triple jump) • dance 			

• **ready position**

SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt correct ready position with some degree of success 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of correct ready position or maintain technique inconsistently 	<ul style="list-style-type: none"> <input type="checkbox"/> keep feet shoulder width apart, knees bent, weight evenly distributed on balls of feet with heels still on the ground, head up with eyes focussed on target or activity, hands in front at chest level (as applicable) 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an ability to adapt ready position to a variety of situations and activities
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • individual, partner, and team games (e.g., lacrosse, tennis, basketball, volleyball, badminton, table tennis) 		<ul style="list-style-type: none"> • martial arts (e.g., tai chi) • paddling (various types) 	

• **run**

SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> run with shuffling or dragging feet, uneven stride, short steps, feet too wide apart, hands crossed over centre of body, no observable flight phase 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently <input type="checkbox"/> land on heels and place feet too widely apart 	<ul style="list-style-type: none"> <input type="checkbox"/> continuously run with body leaning slightly forward, arms bent at 90 degrees and swinging in opposition, and feet striking heel to toe <input type="checkbox"/> run with control of their bodies 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain balance and technique for running while varying speed and direction <input type="checkbox"/> adjust running technique for various surfaces (e.g., indoor, outdoor, hard, soft, inclined)
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • track and field events (e.g., track races, cross-country races, long jump, high jump) 		<ul style="list-style-type: none"> • various partner and team games (e.g., soccer, field hockey, lacrosse, shinny) • schoolyard running games 	
<ul style="list-style-type: none"> • gymnastic sequences • various games and activities involving offensive and defensive strategies such as dodging, chasing, and fleeing 			

• running jump

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> attempt proper technique for a running jump; demonstrates some errors in technique (e.g., no acceleration, improper foot plant, no transfer of weight, fall on landing)	<input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently	<input type="checkbox"/> run and accelerate to take off on one foot, plant take-off foot, transfer weight forward, swing arms forward for momentum, stretch upward and forward to land on balls of both feet (or opposite foot) without losing balance	<input type="checkbox"/> maintain balance and technique while varying speed and direction, landing or achieving target with accuracy
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> classroom and schoolyard games 	<ul style="list-style-type: none"> swimming gymnastics 	<ul style="list-style-type: none"> track and field activities (e.g., long jump, high jump) 	<ul style="list-style-type: none"> dance

• skip

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<input type="checkbox"/> with direct assistance, repeat the step-hop pattern; may fall down frequently	<input type="checkbox"/> repeats the step-hop pattern, alternating feet	<input type="checkbox"/> repeat a series of step-hop patterns alternating feet with opposing arm swings	<input type="checkbox"/> demonstrate proper technique for skipping at a variety of speeds and in a variety of directions and pathways
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> skipping games (e.g., at various speeds, to music) 	<ul style="list-style-type: none"> schoolyard games 	<ul style="list-style-type: none"> track and field activities (e.g., triple jump) 	

• **travelling hop or jump**

SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for hopping and jumping; may fall frequently <input type="checkbox"/> use arms for balance but not to generate force 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently; may fall occasionally <input type="checkbox"/> demonstrate minimal travelling in jump or hop 	<ul style="list-style-type: none"> <input type="checkbox"/> hop and jump using a combination of takeoffs and landings (e.g., 1 foot to 1 foot, 1 foot to 2 feet, 2 feet to 1 foot, 2 feet to 2 feet) <input type="checkbox"/> swing arms forward for force and distance <input type="checkbox"/> land on balls of feet <input type="checkbox"/> consistently maintain balance 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique for jumping and hopping at a variety of speeds and in a variety of directions and pathways <input type="checkbox"/> maintain hopping and/or jumping on one foot for extended periods of time <input type="checkbox"/> change hopping and jumping feet in response to rhythm
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • singing and clapping games 	<ul style="list-style-type: none"> • schoolyard games such as hopscotch 	<ul style="list-style-type: none"> • aerobics 	<ul style="list-style-type: none"> • track and field events (e.g., long jump, high jump, triple jump)

• **two-foot stop (at conclusion of locomotor movement)**

SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> stop requiring extra steps to regain balance 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently 	<ul style="list-style-type: none"> <input type="checkbox"/> stop on two feet in response to a signal, maintaining balance and technique (with knees bent, arms out for balance, chin up, and eyes forward) 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently maintain balance and technique, standing in ready position for next movement
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • classroom and schoolyard games such as tag 	<ul style="list-style-type: none"> • dance (various types) 	<ul style="list-style-type: none"> • gymnastics 	

- walk

SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> ❑ walk with shuffling or dragging feet, short steps, feet too wide apart 	<ul style="list-style-type: none"> ❑ maintain some elements of proper technique or maintain technique inconsistently 	<ul style="list-style-type: none"> ❑ maintain balance and technique (foot contacts with ground from heel to toe, alternate arm swing, straight back, chin up, and eyes forward) throughout activity 	<ul style="list-style-type: none"> ❑ maintain balance and technique while varying speed and direction
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • hiking • singing and clapping games 	<ul style="list-style-type: none"> • schoolyard games such as follow the leader • gymnastics sequences 	<ul style="list-style-type: none"> • folk dances • low-impact aerobics • bowling 	<ul style="list-style-type: none"> • golf • croquet

MANIPULATIVE MOVEMENT SKILLS (K TO 7)

Teachers may wish to address the following manipulative movement skills as optional extensions to the prescribed learning outcomes at any grade from Kindergarten to grade 7.

- **carry an object**

SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt to carry object while travelling; may drop object frequently <input type="checkbox"/> carry object while keeping eyes on object 	<ul style="list-style-type: none"> <input type="checkbox"/> carry an object while travelling with periodic stops to maintain hold or balance; eyes are sometimes on object 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently carry an object while travelling (e.g., walking, running) without dropping it, keeping eyes up and not on the object 	<ul style="list-style-type: none"> <input type="checkbox"/> carry an object, varying speeds and changing direction
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • schoolyard games 	<ul style="list-style-type: none"> • rhythmic gymnastics 	<ul style="list-style-type: none"> • ball games 	<ul style="list-style-type: none"> • relay races

• dribble object with feet

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for dribbling with feet; demonstrates some errors in technique (e.g., uses wrong part of foot) <input type="checkbox"/> may keep eyes on feet or elsewhere rather than on object 	<ul style="list-style-type: none"> <input type="checkbox"/> occasionally demonstrate proper technique for dribbling with feet; may periodically keep head down 	<ul style="list-style-type: none"> <input type="checkbox"/> move ball (e.g., soccer ball) with short taps with inside or outside of foot, body bent forward slightly, head up and over the ball 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate proper technique for dribbling with feet while travelling at a variety of speeds, directions, and pathways

Examples of specific activities:

- soccer
- relay games

• dribble object with hands

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for dribbling with hands <input type="checkbox"/> may slap ball with palm of hand <input type="checkbox"/> may keep eyes on hands or elsewhere rather than up 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently 	<ul style="list-style-type: none"> <input type="checkbox"/> lean body forward slightly, keep knees partly flexed and head up, push ball to floor off fingers <input type="checkbox"/> attempt dribbling with either hand 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate proper technique for dribbling with either hand at various levels while travelling at varying speeds and directions

Examples of specific activities:

- schoolyard, gymnasium, and classroom drills and challenges
- rhythmic gymnastics (with ball)
- basketball skill sequences
- basketball games

• **kick**

SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper kicking technique; demonstrates some errors in technique (e.g., lack of set up or follow through, contact with wrong part of foot, lack of smooth and continuous approach, no weight transfer) 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique for kick but does not adequately set up or follow through; make contact with wrong part of foot (e.g., toe instead of instep for soccer kick) 	<ul style="list-style-type: none"> <input type="checkbox"/> set up kick by looking at target, look at object, step toward object with non-kicking foot, incorporate a smooth and continuous three-step approach to the kick, plant non-kicking foot forward, make contact with ball with instep of foot (as applicable), follow through with kicking leg in the direction of the target <input type="checkbox"/> attempt kick with either foot 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate kicking technique with either foot <input type="checkbox"/> consistently demonstrate accuracy in kicking toward a target
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • kicking games 		<ul style="list-style-type: none"> • soccer 	

• **one-handed catch**

SUGGESTED ACHIEVEMENT INDICATORS			
<i>The following set of indicators may be used to assess the level of student achievement for this skill:</i>			
EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> catch with two hands; attempt proper technique for catching with one hand <input type="checkbox"/> allow object to bounce several times before catching (as applicable) 	<ul style="list-style-type: none"> <input type="checkbox"/> catch with one hand without differentiating between technique for objects caught below or above waist <input type="checkbox"/> catch object after one bounce (as applicable) 	<ul style="list-style-type: none"> <input type="checkbox"/> stand with feet shoulder width apart, elbows bent, hands in proper position, step forward to catch object <input type="checkbox"/> for objects caught above waist, keep fingers up; for objects caught below waist, keep fingers down <input type="checkbox"/> attempt catches with either hand 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate proper technique for catching <input type="checkbox"/> demonstrate accuracy in catching with either hand <input type="checkbox"/> catch while travelling at various speeds and directions
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • schoolyard and classroom catching games with a variety of objects (e.g., balls, beanbags, hoops) 		<ul style="list-style-type: none"> • juggling • baseball/softball 	
		<ul style="list-style-type: none"> • cricket • rhythmic gymnastics 	

• **one-handed throw (underhand or overhand)**

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for throwing; may not demonstrate trunk rotation or arm drawn back 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently (e.g., may face target instead of facing sideways to target, may step toward target with same foot as throwing arm, may not demonstrate follow through) 	<ul style="list-style-type: none"> <input type="checkbox"/> align body sideways to the target, draw arm back in readiness; bring arm forward while transferring weight to opposite foot, extend and release object pointing at a target, rotate hips and trunk sequentially <input type="checkbox"/> overhand throw—open arm fully, extend throwing arm behind shoulder with 90 degree angle at elbow, follow through diagonally across body <input type="checkbox"/> underhand throw—follow through with arm toward target <input type="checkbox"/> attempt throw with either hand 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate correct form for throwing underhand or overhand with either hand <input type="checkbox"/> throw with accuracy in a variety of predictable and unpredictable settings <input type="checkbox"/> consistently achieve target

Examples of specific activities:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • schoolyard and classroom throwing games with a variety of objects (e.g., balls, beanbags) • flag/touch football, rugby | <ul style="list-style-type: none"> • juggling • rhythmic gymnastics • horseshoes • quoits | <ul style="list-style-type: none"> • hoop and corn cob • baseball/softball • cricket |
|---|---|---|

• **pull or push an object**

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for pulling or pushing; demonstrates some errors in technique (e.g., may not bend knees, may not be able to pull or push object) 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently 	<ul style="list-style-type: none"> <input type="checkbox"/> bend knees, keep back straight, keep head up, support weight with legs, and straighten legs to raise body with weight 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique to bend, pull or push, and turn with weight
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • strength training • rope games 	<ul style="list-style-type: none"> • partner balancing activities • partner resistance games 	<ul style="list-style-type: none"> • rope climbing • rock climbing 	<ul style="list-style-type: none"> • exercise bands • partner skating

• roll or slide an object

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique for rolling or sliding object <input type="checkbox"/> may keep eyes on hands or elsewhere rather than on object 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently <input type="checkbox"/> occasionally track object with eyes 	<ul style="list-style-type: none"> <input type="checkbox"/> roll or slide an object such as a ball toward a stationary target while maintaining a low body position <ul style="list-style-type: none"> - –two-handed roll or slide—using straddle stand - –one-handed roll or slide—opposing foot forward, weight on forward foot <input type="checkbox"/> track object with eyes throughout movement 	<ul style="list-style-type: none"> <input type="checkbox"/> roll or slide an object in unpredictable settings with distance and accuracy <input type="checkbox"/> use tracking to anticipate changes in direction, speed, and location of object
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> • bowling • snow snake 	<ul style="list-style-type: none"> • curling • skittles 	<ul style="list-style-type: none"> • obstacle challenges (e.g., through cones) 	<ul style="list-style-type: none"> • classroom and schoolyard games

• strike object with hand

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique; demonstrates some errors in technique (e.g., swing arm downward instead of horizontal, minimal arm swing, does not use upper body to generate force, no weight transfer) <input type="checkbox"/> achieve occasional contact with object 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique with teacher prompts, or maintain technique inconsistently (e.g., may swing arm downward instead of horizontally) <input type="checkbox"/> attempt to use upper body to generate force <input type="checkbox"/> achieve contact with object at least 50% of the time 	<ul style="list-style-type: none"> <input type="checkbox"/> stand sideways to object, swing arm back 180 degrees, transfer weight from back foot to forward foot with swing, rotate trunk then hips, swing arm through the full range of the horizontal plane with arm parallel to target <input type="checkbox"/> track object throughout movement <input type="checkbox"/> achieve regular contact with object <input type="checkbox"/> attempt striking with either hand 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently strike object with either hand, demonstrating accuracy and distance in a variety of predictable and unpredictable settings <input type="checkbox"/> consistently strike object with appropriate part of hand as required by the specific activity (e.g., palm for handball)
<p><i>Examples of specific activities:</i></p> <ul style="list-style-type: none"> <li style="width: 30%;">• schoolyard and classroom games with a variety of objects (e.g., balls, balloons) <li style="width: 30%;">• handball <li style="width: 30%;">• tetherball <li style="width: 30%;">• volleyball <li style="width: 30%;">• water polo 			

- **strike object with an implement**

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED				
<ul style="list-style-type: none"> <input type="checkbox"/> attempt proper technique; demonstrates some errors in technique (e.g., swing arm downward instead of horizontal, minimal arm swing, does not use upper body to generate force, no weight transfer) <input type="checkbox"/> achieve occasional contact with object 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique with teacher prompts, or maintain technique inconsistently (e.g., may swing implement downward instead of horizontally) <input type="checkbox"/> attempt to use upper body to generate force <input type="checkbox"/> achieve contact with object at least 50% of the time 	<ul style="list-style-type: none"> <input type="checkbox"/> stand sideways to object, swing implement back 180 degrees, transfer weight from back foot to forward foot with swing, rotate trunk then hips, swing implement through the full range of the horizontal plane with implement parallel to target <input type="checkbox"/> track object throughout movement <input type="checkbox"/> achieve regular contact with object <input type="checkbox"/> attempt striking with implement in either hand 	<ul style="list-style-type: none"> <input type="checkbox"/> consistently strike object with accuracy and distance in a variety of predictable and unpredictable settings <input type="checkbox"/> adjust location of strike on implement to achieve desired distance and target <input type="checkbox"/> demonstrate proper forehand and backhand technique with implement in either hand 				
<p><i>Examples of specific activities:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> • T-ball • tennis • table tennis • hockey </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> • pickleball • golf • shinny </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> • badminton • squash • racquetball </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> • cricket • baseball/softball • broomball </td> </tr> </table>				<ul style="list-style-type: none"> • T-ball • tennis • table tennis • hockey 	<ul style="list-style-type: none"> • pickleball • golf • shinny 	<ul style="list-style-type: none"> • badminton • squash • racquetball 	<ul style="list-style-type: none"> • cricket • baseball/softball • broomball
<ul style="list-style-type: none"> • T-ball • tennis • table tennis • hockey 	<ul style="list-style-type: none"> • pickleball • golf • shinny 	<ul style="list-style-type: none"> • badminton • squash • racquetball 	<ul style="list-style-type: none"> • cricket • baseball/softball • broomball 				

- trap object with foot

SUGGESTED ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess the level of student achievement for this skill:

EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<ul style="list-style-type: none"> <input type="checkbox"/> stand with foot on top of ball <input type="checkbox"/> may have difficulty tracking object with eyes 	<ul style="list-style-type: none"> <input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently <input type="checkbox"/> with teacher reminders, track object with eyes 	<ul style="list-style-type: none"> <input type="checkbox"/> stop a rolling ball by wedging it between the ground and the sole of either foot <input type="checkbox"/> consistently track object with eyes 	<ul style="list-style-type: none"> <input type="checkbox"/> trap an object in unpredictable settings (e.g., bouncing ball) <input type="checkbox"/> use tracking to anticipate changes in direction, speed, and location of object

Examples of specific activities:

- schoolyard and gymnasium ball games
- soccer



CLASSROOM ASSESSMENT MODEL

Physical Education K to 7

The Classroom Assessment Model outlines a series of assessment units for Physical Education K to 7.

These units have been structured by grade level and activity type. Collectively, the units address all of the prescribed learning outcomes for each grade, and provide one suggested means of organizing, ordering, and delivering the required content. This organization is not intended to prescribe a linear means of course delivery. Teachers are encouraged to reorder the learning outcomes and to adapt, modify, combine, and organize the units to meet the needs of their students, to respond to local requirements, and to incorporate relevant recommended learning resources as applicable. (See the Learning Resources section later in this IRP for information about the recommended learning resources for Physical Education K to 7.) In addition, teachers are encouraged to consider ways to adapt units from one grade to another.

Classroom Assessment and Evaluation

Teachers should consider using a variety of assessment instruments and techniques to assess students' abilities to meet the prescribed learning outcomes. Tools and techniques for assessment in Physical Education K to 7 can include

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- video and photographs (to record and critique student demonstration or performance)
- practical performance tests
- written tests, oral tests (true/false, multiple choice, short answer)
- questionnaires, worksheets
- portfolios
- student-teacher conferences.

Note: teachers should consult their district policy for the use of video and photographs of student performance.

Assessment in Physical Education K to 7 can also occur while students are engaged in, and based on the product of, activities such as

- individual, partner, and group performances of skills and sequences
- activity stations

- peer teaching
- goal setting plans, activity logs
- group and class discussions
- brainstorming, clusters, webs, charts, graphs
- posters, collages, models, flip books
- oral and multimedia presentations.

For more information about student assessment, refer to the section on Student Achievement, as well as to the Assessment Overview Tables provided at the beginning of each grade of this IRP.

CONTENTS OF THE MODEL

Assessment Overview Tables

The Assessment Overview Tables provide teachers with suggestions and guidelines for assessment of each grade of the curriculum. These tables identify the domains of learning and cognitive levels of the learning outcomes, along with a listing of suggested assessment activities and a suggested weight for grading for each curriculum organizer.

Overview

Each grade includes an overview of the assessment units:

- a listing of the units—organized by curriculum organizer, suborganizer, and topic—that are included for each grade.
- Learning at Previous Grades, indicating any relevant learning based on prescribed learning outcomes from earlier grades of the same subject area. It is assumed that students will have already acquired this learning; if they have not, additional introductory instruction may need to take place before undertaking the suggested assessment outlined in the unit. Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for reinforcement and developmental learning.
- Movement Skills and Activities—a table that shows a variety of specific activities that can be used to address the prescribed movement skills for that grade.

Prescribed Learning Outcomes

Each unit begins with a listing of the prescribed learning outcomes that are addressed by that unit. Collectively, the units address all the learning outcomes for that grade; some outcomes may appear in more than one unit.

Suggested Assessment Activities

Assessment activities have been included for each set of prescribed learning outcomes and corresponding achievement indicators. Each assessment activity consists of two parts:

- **Planning for Assessment**—outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- **Assessment Strategies**—describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators.

These activities are suggestions only, designed to provide guidance for teachers in planning instruction and assessment to meet the prescribed learning outcomes.

Assessment Instruments

Sample assessment instruments have been included at the end of each grade, and are provided to help teachers determine the extent to which students are meeting the prescribed learning outcomes. These instruments contain criteria specifically keyed to one or more of the suggested assessment activities contained in the units.

For additional assessment support, teachers can use the full-scale achievement indicators provided for each prescribed learning outcome in the Student Achievement section of this IRP as the basis of assessment rubrics.

USING THE CLASSROOM ASSESSMENT MODEL

The following two pages illustrate how all the elements of the Classroom Assessment Model relate to each other.

Assessment Overview Table

The Assessment Overview Table provides teachers with suggestions and guidelines for assessment at each grade of the curriculum.

CLASSROOM ASSESSMENT MODEL • Grade 3	
GRADE 3	
OVERVIEW	
<p>The grade 3 portion of the Classroom Assessment Model contains the following suggested assessment units:</p> <ul style="list-style-type: none"> Soccer Skills Aerobics Active Living Journals 	<p>Learning at Previous Grades</p> <p>Active Living</p> <ul style="list-style-type: none"> benefits of regular participation in physical activity parts of the body involved in physical activity, how bodies respond to physical activity choices that support physical activity importance of food, water, and sleep for physical activity physical activities they enjoy, activities they do well physical abilities they would like to develop <p>Movement Skills</p> <ul style="list-style-type: none"> movement in personal space, moving through general space making shapes with body changing level of body position locomotor movement skills: walk, run, jump, hop, body roll, skip, gallop, slide, two-foot stop, rock and sway, swing, step turn ready position for locomotor movement skills manipulative movement skills: slide or roll an object, throw, carry an object, kick a stationary object, strike a stationary object, two-handed catch with and without trapping, one handed underhand throw <p>Safety, Fair Play, and Leadership</p> <ul style="list-style-type: none"> safe behaviours importance of safety guidelines following rules, directions, instruction and safety guidelines working co-operatively with peers during physical activity respect for others during physical activity

CLASSROOM ASSESSMENT MODEL • Grade 3		
Movement Skills and Activities		
<p>The Grade 3 section of the Classroom Assessment Model outlines a series of units describing some suggested means of organizing, delivering, and assessing the required content for this grade. However these units are suggestions only, and represent only a few of the many ways in which the curriculum can be delivered.</p> <p>To further support teachers, the following chart outlines the specific non-locomotor, locomotor, and manipulative movement skills that are articulated in the prescribed learning outcomes for this grade along with a variety of sample activities in a variety of activity categories that can be used to address and assess these skills. This list is provided for informational purposes only, and is neither prescriptive nor exhaustive. Teachers are encouraged to address the prescribed learning outcomes with activities that meet the specific needs of their students.</p>		
Grade 3	Movement Skill	Examples of Specific Activities
Non-Locomotor Movement Skills	balance	<ul style="list-style-type: none"> gymnastics dance skating classroom and schoolyard games horseback riding track and field jumping activities
	Combined Movement Skills: • Locomotor • Non-Locomotor	<ul style="list-style-type: none"> sequences of non-locomotor and locomotor movement skills partner dances, group dances (e.g., square dance, hip-hop, interpretive) tumbling sequences aerobics triple jump
Locomotor Movement Skills	running jump	<ul style="list-style-type: none"> classroom and schoolyard games track and field activities (e.g., long jump, triple jump) swimming gymnastics dance
	leap	<ul style="list-style-type: none"> classroom and schoolyard games track and field activities (e.g., long jump, triple jump) swimming gymnastics dance
Manipulative Movement Skills	push or pull an object	<ul style="list-style-type: none"> strength training rope climbing rock climbing partner balancing activities exercise bands partner resistance games partner skating
	kick an object to a stationary target	<ul style="list-style-type: none"> schoolyard kicking games and challenges soccer
	trap an object with the foot	<ul style="list-style-type: none"> schoolyard games and challenges soccer
	drizzle an object with hands	<ul style="list-style-type: none"> basketball drills, challenges, and games rhythmic gymnastics (with ball)

PHYSICAL EDUCATION GRADE 3: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for grade 3.

Curriculum Organizers/ Subcategories	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time for Assessment	Number of Outcomes	Number of Outcomes by Domain						
					K	UKA	HMP	AFP	PS		
Active Living Knowledge	<ul style="list-style-type: none"> classroom and schoolyard diagrams charts, webs workbooks journal and logs 	25-50%	25-50%	4	2	2	0	0	0		
Participation	<ul style="list-style-type: none"> active logs classroom and schoolyard charts and checklists partner activities 	Integrated throughout	Integrated throughout	1	0	0	0	0	1		
Movement Skills	<ul style="list-style-type: none"> performance tests observation sheets and checklists video 	25-50%	25-50%	4	0	4	0	0	4		
Safety, Fair Play, and Leadership	<ul style="list-style-type: none"> observation sheets and checklists classroom posters 	25-50%	25-50%	3	0	1	0	2	0		
Total:				100%	90-100 h	12	2	7	0	3	5

Prescribed learning outcomes in the Curriculum identify required learning in relation to one or more of the six K domains of the psychomotor domain, and the three H domains of the affective domain, and the three A domains of the cognitive domain. The abbreviation HMP = Higher Mental Processes, the abbreviation AFP = the affective domain, and the abbreviation PS = the psychomotor domain. Note that some learning outcomes address more than one of the domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

Overview

The Overview includes the following information:

- a listing of the units included for the grade
- Learning at Previous Grades—indicating any relevant learning based on prescribed learning outcomes from earlier grades of the same subject; this information is provided to describe the prior knowledge, skills, and/or attitudes that students should have before undertaking the suggested assessment activities provided in the units
- Movement Skills and Activities—outlining a variety of possible activities representing a range of activity categories that can be used to address and assess the prescribed movement non-locomotor, locomotor, and manipulative movement skills for the grade.

CLASSROOM ASSESSMENT MODEL • Grade 3

SUGGESTED ASSESSMENT UNITS

Soccer Skills

Prescribed Learning Outcomes

It is expected that students will:

Active Living (Participation)
 A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS
 B3 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - pull or push an object
 - kick an object to a stationary target
 - trap an object with the foot
 - dribble an object with hands

SAFETY, FAIR PLAY, AND LEADERSHIP
 C1 demonstrate safe behaviours while participating in a variety of physical activities
 C3 demonstrate respect and encouragement for others during a variety of types of physical activity

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Introduce and demonstrate (or invite a guest instructor to demonstrate) various skills associated with soccer. Begin with the inside of the foot pass, emphasizing the following technique cues: <ul style="list-style-type: none"> toe (the ball should make contact with the inside of the kicking foot) tilt (ensure that students have a transfer of weight from back to front to gain momentum) target (ensure that students keep their head up and looking at their target while kicking) through (follow through with the kicking leg for maximum force) Repeat with discuss trapping, showing how to trap the soccer ball either by placing their foot on top of the soccer ball or by absorbing the soccer ball with the inside of their foot. Have students form groups, then have each group form a circle. Have them practice passing, kicking, and trapping skills within their circles. Remind them to use both their dominant and non-dominant kicking feet. <p>The criteria outlined in <i>BC Performance Standards: Social Responsibility—Kindergarten to Grade 3</i> can be used to assess students in relation to</p> <ul style="list-style-type: none"> contributing to a safe and caring school environment (Section 1) solving problems in peaceful ways (Section 2) valuing diversity and defending human rights (Section 3). <p>BC Performance Standards are available online at www.bced.gov.bc.ca/perf_stands/</p>	<ul style="list-style-type: none"> Observe students as they work in their groups to practise soccer skills. Assess students' skill acquisition using criteria such as the ones outlined in the sample assessment instrument (Soccer Skills) provided at the end of this grade.

PHYSICAL EDUCATION K TO 7 • 233

Prescribed Learning Outcomes
 Prescribed learning outcomes are identified for each assessment unit.

Planning for Assessment
 This section outlines any relevant background information to explain the context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment.

Assessment Strategies
 Corresponding to each activity outlined in "Planning for Assessment," this section describes the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcome and achievement indicators.

CLASSROOM ASSESSMENT MODEL • Grade 3

Assessment Instrument
SOCCER SKILLS

Key: 3=excellent, 2=satisfactory, 1=needs improvement, 0=not evident

Rating (0-3)	Criteria—To what extent does the student:	Comments
	<ul style="list-style-type: none"> demonstrate proper technique for an inside of the foot pass, (e.g., toe, tilt, target, through) 	
	<ul style="list-style-type: none"> demonstrate proper technique to kick a soccer ball—set up kick by looking at target, look at object, step toward object with non-kicking foot, plant non-kicking foot, transfer weight, swing kicking foot forward, make contact with ball with instep of foot, follow through with kicking leg in the direction of the target; incorporate a smooth and continuous three-step approach to the kick 	
	<ul style="list-style-type: none"> demonstrate proper technique to trap the soccer ball by wedging it between the ground and the sole of either foot 	
	<ul style="list-style-type: none"> track object with eyes throughout movement 	
	<ul style="list-style-type: none"> attempt kicks with either foot 	
	<ul style="list-style-type: none"> follow class rules and routines for physical activities (e.g., independently do warm up activities, stay on task for an appropriate length of time) 	
	<ul style="list-style-type: none"> demonstrate ways to show encouragement for others during a variety of types of physical activity (e.g., assist others with particular skills, offer compliments, inviting others of all abilities to participate) 	

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Assessment Instruments
 Sample assessment instruments are provided at the end of each grade, and contain criteria specifically keyed to one or more of the suggested assessment activities contained in the unit.


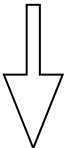


CLASSROOM ASSESSMENT MODEL

Kindergarten

PHYSICAL EDUCATION KINDERGARTEN: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for Kindergarten.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities		Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*				
						Cognitive Domain			AFF	PS
						K	U&A	HMP		
ACTIVE LIVING <i>Knowledge</i>	<ul style="list-style-type: none"> • class discussions • charts, webs • journals and logs 	<ul style="list-style-type: none"> • posters and diagrams 	28-35%	 integrated throughout 	3	3	0	0	0	0
<i>Participation</i>	<ul style="list-style-type: none"> • video • observation sheets and checklists 	<ul style="list-style-type: none"> • activity logs • student-teacher conferences 	integrated throughout		1	0	0	0	0	1
MOVEMENT SKILLS	<ul style="list-style-type: none"> • performance tests • video 	<ul style="list-style-type: none"> • observation sheets and checklists • activity logs 	28-35%		4	0	4	0	0	4
SAFETY, FAIR PLAY, AND LEADERSHIP	<ul style="list-style-type: none"> • observation sheets and checklists 	<ul style="list-style-type: none"> • class discussions 	28-35%		3	1	1	0	1	0
TOTAL:			100%	40-50 h	11	4	5	0	1	5

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain, and the abbreviation PS = the psychomotor domain.

Note that some learning outcomes address more than one of the domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

KINDERGARTEN**OVERVIEW**

<p>The Kindergarten portion of the Classroom Assessment Model contains the following suggested assessment units:</p> <ul style="list-style-type: none">• Safety• Body Shapes• Bowling• Active Living	<p><i>Learning at Previous Grades</i></p> <p>Not Applicable</p>
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Movement Skills and Activities

The Kindergarten section of the Classroom Assessment Model outlines a series of units describing some suggested means of organizing, delivering, and assessing the required content for this grade. However these units are suggestions only, and represent only a few of the many ways in which the curriculum can be delivered.

To further support teachers, the following chart outlines the specific non-locomotor, locomotor, and manipulative movement skills that are articulated in the prescribed learning outcomes for this grade along with a variety of sample activities in a variety of activity categories that can be used to address and assess those skills. This list is provided for informational purposes only, and is neither prescriptive nor exhaustive. Teachers are encouraged to address the prescribed learning outcomes with activities that meet the specific needs of their students.

	Movement Skill	Specific Activities	
Non-Locomotor Movement Skills	create shapes with their bodies	<ul style="list-style-type: none"> • gymnastics • martial arts • skating • swimming • dance 	<ul style="list-style-type: none"> • classroom and schoolyard games • stretching activities • pilates
	maintain personal space	<ul style="list-style-type: none"> • all activities 	
Locomotor Movement Skills	walk	<ul style="list-style-type: none"> • singing and clapping games • schoolyard games such as follow the leader • hiking 	<ul style="list-style-type: none"> • gymnastics sequences • folk dances • low-impact aerobics • bowling
	run	<ul style="list-style-type: none"> • track and field running events • various games and activities involving dodging, chasing, and fleeing 	<ul style="list-style-type: none"> • gymnastic sequences • various partner and team games • schoolyard running games
	jump or hop	<ul style="list-style-type: none"> • skipping games (e.g., at various speeds, to music) 	<ul style="list-style-type: none"> • schoolyard games • track and field activities (e.g., triple jump)
	body roll	<ul style="list-style-type: none"> • gymnastics—educational themes • artistic gymnastics (e.g., floor routines) 	<ul style="list-style-type: none"> • rhythmic gymnastics • swimming • wrestling
Manipulative Movement Skills	roll or slide an object	<ul style="list-style-type: none"> • bowling • snow snake • obstacle challenges (e.g., through cones) 	<ul style="list-style-type: none"> • curling • skittles • classroom and schoolyard games
	carry an object	<ul style="list-style-type: none"> • schoolyard games • rhythmic gymnastics 	<ul style="list-style-type: none"> • ball games • relay races
	two-handed throw of an object underhand	<ul style="list-style-type: none"> • schoolyard and classroom throwing games with a variety of objects (e.g., balls, beanbags) 	<ul style="list-style-type: none"> • juggling • hoop and corn cob

SUGGESTED ASSESSMENT UNITS

Safety

Prescribed Learning Outcomes	
<p><i>It is expected that students will:</i></p> <p>ACTIVE LIVING (Participation) A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p> <p>SAFETY, FAIR PLAY, AND LEADERSHIP C1 identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision) C2 follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Establish a routine of beginning each Physical Education class in a new activity space by identifying <ul style="list-style-type: none"> the boundaries for the space (e.g., stage line, centre line, hiking path, shallow end of the pool, playground fence) signals for stopping and starting the activity signals for gathering and dispersing in the activity. Point out any particular hazards in the activity space (e.g., floor hockey nets, benches, specific hazards outdoors). 	<ul style="list-style-type: none"> Play a game of follow-the-leader to reinforce the importance of staying within boundaries for the activity. Calls out boundaries in the activity space and challenge students report to them. Examples of commands could include the following: <ul style="list-style-type: none"> Walk to the centre line and jump up and down. Take turns to pick up a ball and carry it to the box at the end of the gym (or room, field, etc.). Use an observation sheet such as the one provided at the end of this grade (Safety) to assess students' abilities to follow safety guidelines.
<ul style="list-style-type: none"> The criteria outlined in <i>BC Performance Standards: Social Responsibility – Kindergarten to Grade 3</i> can be used to assess students in relation to <ul style="list-style-type: none"> contributing to a safe and caring school environment (Section 1) solving problems in peaceful ways (Section 2) valuing diversity and defending human rights (Section 3). <p>BC Performance Standards are available online at www.bced.gov.bc.ca/perf_stands/</p>	

Body Shapes

Prescribed Learning Outcomes

It is expected that students will:

MOVEMENT SKILLS

- B1 perform movements in personal space while maintaining control
- B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)

SAFETY, FAIR PLAY, AND LEADERSHIP

- C2 follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)

PLANNING FOR ASSESSMENT

- Introduce the concept of personal space, or the “space bubble” that surrounds them up and down and all around. Provide each student with a hula hoop, and have them place them on the floor with enough space in between them so that they can stand inside the hoop and swing their bodies around without touching anyone. Provide time for students to explore movement within their personal spaces, then have them remove the hula hoops but maintain their personal spaces.
- Demonstrate different ways for students to maintain static balance while moving their upper bodies (e.g., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level, keeping feet apart in direction of movement, and arms spread).
 - Call out different directions to guide students in exploring the different ways they can make shapes with their bodies. For example
 - bend your knees, hands on hips, balance on one foot
 - right arm to left side, left arm to right side
 - be an animal: make a wide shape like an elephant, a stretched shape like a giraffe, a narrow shape like a snake
 - curl up like a ball
 - make a shape like a letter O, a letter L, a letter T, etc.

ASSESSMENT STRATEGIES

- Look for evidence that students are able to
 - find and stay in their own personal space throughout the activity
 - perform movements in different ways without touching others
 - move in response to verbal instructions, demonstrating an understanding of names of body parts such as head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, and back
 - stretch, bend, curl, and/or twist to create shapes of various sizes with their bodies
 - maintain balance while creating shapes with their bodies
 - move in response to instructions and signals.

Use a stopwatch to time how long the students can balance on two legs first with a narrow base and then with a wide base on two feet and then progress to one foot.

Take photographs of students’ body shapes and see if they can identify each shape.

Movement Exploration**Prescribed Learning Outcomes**

It is expected that students will:

ACTIVE LIVING (*Participation*)

A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:

- walk
- run
- jump or hop
- body roll (e.g., log roll, shoulder roll)

B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:

- roll or slide an object toward a target
- carry an object
- two-handed throw of an object underhand toward a target

SAFETY, FAIR PLAY, AND LEADERSHIP

C3 work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)

continued next page

Movement Exploration (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Set up a series of activities to have students explore a variety of locomotor and manipulative movement skills such as <ul style="list-style-type: none"> - walk - run - jump or hop - body roll (e.g., log roll, shoulder roll) - carry an object (e.g., a ball) with one or two hands - sliding or rolling an object (e.g., beanbag, ball) toward a target - two-handed throw of an object underhand toward a target <p>Begin by demonstrating the correct technique for the skill and having students copy. Allow time for students to practise the skill individually, then have them form groups to practise with each other.</p>	<ul style="list-style-type: none"> • Observe students' abilities to demonstrate and maintain proper technique for specific locomotor and manipulative movement skills such as their abilities to <ul style="list-style-type: none"> - walk forward—foot contacts with ground from heel to toe, alternate arm swing, straight back, chin up, and eyes forward - run forward—run continuously with body leaning slightly forward, arms bent at 90 degrees and swinging in opposition, and feet striking heel to toe; maintain control of their bodies throughout - jump or hop forward—jump and hop using a combination of takeoffs and landings (e.g., 1 foot to 1 foot, 1 foot to 2 feet, 2 feet to 1 foot, 2 feet to 2 feet), swing arms forward for force and distance, land toe-to-heel on balls of feet - start and stop locomotor movements on command - maintain proper technique for log rolls in one direction—roll sideways right or left, keeping the body in a straight line - maintain proper technique for shoulder rolls in one direction—starting on hands and knees, maintaining rounded and rigid body position - carry an object while travelling without dropping it, keeping eyes up and not on the object - two-handed throw of an object underhand toward a stationary target—draw arms back in readiness; bring arms forward, extend and release object pointing at a target, follow through with arm toward target - track object with eyes throughout slide, roll, or throw <p>Observe students' willingness to work co-operatively with peers throughout the physical activity (e.g., accept working with different partners, share equipment, work co-operatively in team activities, waiting for turn, respect others' personal space, express emotions appropriately). Observe students' physical responses to activity to gauge that they are participating moderately to vigorously (e.g., resulting in increased heart rate, huffing and puffing, feeling warm).</p>

Bowling

Prescribed Learning Outcomes

It is expected that students will:

MOVEMENT SKILLS

- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
- roll or slide an object toward a target
 - carry an object
 - two-handed throw of an object underhand toward a target

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Introduce skills used in bowling by setting up a skills development session using pylons (or 2 L bottles half-filled with sand) in the gym, hallway, or multipurpose room. Focus on developing students' abilities to roll the ball as opposite to "lofting" or tossing it underhand. <p>Bring students to a bowling alley to practise and develop their skills. Encourage them to use problem solving to determine in how to achieve the target without hitting the gutters.</p>	<ul style="list-style-type: none"> • Observe students as they bowl, noting the extent to which they are able to incorporate their learned skills such as their abilities to <ul style="list-style-type: none"> - roll the ball toward the target (the bowling pins) - maintain a low body position and a straddle stand (for two-handed roll) or with opposing foot forward and weight on forward foot (for one-handed roll or slide) - track object with eyes throughout roll or throw - attempt one-handed rolls with either hand.

Active Living

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (Knowledge)

- A1 identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy)
- A2 identify physical activities they enjoy doing
- A3 identify the importance of food as fuel for physical activity

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • As a class, brainstorm physical activities that students enjoy doing. Encourage them to think of structured activities (e.g., swimming or skating lessons, activities they do at school) as well as unstructured ones (e.g., walking the family dog, accompanying a sibling on a paper route, a game of tag at recess, sledding on the weekend). Create a class chart of these activities using pictures (e.g., cut from magazines, drawn by students). Help students create categories of the activities they enjoy doing, such as <ul style="list-style-type: none"> - indoors or outdoors - alone, with one or two other people, in groups - with or without special equipment - summer, winter, or year-round. 	<ul style="list-style-type: none"> • Have students use a picture journal to identify at least three physical activities they enjoy doing. Invite them to share their journals with a partner to talk about their favourite activities.
<ul style="list-style-type: none"> • Show a video or pictures of people enjoying a healthy active lifestyle. Discuss as a class: how do you think these people are feeling? How are they making themselves happier and healthier by being physically active? 	<ul style="list-style-type: none"> • Have students create a collage depicting the benefits of regular participation in physical activity. Look for evidence that they are able to illustrate at least two benefits as identified in class activities (e.g., it's fun, it helps them grow strong, it's good for their bodies).
<ul style="list-style-type: none"> • Create a model (e.g., a balance or mobile) or use diagrams (e.g., filling up a car) to illustrate the concept of food as fuel for physical activity. Brainstorm as a class some foods that provide energy (e.g., fruits, vegetables, meat, eggs, beans). 	<ul style="list-style-type: none"> • Observe students during the class discussion, looking for evidence that they are able to <ul style="list-style-type: none"> - give reasons why food is important for physical activity (e.g., nutritious food provides fuel and energy to move and play actively) - list potential consequences of not providing enough nutritious food for physical activity (e.g., not enough energy, becoming very tired during play).


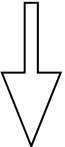


CLASSROOM ASSESSMENT MODEL

Grade 1

PHYSICAL EDUCATION GRADE 1: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for grade 1.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities		Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*				
						Cognitive Domain			AFF	PS
						K	U&A	HMP		
ACTIVE LIVING <i>Knowledge</i>	<ul style="list-style-type: none"> • class discussions • charts, webs • journals and logs 	<ul style="list-style-type: none"> • posters and diagrams 	28-35%	 integrated throughout 	5	3	2	0	0	0
<i>Participation</i>	<ul style="list-style-type: none"> • video • observation sheets and checklists 	<ul style="list-style-type: none"> • activity logs • student-teacher conferences 	integrated throughout		1	0	0	0	0	1
MOVEMENT SKILLS	<ul style="list-style-type: none"> • performance tests • video 	<ul style="list-style-type: none"> • observation sheets and checklists • activity logs 	28-35%		4	0	4	0	0	4
SAFETY, FAIR PLAY, AND LEADERSHIP	<ul style="list-style-type: none"> • observation sheets and checklists 	<ul style="list-style-type: none"> • class discussions 	28-35%		3	0	1	0	2	0
TOTAL:			100%	90-100 h	13	3	7	0	2	5

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain, and the abbreviation PS = the psychomotor domain.

Note that some learning outcomes address more than one of the domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

GRADE 1

OVERVIEW

<p>The grade 1 portion of the Classroom Assessment Model contains the following suggested assessment units:</p> <ul style="list-style-type: none"> • Body Awareness • Activity Stations • Active and Safe 	<p><i>Learning at Previous Grades</i></p> <p>Active Living</p> <ul style="list-style-type: none"> • benefits of regular participation in physical activity • physical activities they enjoy • food as fuel for physical activity <p>Movement Skills</p> <ul style="list-style-type: none"> • movement in personal space • making shapes with body • locomotor movement skills: walk, run, jump or hop, body roll • manipulative movement skills: slide or roll an object, throw, carry an object <p>Safety, Fair Play, and Leadership</p> <ul style="list-style-type: none"> • safety guidelines for physical activity (e.g., follow instructions, stay within boundaries, don't use equipment without supervision) • following rules and directions • working co-operatively with peers during physical activity
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Movement Skills and Activities

The Grade 1 section of the Classroom Assessment Model outlines a series of units describing some suggested means of organizing, delivering, and assessing the required content for this grade. However these units are suggestions only, and represent only a few of the many ways in which the curriculum can be delivered.

To further support teachers, the following chart outlines the specific non-locomotor, locomotor, and manipulative movement skills that are articulated in the prescribed learning outcomes for this grade along with a variety of sample activities in a variety of activity categories that can be used to address and assess those skills. This list is provided for informational purposes only, and is neither prescriptive nor exhaustive. Teachers are encouraged to address the prescribed learning outcomes with activities that meet the specific needs of their students.

<i>Grade 1</i>	Movement Skill	Examples of Specific Activities
Non-Locomotor Movement Skills	changing levels of body positions	<ul style="list-style-type: none"> • all activities
Locomotor Movement Skills	skip	<ul style="list-style-type: none"> • skipping games (e.g., at various speeds, to music) • schoolyard games • track and field activities (e.g., triple jump)
	gallop or slide	<ul style="list-style-type: none"> • singing and clapping games (e.g., at various speeds, pathways) • schoolyard games
	two-foot stop	<ul style="list-style-type: none"> • classroom and schoolyard games such as tag • dance (various types) • gymnastics
Manipulative Movement Skills	kick a stationary object	<ul style="list-style-type: none"> • kicking games • soccer
	strike a stationary object with an implement	<ul style="list-style-type: none"> • T-ball • hockey • pickleball • golf • badminton • squash, racquetball • broomball
	two-handed catch with trapping against body	<ul style="list-style-type: none"> • schoolyard and classroom catching games with a variety of objects (e.g., balls, beanbags, hoops) • juggling • rhythmic gymnastics

SUGGESTED ASSESSMENT UNITS***Body Awareness*****Prescribed Learning Outcomes**

It is expected that students will:

ACTIVE LIVING (*Knowledge*)

A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)

ACTIVE LIVING (*Participation*)

A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

B1 move through general space while maintaining control (e.g., walking in a circle in the same direction)

B2 change level of body position while maintaining control (e.g., high, medium, low)

SAFETY, FAIR PLAY, AND LEADERSHIP

C1 describe why safety guidelines for physical activity are important

C2 respond appropriately to instructions and safety guidelines when participating in physical activity

continued next page

Body Awareness (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Discuss with the students what parts of the body work together during a variety of physical activities. For example: Can you tell me what parts of the body do you use when you run? What parts of your body do you use when you cross-country ski? What parts of your body do you use when you play hopscotch? When you do a folk dance? When you play freeze tag? When you're using rhythmic gymnastics ribbons? When you ride a scooter? <p>Discuss with the students how they know their bodies are working during physical activity. Ask questions such as</p> <ul style="list-style-type: none"> - What happens to your heart when you start running? - What happens to your legs when you start jumping up and down many times in a row? 	<ul style="list-style-type: none"> • Have students participate in a game of Simon Says that asks them to point to various body parts that work together during physical activity (e.g., "Simon Says lift two different body parts in the air that you use when you are cross-country skiing." "Simon Says show me a physical activity on the spot where you are standing that uses your arms and your legs." "Simon says to balance on your left foot like you were standing on a balance bench." "Simon says to move your arms like you do when you're swimming.") Observe students, noting the extent to which they are able to <ul style="list-style-type: none"> - identify and stay within the general space boundaries for the specific activity - move appropriately in response to verbal instructions, demonstrating an understanding of directional terms (e.g., left, right, up, down) - move safely through general space, demonstrating an awareness of others' personal spaces during the activity - demonstrate appropriate spacing and distance from other students within the activity space - correctly identify the parts of the body that can work together during physical activity - listen to and follow instructions and safety guidelines for specific physical activities <p>Follow up with questions, looking for evidence that students are able to describe more than one body part that works together during physical activity. Students should also be able to describe ways they know their bodies are working during physical activity (e.g., they can feel their heart beat harder, their limbs and face feel warm, their breathing becomes faster, they perspire).</p>

Activity Stations

Prescribed Learning Outcomes

It is expected that students will:

MOVEMENT SKILLS

- B1 move through general space while maintaining control (e.g., walking in a circle in the same direction)
- B2 change level of body position while maintaining control (e.g., high, medium, low)
- B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
- skip
 - gallop or slide
 - two-foot stop
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
- kick a stationary object
 - strike a stationary object with an implement
 - two-handed catch with trapping against body

SAFETY, FAIR PLAY, AND LEADERSHIP

- C3 work co-operatively with others during physical activity (e.g., taking turns, encouraging others)

PLANNING FOR ASSESSMENT

- Over the course of several lessons, set up a series of activity stations to help students develop specific non-locomotor, locomotor, and manipulative movement skills. For example
 - stability balls and balance benches to develop students' abilities to balance at high, medium, and low levels
 - cross-country skiing to develop sliding skills
 - imitating animals to develop galloping (e.g., horse) and skipping (e.g., deer)
 - Red Light Green Light games to develop stopping skills
 - relays involving striking a ball with a paddle toward a net, kicking a stationary ball, and catching a ball two-handed (e.g., at a hoop, at a milk jug, over a bench)
 - parachute games to explore various co-operative movement explorations (There are a number of print and online resources available that describe a range of parachute games.)

Incorporate a variety of individual, partner, and group activities throughout the stations.

ASSESSMENT STRATEGIES

- Use a rating scale such as the one provided in the sample assessment instrument at the end of this grade (Activity Stations) to assess students' performance of the acquired skills.

Follow up by having students complete a self-assessment, focussing on the activities they enjoyed most and the ones they felt they did best. If time permits, provide opportunities for students to share their self-assessment in a student-teacher conference; alternatively, students can include their self-assessments in a portfolio.

Active and Safe

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (Knowledge)

- A1 describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends)
- A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)
- A3 identify choices they can make to be more physically active
- A4 describe the importance of food as fuel for physical activity
- A5 identify physical activities they feel they do well

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 describe why safety guidelines for physical activity are important

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • At the conclusion of each new physical activity, debrief with a class discussion. Use questions such as the following to focus the discussion: <ul style="list-style-type: none"> - How was the dance (for example) we just did similar to the water games we played at the swimming pool last month? How was it different? - What body parts did we use in juggling (for example) that are the same as the ones we use in tag? What body parts are different? - Did you enjoy this activity? Why or why not? - What benefit do you think this activity did for your body? For example, did it help make your muscles stronger? Your heart healthier? Did you have fun? Did you have a chance to work with your classmates during this activity? - What are some of the safety rules for this activity? Why do we need to follow these safety rules. 	<ul style="list-style-type: none"> • Have students use picture journals to reflect on new activities, focussing on <ul style="list-style-type: none"> - which ones they enjoyed the most - how their bodies and minds feel during and after the activity - parts of the body used in the activity - how well they think they performed during the activity - specific safety rules and guidelines for the activity, and how each rule or guideline helps to keep students safe. Have students work in small groups to create a role play depicting the benefits of physical activity. Look for evidence that they are able to describe specific benefits (e.g., it's fun, it's good for their bodies, it's something they can do with their friends, it makes their muscles stronger, it makes their hearts healthier).
<ul style="list-style-type: none"> • As a class, brainstorm a variety of opportunities they have to be physically active. Encourage them to consider structured physical activities as well as times when they have a choice between an active and an inactive alternative (e.g., staying inside at lunch-time or going out to play a game). 	<ul style="list-style-type: none"> • Provide students with a worksheet depicting a variety of choices between two activities (e.g., taking the elevator vs. taking the stairs, getting a ride vs. walking to school, playing video games vs. playing tag). Have students work individually or with a partner to identify the active choice in each pair.
<ul style="list-style-type: none"> • Create a model (e.g., a balance or mobile) or use diagrams (e.g., filling up a car) to illustrate the concept of food as fuel for physical activity. Brainstorm as a class some foods that provide energy (e.g., fruits, vegetables, meat, eggs, beans). Continue the discussion by focussing on foods that can provide short-term "fuel" but that burn off very quickly (e.g., foods high in sugar or fat such as potato chips, candy, or cookies). 	<ul style="list-style-type: none"> • Observe students during the class discussion, looking for evidence that they are able to <ul style="list-style-type: none"> - give reasons why food is important for physical activity (e.g., nutritious food provides fuel and energy to move and play actively) - list potential consequences of not providing enough nutritious food for physical activity (e.g., not enough energy, becoming very tired during play).

Assessment Instrument

ACTIVITY STATIONS

Name: _____

Date: _____

<i>To what extent does the student</i> (3=excellent, 2=satisfactory, 1=needs improvement)	Mark
<ul style="list-style-type: none"> demonstrate appropriate spacing and distance from other students within the activity space 	
<ul style="list-style-type: none"> move safely through general space at varying speeds, changing speeds in response to prompts, demonstrating an awareness of others' personal spaces during the activity 	
<ul style="list-style-type: none"> maintain balance and control while creating large and small shapes with their bodies at various high, medium, and low levels (e.g., standing, sitting, crouching, stretching upward) 	
<ul style="list-style-type: none"> demonstrate both static (stationary) and dynamic (travelling) balance while stopping and starting in response to signals 	
<ul style="list-style-type: none"> demonstrate and maintain proper technique for skipping forward—repeat a series of step-hop patterns alternating feet with opposing arm swings 	
<ul style="list-style-type: none"> demonstrate and maintain proper technique for galloping or sliding—maintain the same lead foot while pushing off with the back foot to travel forward (gallop) or sideways (slide) 	
<ul style="list-style-type: none"> skip, gallop, or slide, following lines on the floor (pathways) in relay formation, maintaining balance and without bumping into others 	
<ul style="list-style-type: none"> demonstrate proper technique for a controlled two-foot stop (e.g., landing a jump)—stop on two feet in response to a signal, maintaining balance and technique (with knees bent, arms out for balance, chin up, and eyes forward) 	
<ul style="list-style-type: none"> demonstrate proper technique for kicking a stationary ball or other object from a stationary position—set up kick by looking at target, look at object, step toward object with non-kicking foot, plant non-kicking foot, transfer weight, swing kicking foot forward, make contact with ball with instep of foot (as applicable), follow through with kicking leg in the direction of the target 	
<ul style="list-style-type: none"> demonstrate proper technique for striking a stationary object using an implement (e.g., a beanbag with a paddle, a ball off a T with a bat)—stand sideways to object, swing implement back 180 degrees, transfer weight from back foot to forward foot with swing, rotate trunk then hips, swing implement in horizontal plane with implement parallel to target 	
<ul style="list-style-type: none"> demonstrate proper technique for catching an object (e.g., beanbag, beach ball) with two hands by trapping against chest; track object with eyes while preparing to receive it 	
<ul style="list-style-type: none"> follow a slow rolling object to collect it with two hands without bumping into people or objects 	
<ul style="list-style-type: none"> attempt kicks with either foot and strikes with either hand 	
<ul style="list-style-type: none"> achieve regular contact with object when kicking, striking, or catching 	
<ul style="list-style-type: none"> work willingly and co-operatively with others during physical activity (e.g., share equipment, space, and ideas; work with a variety of partners) 	
<ul style="list-style-type: none"> show fairness and respect in physical activities (e.g., take turns using equipment, encouraging others of all ability levels, expressing emotions appropriately) 	

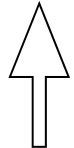
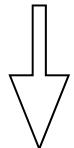


CLASSROOM ASSESSMENT MODEL

Grade 2

PHYSICAL EDUCATION GRADE 2: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for grade 2.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*					
					Cognitive Domain			AFF	PS	
					K	U&A	HMP			
ACTIVE LIVING <i>Knowledge</i>	<ul style="list-style-type: none"> • class discussions • charts, webs • journals and logs 	<ul style="list-style-type: none"> • posters and diagrams • worksheets 	28-35%	 integrated throughout 	4	1	3	0	0	0
<i>Participation</i>	<ul style="list-style-type: none"> • video • observation sheets and checklists 	<ul style="list-style-type: none"> • activity logs • student-teacher conferences 	integrated throughout		1	0	0	0	0	1
MOVEMENT SKILLS	<ul style="list-style-type: none"> • performance tests • video 	<ul style="list-style-type: none"> • observation sheets and checklists • activity logs 	28-35%		4	0	4	0	0	4
SAFETY, FAIR PLAY, AND LEADERSHIP	<ul style="list-style-type: none"> • observation sheets and checklists 	<ul style="list-style-type: none"> • class discussions • posters 	28-35%		3	0	2	0	1	0
TOTAL:			100%	90-100 h	12	1	9	0	1	5

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain, and the abbreviation PS = the psychomotor domain.

Note that some learning outcomes address more than one of the domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

GRADE 2

OVERVIEW

<p>The grade 2 portion of the Classroom Assessment Model contains the following suggested assessment units:</p> <ul style="list-style-type: none"> • Physical Activity Bulletin Board • Folk Dance • Rhythmic Gymnastics 	<p><i>Learning at Previous Grades</i></p> <p>Active Living</p> <ul style="list-style-type: none"> • benefits of regular participation in physical activity • parts of the body involved in physical activity • choices that support physical activity • choosing healthy food as fuel for physical activity • physical activities they enjoy, activities they do well <p>Movement Skills</p> <ul style="list-style-type: none"> • movement in personal space, moving through general space • making shapes with body • changing level of body position • locomotor movement skills: walk, run, jump, hop, body roll, skip, gallop, slide, two-foot stop • manipulative movement skills: slide or roll an object, throw, carry an object, kick a stationary object, strike a stationary object, two-handed catch with trapping <p>Safety, Fair Play, and Leadership</p> <ul style="list-style-type: none"> • basic safety guidelines • importance of safety guidelines • following rules, directions, instruction and safety guidelines • working co-operatively with peers during physical activity
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Movement Skills and Activities

The Grade 2 section of the Classroom Assessment Model outlines a series of units describing some suggested means of organizing, delivering, and assessing the required content for this grade. However these units are suggestions only, and represent only a few of the many ways in which the curriculum can be delivered.

To further support teachers, the following chart outlines the specific non-locomotor, locomotor, and manipulative movement skills that are articulated in the prescribed learning outcomes for this grade along with a variety of sample activities in a variety of activity categories that can be used to address and assess those skills. This list is provided for informational purposes only, and is neither prescriptive nor exhaustive. Teachers are encouraged to address the prescribed learning outcomes with activities that meet the specific needs of their students.

<i>Grade 2</i>	Movement Skill	Examples of Specific Activities	
Non-Locomotor Movement Skills	rock or sway	<ul style="list-style-type: none"> gymnastics 	<ul style="list-style-type: none"> dance (various types)
	swing	<ul style="list-style-type: none"> schoolyard games martial arts 	<ul style="list-style-type: none"> dance (various types)
	step turn	<ul style="list-style-type: none"> dance (various types) educational gymnastics sequences artistic gymnastics floor sequences 	<ul style="list-style-type: none"> martial arts various games (e.g., tag games)
Locomotor Movement Skills	ready position	<ul style="list-style-type: none"> individual, partner, and team games 	<ul style="list-style-type: none"> martial arts (e.g., tai chi) paddling/canoe pulling
Manipulative Movement Skills	one-handed throw underhand	<ul style="list-style-type: none"> schoolyard and classroom throwing games with a variety of objects (e.g., balls, beanbags) 	<ul style="list-style-type: none"> juggling horseshoes quoits hoop and corn cob T ball
	two-handed catch without trapping against body	<ul style="list-style-type: none"> schoolyard and classroom catching games with a variety of objects (e.g., balls, beanbags) 	<ul style="list-style-type: none"> juggling rhythmic gymnastics

SUGGESTED ASSESSMENT UNITS

Physical Activity Bulletin Board

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
ACTIVE LIVING (Knowledge)	
A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends)	
A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired)	
A3 describe the importance of food, water, and sleep as fuel for physical activity	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Set up a gallery walk depicting pictures of <ul style="list-style-type: none"> - people engaged in various types of physical activity representing a range of activity categories (alternative environment activities, dance, games, gymnastics, and individual and dual activities) - various kinds of healthy foods - athletes carrying water bottles or using water stations on races. <p>Allow time for students to view the pictures, then conduct a class discussion focussing on questions such as the following</p> <ul style="list-style-type: none"> - Which physical activities do you enjoy doing? Which ones do your friends and family enjoy? - What benefits do you get from these activities? - What happens to your body when you are doing physical activity? At the beginning of a game? At the end? - Why do we see athletes carrying water when they're doing physical activity? - How does food give us fuel for physical activity? - Have you ever felt really tired when you haven't had enough sleep? How do you think you would feel if you tried to do physical activity when you haven't had enough sleep? 	<ul style="list-style-type: none"> • Create a class bulletin board to collect evidence of what students have learned from this unit about <ul style="list-style-type: none"> - the physical and emotional benefits of physical activity - body responses to physical activity - importance of food, water, and sleep for physical activity. <p>Invite each student to contribute at least one item for the board (e.g., annotated drawing or photograph, chart). Provide an opportunity for parents to view the bulletin board, and ask students to explain their contributions to their parents. Follow up by having students use their journals to record what they have learned from this unit.</p>

Folk Dance

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Knowledge*)

A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends)

ACTIVE LIVING (*Participation*)

A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

B1 move through general space, incorporating directional changes

B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following:

- rock and sway
- swing
- step turn

SAFETY, FAIR PLAY, AND LEADERSHIP

C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles)

C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)

PLANNING FOR ASSESSMENT

- After warming up, begin by playing a piece of folk dance music, and invite students to move around the space in time to the music. Play the music over again, and model various ways to move to the music, incorporating walking, clapping, change of direction, change of levels, and coming together and moving apart. Conclude by teaching a simple folk dance pattern incorporating these skills. Allow time for practice and refinement.

ASSESSMENT STRATEGIES

- Use an observation sheet to assess students as they participate in the folk dance activities, based on criteria such as those outlined in the sample assessment instrument (**Folk Dance**) provided at the end of this grade.

Follow up by having students draw a picture or share with a partner their thoughts about learning the folk dance, focussing on what they enjoyed most.

- The criteria outlined in *BC Performance Standards: Social Responsibility – Kindergarten to Grade 3* can be used to assess students in relation to
 - contributing to a safe and caring school environment (Section 1)
 - solving problems in peaceful ways (Section 2)
 - valuing diversity and defending human rights (Section 3).

BC Performance Standards are available online www.bced.gov.bc.ca/perf_stands/

Rhythmic Gymnastics**Prescribed Learning Outcomes**

It is expected that students will:

ACTIVE LIVING (Knowledge)

A4 identify physical abilities they would like to develop

ACTIVE LIVING (Participation)

A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

B1 move through general space, incorporating directional changes

B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following:

- rock and sway
- swing
- step turn

B3 demonstrate proper ready position for locomotor movement skills

B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:

- one-handed throw underhand
- two-handed catch without trapping against body

SAFETY, FAIR PLAY, AND LEADERSHIP

C2 follow established procedures and directions when participating in physical activity

continued next page

Rhythmic Gymnastics (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Over the course of several lessons, introduce students to a variety of activities using rhythmic gymnastic apparatus. Demonstrate skills such as <ul style="list-style-type: none"> - ribbon—overhead circles, a zigzag, waves, and a change of level - ball—bounce the ball with two different body parts and be able to toss, throw, catch it, roll and retrieve, and bounce - hoop—roll and retrieve, turn, toss and catch - skipping rope—jump, turn, touch the ground, toss and catch - lummi sticks—create a rhythm, move while creating a rhythm with the stick such as forward, backward or follow the leader. <p>After time for practice and skill development with each apparatus, have students work in groups to choose two of the apparatus to perform as a routine.</p>	<ul style="list-style-type: none"> • Use a checklist to observe students as they perform their rhythmic gymnastics routines. Look for their abilities to demonstrate proper technique for <ul style="list-style-type: none"> - ready position—feet shoulder width apart, knees bent, weight evenly distributed on balls of feet with heels still on the ground, head up with eyes focussed on target or activity, hands in front at chest level (as applicable) - rock and sway—maintain a rounded body position where it touches the floor; maintain a stable base for swaying - swinging arms or legs—maintain smooth, rhythmic action, keeping swinging body parts loose and relaxed; keep extent of the swing the same on both sides of the swing - step turn—smooth and controlled stepped turn using both feet, maintaining balance throughout the turn - a one-handed throw underhand with a variety of objects—draw arm back in readiness, bring arm forward while transferring weight to on opposite foot, extend and release object pointing at a target, follow through with arm toward target - catching an object using two hands without trapping against body - tracking object with eyes when preparing to receive or block - follow instructions and procedures - set up and manage routines as appropriate.

*Assessment Instrument***FOLK DANCE**

Name: _____

Date: _____

Key: 3=excellent, 2=satisfactory, 1=needs improvement, 0=not evident

Rating (0-3)	Criteria – To what extent does the student:	Comments
	<ul style="list-style-type: none"> acquire and remember verses of singing games 	
	<ul style="list-style-type: none"> maintain personal space within the general space 	
	<ul style="list-style-type: none"> follow simple directions 	
	<ul style="list-style-type: none"> perform as a single performer in a large group 	
	<ul style="list-style-type: none"> change direction while moving to converge, avoid, or join others 	
	<ul style="list-style-type: none"> demonstrate proper technique for swinging arms and legs— maintain smooth, rhythmic action, keeping swinging body parts loose and relaxed; keep extent of the swing the same on both sides of the swing 	
	<ul style="list-style-type: none"> demonstrate proper technique for step turns— smooth and controlled stepped turn using both feet, maintaining balance throughout the turn 	
	<ul style="list-style-type: none"> demonstrate appreciation for the strengths and limitations of others and self 	
	<ul style="list-style-type: none"> demonstrate safe and controlled behaviours throughout the activity 	



CLASSROOM ASSESSMENT MODEL

Grade 3

PHYSICAL EDUCATION GRADE 3: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for grade 3.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*					
					Cognitive Domain			AFF	PS	
					K	U&A	HMP			
ACTIVE LIVING <i>Knowledge</i>	<ul style="list-style-type: none"> • class discussions • charts, webs • journals and logs 	<ul style="list-style-type: none"> • posters and diagrams • worksheets 	28-35%	 integrated throughout 	4	2	2	0	0	0
<i>Participation</i>	<ul style="list-style-type: none"> • video • observation sheets and checklists 	<ul style="list-style-type: none"> • activity logs • student-teacher conferences 	integrated throughout		1	0	0	0	0	1
MOVEMENT SKILLS	<ul style="list-style-type: none"> • performance tests • video 	<ul style="list-style-type: none"> • observation sheets and checklists • activity logs 	28-35%		4	0	4	0	0	4
SAFETY, FAIR PLAY, AND LEADERSHIP	<ul style="list-style-type: none"> • observation sheets and checklists 	<ul style="list-style-type: none"> • class discussions • posters 	28-35%		3	0	1	0	2	0
TOTAL:			100%	90-100 h	12	2	7	0	2	5

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain, and the abbreviation PS = the psychomotor domain.

Note that some learning outcomes address more than one of the domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

GRADE 3

OVERVIEW

<p>The grade 3 portion of the Classroom Assessment Model contains the following suggested assessment units:</p> <ul style="list-style-type: none"> • Soccer Skills • Aerobics • Active Living Journals 	<p><i>Learning at Previous Grades</i></p> <p>Active Living</p> <ul style="list-style-type: none"> • benefits of regular participation in physical activity • parts of the body involved in physical activity, how bodies respond to physical activity • choices that support physical activity • importance of food, water, and sleep for physical activity • physical activities they enjoy, activities they do well • physical abilities they would like to develop <p>Movement Skills</p> <ul style="list-style-type: none"> • movement in personal space, moving through general space • making shapes with body • changing level of body position • locomotor movement skills: walk, run, jump, hop, body roll, skip, gallop, slide, two-foot stop, rock and sway, swing, step turn • ready position for locomotor movement skills • manipulative movement skills: slide or roll an object, throw, carry an object, kick a stationary object, strike a stationary object, two-handed catch with and without trapping, one handed underhand throw <p>Safety, Fair Play, and Leadership</p> <ul style="list-style-type: none"> • safe behaviours • importance of safety guidelines • following rules, directions, instruction and safety guidelines • working co-operatively with peers during physical activity • respect for others during physical activity
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Movement Skills and Activities

The Grade 3 section of the Classroom Assessment Model outlines a series of units describing some suggested means of organizing, delivering, and assessing the required content for this grade. However these units are suggestions only, and represent only a few of the many ways in which the curriculum can be delivered.

To further support teachers, the following chart outlines the specific non-locomotor, locomotor, and manipulative movement skills that are articulated in the prescribed learning outcomes for this grade along with a variety of sample activities in a variety of activity categories that can be used to address and assess those skills. This list is provided for informational purposes only, and is neither prescriptive nor exhaustive. Teachers are encouraged to address the prescribed learning outcomes with activities that meet the specific needs of their students.

<i>Grade 3</i>	Movement Skill	Examples of Specific Activities	
Non-Locomotor Movement Skills	balance	<ul style="list-style-type: none"> gymnastics dance pilates stability balls martial arts cycling 	<ul style="list-style-type: none"> skating skiing classroom and schoolyard games horseback riding track and field jumping activities
Combined Movement Skills:	sequences of non-locomotor and locomotor movement skills	<ul style="list-style-type: none"> partner dances, group dances (e.g., square dance, hip-hop, interpretive) 	<ul style="list-style-type: none"> tumbling sequences aerobics triple jump
Locomotor Movement Skills	running jump	<ul style="list-style-type: none"> classroom and schoolyard games swimming gymnastics 	<ul style="list-style-type: none"> track and field activities (e.g., long jump, triple jump) dance
	leap	<ul style="list-style-type: none"> classroom and schoolyard games swimming gymnastics 	<ul style="list-style-type: none"> track and field activities (e.g., long jump, triple jump) dance
Manipulative Movement Skills	push or pull an object	<ul style="list-style-type: none"> strength training rope games partner balancing activities partner resistance games 	<ul style="list-style-type: none"> rope climbing rock climbing exercise bands partner skating
	kick an object to a stationary target	<ul style="list-style-type: none"> schoolyard kicking games and challenges 	<ul style="list-style-type: none"> soccer
	trap an object with the foot	<ul style="list-style-type: none"> schoolyard games and challenges 	<ul style="list-style-type: none"> soccer
	dribble an object with hands	<ul style="list-style-type: none"> basketball drills, challenges, and games 	<ul style="list-style-type: none"> rhythmic gymnastics (with ball)

SUGGESTED ASSESSMENT UNITS

Soccer Skills

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Participation*)

A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

B3 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:

- pull or push an object
- kick an object to a stationary target
- trap an object with the foot
- dribble an object with hands

SAFETY, FAIR PLAY, AND LEADERSHIP

C1 demonstrate safe behaviours while participating in a variety of physical activities

C3 demonstrate respect and encouragement for others during a variety of types of physical activity

PLANNING FOR ASSESSMENT

- Introduce and demonstrate (or invite a guest instructor to demonstrate) various skills associated with soccer. Begin with the inside of the foot pass, emphasizing the following technique cues:
 - toe (the ball should make contact with the inside of the kicking foot)
 - tilt (ensure that students have a transfer of weight from back to front to gain momentum)
 - target (ensure that students keep their head up and looking at their target while kicking)
 - through (follow through with the kicking leg for maximum force)

Repeat with discuss trapping, showing how to trap the soccer ball either by placing their foot on top of the soccer ball or by absorbing the soccer ball with the inside of their foot.

Have students form groups, then have each group form a circle. Have them practice passing, kicking, and trapping skills within their circles. Remind them to use both their dominant and non-dominant kicking feet.

ASSESSMENT STRATEGIES

- Observe students as they work in their groups to practise soccer skills. Assess students' skill acquisition using criteria such as the ones outlined in the sample assessment instrument (**Soccer Skills**) provided at the end of this grade.

- The criteria outlined in *BC Performance Standards: Social Responsibility – Kindergarten to Grade 3* can be used to assess students in relation to
 - contributing to a safe and caring school environment (Section 1)
 - solving problems in peaceful ways (Section 2)
 - valuing diversity and defending human rights (Section 3).

BC Performance Standards are available online at www.bced.gov.bc.ca/perf_stands/

Aerobics

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Knowledge*)

A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones

ACTIVE LIVING (*Participation*)

A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

B1 demonstrate an ability to balance in a variety of activities

B2 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:

- running jump
- leap

B4 perform selected non-locomotor and locomotor movement skills in sequence

SAFETY, FAIR PLAY, AND LEADERSHIP

C2 demonstrate respect and encouragement for others during a variety of types of physical activity

C3 demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)

PLANNING FOR ASSESSMENT

- Use a video or invite guests to introduce students to aerobic routines. Focus on the types of movement skills typically used in aerobics. Discuss the parts of the body that work together in an aerobics routine, and how this type of activity helps to develop the heart, lungs, muscles, and bones.

Divide the class into small groups, and have them work together to create a short (e.g., 64 count) aerobic routine and present it to the class. Facilitate students in selecting appropriate music and in selecting and combining movement skills for their routine.

As an extension, have students modify their routines or create new routines to incorporate skills associated with a variety of different activities (e.g., cross-country skiing, ball games, various types of dance).

ASSESSMENT STRATEGIES

- Provide opportunities for students to present their routines for peer feedback.

Use an observation sheet as students work on and present their routines, noting the extent to which they demonstrate

- different ways to maintain static and dynamic balance
- proper technique for movement skills demonstrated (e.g., running jumps, leaps)
- changes in directions and pathways
- creativity and originality in creating their sequences
- unison in their movements, as appropriate
- abilities to work and share ideas with their peers
- leadership skills (e.g., offering suggestions, demonstrating skills).

Active Living Journals

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Knowledge*)

- A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones
- A2 describe healthy nutritional choices for physical activity
- A3 identify choices people can make to be more active
- A4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)

ACTIVE LIVING (*Participation*)

- A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Begin with a class tally of students' physical activities outside of school, asking students questions such as <ul style="list-style-type: none"> - How many walked to school today? - How many went for a bike ride yesterday? - How many did something active with their families last weekend? - What was your favourite thing to do this week to be active? <p>Create a class chart showing the types of activities done (e.g., in relation to the five activity categories—alternative environment, dance, games, gymnastics, and individual and dual) and when. On a map of the community, identify locations where students can participate in physical activities (e.g., hiking trails, playgrounds, swimming pools, skating rinks, curling arenas, community centres, skate parks, cycling paths). Include school and community initiatives (e.g., Terry Fox Run, Walk to School Way, fun runs, bike rodeos, bowlathons).</p> <p>Display an overhead or poster of the human body. Select one activity from the class list, and ask students to identify the parts of the body that are involved in that activity. Focus on the heart: why is it important to have a healthy heart? (e.g., a strong heart pumps blood to the rest of the body)</p>	<ul style="list-style-type: none"> • Have students create an active living journal, recording <ul style="list-style-type: none"> - reasons why a healthy heart is important for physical health - a minimum of three benefits of regular, sustained physical activity (e.g., increased flexibility, cardiovascular endurance, stronger bones and muscles) - healthy nutritional choices they can make for physical activity - times when they made choices to be more physically active - their three favourite places in the community to participate in physical activity - at least one new physical activity they would like to try. <p>Encourage students to share their journals with their families, and to talk about the opportunities they have for doing physical activities together.</p>
<ul style="list-style-type: none"> • As a class, brainstorm athletes and physically active people that students admire. Encourage them to think of local community examples, other students in the school, family members, etc. as well as the more obvious examples of professional and Olympic athletes. Discuss as a class what makes these people admirable. 	<ul style="list-style-type: none"> • Have students work individually or in small groups to prepare a short presentation (e.g., poster, mock interview) about a selected person they admire. Look for evidence that they are able to give reasons why they chose this individual, and can make connections to the qualities they would like to develop themselves.

Assessment Instrument
SOCCER SKILLS

Key: 3=excellent, 2=satisfactory, 1=needs improvement, 0=not evident

Rating (0-3)	Criteria – To what extent does the student:	Comments
	<ul style="list-style-type: none"> demonstrate proper technique for an inside of the foot pass, (e.g., toe, tilt, target, through) 	
	<ul style="list-style-type: none"> demonstrate proper technique to kick a soccer ball—set up kick by looking at target, look at object, step toward object with non-kicking foot, plant non-kicking foot, transfer weight, swing kicking foot forward, make contact with ball with instep of foot, follow through with kicking leg in the direction of the target; incorporate a smooth and continuous three-step approach to the kick 	
	<ul style="list-style-type: none"> demonstrate proper technique to trap the soccer ball by wedging it between the ground and the sole of either foot 	
	<ul style="list-style-type: none"> track object with eyes throughout movement 	
	<ul style="list-style-type: none"> attempt kicks with either foot 	
	<ul style="list-style-type: none"> follow class rules and routines for physical activities (e.g., independently do warm up activities, stay on task for an appropriate length of time) 	
	<ul style="list-style-type: none"> demonstrate ways to show encouragement for others during a variety of types of physical activity (e.g., assist others with particular skills, offer compliments, inviting others of all abilities to participate) 	


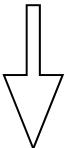


CLASSROOM ASSESSMENT MODEL

Grade 4

PHYSICAL EDUCATION GRADE 4: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for grade 4.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*					
					Cognitive Domain			AFF	PS	
					K	U&A	HMP			
ACTIVE LIVING <i>Knowledge</i>	<ul style="list-style-type: none"> • class discussions • charts, webs • journals and logs • written and oral tests 	<ul style="list-style-type: none"> • posters and diagrams • worksheets • models 	28-35%	 integrated throughout 	5	4	1	0	0	0
<i>Participation</i>	<ul style="list-style-type: none"> • video • observation sheets and checklists 	<ul style="list-style-type: none"> • activity logs • student-teacher conferences 	integrated throughout		1	0	0	0	0	1
MOVEMENT SKILLS	<ul style="list-style-type: none"> • performance tests • video • peer teaching 	<ul style="list-style-type: none"> • observation sheets and checklists • activity logs 	28-35%		3	0	3	0	0	3
SAFETY, FAIR PLAY, AND LEADERSHIP	<ul style="list-style-type: none"> • observation sheets and checklists • peer teaching 	<ul style="list-style-type: none"> • class discussions • posters 	28-35%		3	0	1	0	2	0
TOTAL:			100%	90-100 h	12	4	5	0	2	4

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain, and the abbreviation PS = the psychomotor domain.

Note that some learning outcomes address more than one of the domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

GRADE 4

OVERVIEW

The grade 4 portion of the Classroom Assessment Model contains the following suggested assessment units:

- Pilates
- Cricket
- Outdoor Activities

Learning at Previous Grades

Active Living

- benefits of regular participation in physical activity for the heart, lungs, muscles, and bones
- parts of the body involved in physical activity, how bodies respond to physical activity
- healthy nutritional choices for physical activity
- physical activities they enjoy, activities they do well
- physical abilities they would like to develop; physical abilities of people they admire

Movement Skills

- movement in personal space, moving through general space
- making shapes with body, changing level of body position, balancing
- locomotor movement skills: walk, run, jump, hop, body roll, skip, gallop, slide, two-foot stop, rock and sway, swing, step turn, running jump, leap
- ready position for locomotor movement skills
- manipulative movement skills: slide or roll an object, throw, carry an object, kick a stationary object, strike a stationary object, two-handed catch with and without trapping, one handed underhand throw, kick a stationary object, trap an object with foot, dribble with hands
- sequences of non-locomotor and locomotor movement skills

Safety, Fair Play, and Leadership

- safe behaviours in a variety of physical activities
- importance of safety guidelines
- following rules, directions, instruction and safety guidelines
- working co-operatively with peers during physical activity
- respect and encouragement for others during physical activity
- leadership in selected physical activities

Movement Skills and Activities

The Grade 4 section of the Classroom Assessment Model outlines a series of units describing some suggested means of organizing, delivering, and assessing the required content for this grade. However these units are suggestions only, and represent only a few of the many ways in which the curriculum can be delivered.

To further support teachers, the following chart outlines the specific non-locomotor, locomotor, and manipulative movement skills that are articulated in the prescribed learning outcomes for this grade along with a variety of sample activities in a variety of activity categories that can be used to address and assess those skills. This list is provided for informational purposes only, and is neither prescriptive nor exhaustive. Teachers are encouraged to address the prescribed learning outcomes with activities that meet the specific needs of their students.

<i>Grade 4</i>	Movement Skill	Examples of Specific Activities	
Manipulative Movement Skills	one-handed catch underhand and overhand	<ul style="list-style-type: none"> • schoolyard and classroom catching games with a variety of objects (e.g., balls, beanbags, hoops) 	<ul style="list-style-type: none"> • juggling • baseball/softball • cricket • rhythmic gymnastics
	strike a moving object with implement	<ul style="list-style-type: none"> • tennis • table tennis • hockey • cricket • baseball/softball • broomball 	<ul style="list-style-type: none"> • pickleball • table tennis • shinny • badminton • squash • racquetball
	strike an object with hand	<ul style="list-style-type: none"> • schoolyard and classroom games with a variety of objects (e.g., balls, balloons) 	<ul style="list-style-type: none"> • handball • tetherball • volleyball • water polo
	one-handed throw overhand	<ul style="list-style-type: none"> • schoolyard and classroom throwing games with a variety of objects (e.g., balls, beanbags) • flag/touch football, rugby 	<ul style="list-style-type: none"> • horseshoes • quoits • hoop and corn cob • baseball/softball • cricket
	dribble an object with feet	<ul style="list-style-type: none"> • soccer • relay games 	<ul style="list-style-type: none"> • schoolyard games, drills, and challenges
Combined Movement Skills:	create sequences	<ul style="list-style-type: none"> • dance or gymnastic sequences • swimming stroke sequences, synchronized swimming • synchronized skating 	<ul style="list-style-type: none"> • martial arts • mirror games • juggling sequences • game skill sequences • relays
	<ul style="list-style-type: none"> • Locomotor • Non-Locomotor • Manipulative 		

SUGGESTED ASSESSMENT UNITS

Pilates

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (Knowledge)

- A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)
 A5 identify opportunities for physical activity in a variety of settings

MOVEMENT SKILLS

- B3 select non-locomotor, locomotor, and manipulative movements to create sequences

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate an ability to participate safely in specific physical activities

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Use a video or invite a guest to introduce basic pilates moves. After students have learned basic moves, have them create sequences that include a minimum of four different movements. Focus should be on levels, body awareness, safety, and transitions between each move. Students may also research additional pilates moves to incorporate into their routine. <p>As a class, brainstorm a variety of locations in the school, at home, and in the community where they could do pilates.</p>	<ul style="list-style-type: none"> Discuss guidelines for appropriate constructive criticism. Have students conduct peer assessments of each others' pilates routines, offering at least one piece of positive feedback as well one suggestion for change or improvement. <p>Have students use their activity journals to reflect on</p> <ul style="list-style-type: none"> different ways of selecting and combining movements in sequence how pilates is similar to and different from other activities they've done specific safety considerations for pilates.
<ul style="list-style-type: none"> Demonstrate how to monitor exertion periodically during the pilates unit (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity). 	<ul style="list-style-type: none"> Have students use their journals to record their exertion rate during pilates, and to compare it to their exertion during other types of activity.

Cricket

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Participation*)

A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities

MOVEMENT SKILLS

- B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects
- B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following:
- one-handed catch underhand and overhand
 - strike a moving object with implement
 - strike an object with hand
 - one-handed throw overhand
 - dribble an object with feet

SAFETY, FAIR PLAY, AND LEADERSHIP

- C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting)
- C3 demonstrate leadership in selected physical activities

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Introduce a modified version of cricket (e.g., kanga ball/kanga cricket) to students as a way to develop skills such as bowling, throwing, catching, striking, and positional play. Demonstrate skills one by one over the course of several lessons. Provide opportunities for students to practise and develop their skills with partners and in groups. At the conclusion of the unit, play a game of kanga cricket. 	<ul style="list-style-type: none"> • Use a skills checklist to assess students' skill progression and mastery over the course of the unit. Look for evidence of the extent to which students are able to <ul style="list-style-type: none"> - demonstrate proper technique for a one-handed catch - demonstrate proper technique for striking a moving object ball with a cricket bat - demonstrate proper technique for a one-handed throw overhand - achieve regular contact with object when striking and catching - attempt catches, throws, and strikes with either hand - act as group leaders in physical activity (e.g., team captain, demonstrating and coaching specific skills).
<ul style="list-style-type: none"> • The criteria outlined in <i>BC Performance Standards: Social Responsibility – Grades 4 to 5</i> can be used to assess students in relation to <ul style="list-style-type: none"> - contributing to a safe and caring school environment (Section 1) - solving problems in peaceful ways (Section 2) - valuing diversity and defending human rights (Section 3). <p>BC Performance Standards are available online at www.bced.gov.bc.ca/perf_stands/</p>	

Outdoor Activities

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Knowledge*)

- A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)
- A2 identify the major muscles of the body that are involved in physical activity
- A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)
- A5 identify opportunities for physical activity in a variety of settings

ACTIVE LIVING (*Participation*)

- A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate an ability to participate safely in specific physical activities

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Begin with a class brainstorm of all the physical activities students can think of that can be done outside. Discuss as a class: Which ones have they done themselves? Which ones have they seen? Which ones would they like to try? <p>Divide the class into at least four groups, and assign on category of outdoor activity to each group: snow, ice, water, or land. Provide time and assistance for each group to research a minimum of three specific activities in their assigned category, focussing on the following:</p> <ul style="list-style-type: none"> - the major muscle groups involved in that type of activity (e.g., deltoids, hamstrings, quadriceps, biceps, abdominals) - an explanation of the type of nutritional requirements for the activity - any particular safety requirements for the activity - where in the community this activity can be done. 	<ul style="list-style-type: none"> • Provide students with a self-assessment response sheet such as the one provided at the end of this grade (Outdoor Activities) at the beginning of the unit, and discuss as a class the expectations. <p>Once each group has completed its research, use a jigsaw approach to have the class re-form into new groups. As students present their expert findings, have the remaining students add to their response sheet with what they have learned about activities in that category. Collect their response sheets for teacher assessment.</p>
<ul style="list-style-type: none"> • Once students have had an opportunity to learn about a range of outdoor activities, use a class decision making model (e.g., consensus, voting) to select one or more activities to participate in as a class. 	<ul style="list-style-type: none"> • Have students complete an activity log entry to prepare for, participate in, and reflect on the selected outdoor activity. Collect their logs, looking for evidence that they are able to <ul style="list-style-type: none"> - identify the major muscle groups involved in the activity - identify applicable safety considerations for the activity - participate in appropriate warmup activities - participate fully throughout the activity - describe the benefits of participating in this particular activity.

Assessment Instrument
OUTDOOR ACTIVITIES

Name: _____

Date: _____

	Teacher Assessment
<p>My favourite outdoor activity that I've tried is</p> <p>I like this activity because</p> <p>The major muscles involved in this activity are</p>	
<p>One new land-based outdoor activity I'd like to try is</p> <p>I'd like to try this activity because</p> <p>Where I can do this activity in our community</p>	
<p>One new water-based outdoor activity I'd like to try is</p> <p>I'd like to try this activity because</p> <p>Where I can do this activity in our community</p>	

<p>One new snow-based outdoor activity I'd like to try is</p> <p>I'd like to try this activity because</p> <p>Where I can do this activity in our community</p>	
<p>One new ice-based outdoor activity I'd like to try is</p> <p>I'd like to try this activity because</p> <p>Where I can do this activity in our community</p>	
<p>It's important to have healthy nutrition for physical activity because</p>	
<p>Three important things I learned about safety for outdoor activities are</p>	
<p>Teacher comments</p>	


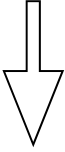


CLASSROOM ASSESSMENT MODEL

Grade 5

PHYSICAL EDUCATION GRADE 5: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for grade 5.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities		Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*				
						Cognitive Domain			AFF	PS
						K	U&A	HMP		
ACTIVE LIVING <i>Knowledge</i>	<ul style="list-style-type: none"> • class discussions • charts, webs • journals and logs • written and oral tests 	<ul style="list-style-type: none"> • posters and diagrams • worksheets • models 	28-35%	 integrated throughout 	4	1	1	2	0	0
<i>Participation</i>	<ul style="list-style-type: none"> • video • observation sheets and checklists 	<ul style="list-style-type: none"> • activity logs • student-teacher conferences 	integrated throughout		1	0	0	0	0	1
MOVEMENT SKILLS	<ul style="list-style-type: none"> • performance tests • video • peer teaching 	<ul style="list-style-type: none"> • observation sheets and checklists • activity logs 	28-35%		4	0	3	1	0	4
SAFETY, FAIR PLAY, AND LEADERSHIP	<ul style="list-style-type: none"> • observation sheets and checklists • peer teaching 	<ul style="list-style-type: none"> • class discussions • worksheets 	28-35%		4	1	1	0	2	0
TOTAL:			100%	90-100 h	10	2	5	3	2	5

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain, and the abbreviation PS = the psychomotor domain.

Note that some learning outcomes address more than one of the domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

GRADE 5

OVERVIEW

<p>The grade 5 portion of the Classroom Assessment Model contains the following suggested assessment units:</p> <ul style="list-style-type: none"> • Dance Sequences • Softball Skills • Active Living Reports 	<p><i>Learning at Previous Grades</i></p> <p>Active Living</p> <ul style="list-style-type: none"> • physical and emotional benefits of regular participation in physical activity • muscle groups involved in physical activity • monitoring exertion during physical activity • relationship between nutrition and physical activity • opportunities for physical activity in various settings <p>Movement Skills</p> <ul style="list-style-type: none"> • movement in personal space, moving through general space • locomotor movement skills: walk, run, jump, hop, body roll, skip, gallop, slide, two-foot stop, rock and sway, swing, step turn, running jump, leap • ready position for locomotor movement skills • manipulative movement skills: slide or roll an object, throw, carry an object, kick a stationary object, strike a stationary object, two-handed catch with and without trapping, one handed underhand throw, kick a stationary object, trap an object with foot, dribble with hands, one-handed catch, strike with hand/implement, throw overhand, dribble object with feet • sequences of non-locomotor and locomotor movement skills • adjusting speed, level, pathway, and directions in relation to other people or moving objects <p>Safety, Fair Play, and Leadership</p> <ul style="list-style-type: none"> • safe participation in a variety of physical activities • principles of fair play • leadership roles in physical activities
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Movement Skills and Activities

The Grade 5 section of the Classroom Assessment Model outlines a series of units describing some suggested means of organizing, delivering, and assessing the required content for this grade. However these units are suggestions only, and represent only a few of the many ways in which the curriculum can be delivered.

To further support teachers, the following chart outlines the specific non-locomotor, locomotor, and manipulative movement skills that are articulated in the prescribed learning outcomes for this grade along with a variety of sample activities in a variety of activity categories that can be used to address and assess those skills. This list is provided for informational purposes only, and is neither prescriptive nor exhaustive. Teachers are encouraged to address the prescribed learning outcomes with activities that meet the specific needs of their students.

<i>Grade 5</i>	Movement Skill	Examples of Specific Activities	
Manipulative Movement Skills	sending an object in predictable settings	<ul style="list-style-type: none"> • schoolyard and classroom throwing games with a variety of objects (e.g., balls, beanbags) • flag/touch football, rugby • kicking games • soccer 	<ul style="list-style-type: none"> • juggling • horseshoes • quoits • hoop and corn cob • baseball/softball • cricket
	receiving an object at varying speeds and different levels	<ul style="list-style-type: none"> • schoolyard and classroom catching games with a variety of objects (e.g., balls, beanbags, hoops) 	<ul style="list-style-type: none"> • juggling • baseball/softball • cricket • rhythmic gymnastics
Combined Movement Skills:	creating sequences	<ul style="list-style-type: none"> • dance or gymnastic sequences • swimming stroke sequences, synchronized swimming • synchronized skating 	<ul style="list-style-type: none"> • martial arts • mirror games • juggling sequences • game skill sequences • relays
	<ul style="list-style-type: none"> • Locomotor • Non-Locomotor • Manipulative 		

SUGGESTED ASSESSMENT UNITS

Dance Sequences

Prescribed Learning Outcomes	
<p><i>It is expected that students will:</i></p> <p>ACTIVE LIVING (Participation) A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility</p> <p>MOVEMENT SKILLS B4 create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills</p> <p>SAFETY, FAIR PLAY, AND LEADERSHIP C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk C2 describe the importance of warmup and cooldown routines for specific activities (e.g., safety, efficiency, focus) C4 demonstrate leadership in physical activity</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Over the course of several lessons, have students work in groups to create a short dance sequence. Discuss the parameters for the dance (e.g., type of dance, minimum number of non-locomotor, locomotor, and manipulative movement skills). Review any specific dance skills as required, and assist students in selecting appropriate music. Discuss with the students safe use of equipment in their routines, choosing appropriate dance skills that are safe and inclusive for all of their group members, and choosing appropriate music for their dance routine, as well as ensuring that they exhibit safe behaviours while working with their group. After allowing time for development and practice, have student present their dances, then teach their sequence to the rest of the class. 	<ul style="list-style-type: none"> Have students conduct peer assessments of each others' presentations using criteria such as those outlined on the sample assessment instrument (Dance Sequences) provided at the end of this grade. Students can conduct a group self-assessment of their own work using the same assessment instrument.
<ul style="list-style-type: none"> The criteria outlined in <i>BC Performance Standards: Social Responsibility – Grades 4 to 5</i> can be used to assess students in relation to <ul style="list-style-type: none"> contributing to a safe and caring school environment (Section 1) solving problems in peaceful ways (Section 2) valuing diversity and defending human rights (Section 3). <p>BC Performance Standards are available online at www.bced.gov.bc.ca/perf_stands/</p>	

Softball Skills

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Participation*)

A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

MOVEMENT SKILLS

B2 demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings

B3 demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels

SAFETY, FAIR PLAY, AND LEADERSHIP

C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk

C3 demonstrate fair play in physical activity

PLANNING FOR ASSESSMENT

- Review and reinforce skills students have already learned in relation to throwing, catching, and striking balls and other objects. Demonstrate how these skills are applied in new settings, such as
 - throwing at different distances
 - striking to aim toward a specific target
 - catching while running.

Allow time for students to practise and develop these skills in indoor and outdoor settings with partners and in small groups. As an extension, play a game of softball (or a modified lead-up game) to have students apply their skills.

ASSESSMENT STRATEGIES

- Assess students' skill levels at several points during the unit to track their development. Look for evidence of their abilities to
 - adjust level to catch object (e.g., jump to catch, crouch to catch) in a variety of situations alone, with a stationary partner, and with a moving partner
 - run to meet and catch with hands
 - attempt catches with either hand
 - follow directions, rules, and routines for safe use of equipment and facilities
 - demonstrate an awareness of their own abilities for safe participation in physical activity
 - demonstrate fair play (e.g., adjusting activities to be inclusive of all participants, allowing everyone to have a chance at the activity, accepting outcomes graciously).

Follow up by having students complete a journal reflection of their fair play behaviours, responding to sentence stems such as the following:

- I encouraged others to try new skills by _____.
- I praised others for jobs well done by _____.
- I helped my fellow students by _____.

Active Living Reports

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Knowledge*)

- A1 describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)
- A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility
- A3 analyse the relationship between nutrition and physical activity
- A4 set a personal goal for physical activity

ACTIVE LIVING (*Participation*)

- A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Create a class KWL chart to identify what students already know and what they want to learn about various aspects of physical activity, including <ul style="list-style-type: none"> - physical benefits - emotional benefits - components of fitness (muscular strength and endurance, cardiovascular endurance, and flexibility) and how those components are developed by physical activity - relationship between nutrition and physical activity. <p>Have students work individually or in groups to create a profile of a physically active person that incorporates the ideal characteristics. Students can choose to present their profiles as electronic slide shows, models, role plays, posters, annotated diagrams, etc. Facilitate students in conducting necessary research (e.g., online, interviews with community athletes, text resources).</p>	<ul style="list-style-type: none"> • Provide opportunities for peer, teacher, and self-assessment of students' reports, based on criteria such as the extent to which they <ul style="list-style-type: none"> - list and describe the personal physical and emotional health benefits of regular participation in physical activities - define <i>muscular strength and endurance</i>, <i>cardiovascular endurance</i>, and <i>flexibility</i> as the inter-related factors that determine a person's physical fitness - identify specific physical activities that develop each component of fitness - explain the importance of appropriate levels of frequency and intensity - explain the relationship between water and food intake, and physical activity <p>After all students have had an opportunity to present, have them use their learning logs to articulate one specific goal for physical activity. Look for evidence that they are able to</p> <ul style="list-style-type: none"> - set a realistic and appropriate personal goal for physical activity (e.g., improving a specific skill, increasing participation, trying a new activity) - relate their physical activity goals to nutritional choices (e.g., ensuring an appropriate balance between activity and food intake to support their goals) - draw connections between their goals and what they have learned in class - record their progress in achieving their goal in relation to physical activities done in and out of class.

Assessment Instrument

DANCE SEQUENCES

GROUP ASSESSMENT

Presenting group members:		
Assessed by:		
	Peer Assessment	Group Self-Assessment
3=excellent, 2=satisfactory, 1=needs improvement		
dance included the required number ____ of non-locomotor movement skills		
dance included the required number ____ of locomotor movement skills		
dance included the required number ____ of manipulative movement skills		
movement skills were combined and sequenced using a specific pattern (e.g., ABA, ABC)		
dance sequence had a recognizable beginning, middle, and end		
dance included skills and equipment that were appropriate for all members		
the group provided effective leadership in teaching the dance sequence to the rest of the class		
our group included a warmup and cooldown in each class		
our group members worked effectively together		
all members of our group contributed to the project		


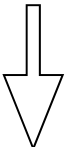


CLASSROOM ASSESSMENT MODEL

Grade 6

PHYSICAL EDUCATION GRADE 6: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for grade 6.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*					
					Cognitive Domain			AFF	PS	
					K	U&A	HMP			
ACTIVE LIVING <i>Knowledge</i>	<ul style="list-style-type: none"> • class discussions • charts, webs • journals and logs • written and oral tests • research projects 	<ul style="list-style-type: none"> • goals-setting plans • posters and diagrams • worksheets • models 	28-35%	 integrated throughout 	5	0	0	5	0	0
<i>Participation</i>	<ul style="list-style-type: none"> • video • observation sheets and checklists 	<ul style="list-style-type: none"> • activity logs • student-teacher conferences 	integrated throughout		1	0	0	0	0	1
MOVEMENT SKILLS	<ul style="list-style-type: none"> • performance tests • video • peer teaching 	<ul style="list-style-type: none"> • observation sheets and checklists • activity logs 	28-35%		4	0	3	1	0	4
SAFETY, FAIR PLAY, AND LEADERSHIP	<ul style="list-style-type: none"> • observation sheets and checklists • peer teaching 	<ul style="list-style-type: none"> • class discussions • worksheets 	28-35%		3	0	1	0	2	0
TOTAL:			100%	90-100 h	13	0	4	6	2	5

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain, and the abbreviation PS = the psychomotor domain.

Note that some learning outcomes address more than one of the domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

GRADE 6

OVERVIEW

The grade 6 portion of the Classroom Assessment Model contains the following suggested assessment units:

- Developing Personal Fitness
- Volleyball Skills and Sequences

Learning at Previous Grades

Active Living

- physical and emotional benefits of regular participation in physical activity
- components of fitness
- muscle groups involved in physical activity
- monitoring exertion during physical activity
- relationship between nutrition and physical activity
- opportunities for physical activity in various settings
- physical activity goals

Movement Skills

- movement in personal space, moving through general space
- locomotor movement skills: walk, run, jump, hop, body roll, skip, gallop, slide, two-foot stop, rock and sway, swing, step turn, running jump, leap
- ready position for locomotor movement skills
- manipulative movement skills: slide or roll an object, throw, carry an object, kick a stationary object, strike a stationary object, two-handed catch with and without trapping, one handed underhand throw, kick a stationary object, trap an object with foot, dribble with hands, one-handed catch, strike with hand/implement, throw overhand, dribble object with feet
- sequences of non-locomotor, locomotor, and manipulative movement skills
- adjusting speed, level, pathway, and directions in relation to other people or moving objects
- phases of movement (ready position, movement, follow through)

Safety, Fair Play, and Leadership

- safe participation in a variety of physical activities; safe use of equipment and facilities
- importance of warmup and cooldown
- fair play in physical activity
- leadership opportunities in physical activities

Movement Skills and Activities

The Grade 6 section of the Classroom Assessment Model outlines a series of units describing some suggested means of organizing, delivering, and assessing the required content for this grade. However these units are suggestions only, and represent only a few of the many ways in which the curriculum can be delivered.

To further support teachers, the following chart outlines the specific non-locomotor, locomotor, and manipulative movement skills that are articulated in the prescribed learning outcomes for this grade along with a variety of sample activities in a variety of activity categories that can be used to address and assess those skills. This list is provided for informational purposes only, and is neither prescriptive nor exhaustive. Teachers are encouraged to address the prescribed learning outcomes with activities that meet the specific needs of their students.

Grade 6	Movement Skill	Examples of Specific Activities	
Manipulative Movement Skills	sending and receiving an object without an implement in predictable settings	<ul style="list-style-type: none"> • schoolyard games with balls, beanbags, hoops, etc. • rhythmic gymnastics • soccer • relay games • flag/touch football, rugby 	<ul style="list-style-type: none"> • basketball • handball • juggling • horseshoes • bowling, skittles, quoits • hoop and corn cob • snow snake • water polo
Combined Movement Skills: <ul style="list-style-type: none"> • Locomotor • Non-Locomotor • Manipulative 	practising to improve skills	<ul style="list-style-type: none"> • drills, challenges, stations, etc. involving activities from any of the activity categories (alternative environment, dance, games, gymnastics, and individual and dual) 	<ul style="list-style-type: none"> • research, field trips, and interviews with community or professional athletes, coaches, etc.
	offensive and defensive strategies	<ul style="list-style-type: none"> • team games (e.g., basketball, volleyball, hockey) • partner games (e.g., tennis, badminton, table tennis, handball) 	<ul style="list-style-type: none"> • playground games (e.g., keep-away) • martial arts
	creating original sequences, drills challenges, and games	<ul style="list-style-type: none"> • dance or gymnastic sequences • canoe paddling/pulling sequences • swimming stroke sequences, synchronized swimming • synchronized skating 	<ul style="list-style-type: none"> • martial arts • mirror games • juggling while travelling • skiing sequences • game skill sequences • relays

SUGGESTED ASSESSMENT UNITS

Developing Personal Fitness

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
ACTIVE LIVING (Knowledge)	
A1 relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)	
A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities	
A3 analyse nutritional considerations for physical activity	
A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)	
A5 set personal goals for attaining and maintaining a physically active lifestyle	
ACTIVE LIVING (Participation)	
A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility	
MOVEMENT SKILLS	
B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve	
SAFETY, FAIR PLAY, AND LEADERSHIP	
C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warmup and cooldown appropriate to the activity)	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> In this year-long unit, students will create their own personal fitness plan. Bring in a guest speaker (e.g., an athlete from the community, a fitness specialist) to talk about goal setting and fitness planning. Discuss as a class specific components of fitness that can be focussed on (e.g., cardiovascular endurance, muscular strength and endurance, flexibility), and the specific activities that can be used to develop each component. <p>As a class, discuss school and community activities that students can participate in over the course of the year as they work toward their fitness goals (e.g., fun runs, co-operative relays, cycling rodeos, bowlathons, skiathons, dance marathons, community training facilities).</p>	<ul style="list-style-type: none"> Invite a fitness specialist to assist students in undertaking a baseline fitness test, using a number of different physical challenges. Ask them to set specific goals in relation to the fitness test results. Work with them to develop strategies for attaining those goals. Provide opportunities for them to be retested in the middle of the year and again at the end of the year. <p>Over the course of the year, have students keep a fitness log and track, graph, and include anecdotal comments of their activities, eating habits, and any changes in fitness they notice. Have them share their journals at regular intervals. Use the sample assessment instrument provided at the end of this grade (Fitness Logs) to assess students' development. This assessment instrument can be used for both summative and formative purposes.</p>

continued next page

Developing Personal Fitness (continued)

<ul style="list-style-type: none"> • Have students take their pulse before, in the middle of, and after various activities. Discuss recovery rates and resting heart rates. 	<ul style="list-style-type: none"> • Have students add to their fitness logs with information about their heart rates. Have them discuss with a partner how information about heart rate relates to their personal level of physical fitness.
<ul style="list-style-type: none"> • As students learn and participate in new activities, discuss how each contributes to the development of specific components of fitness (e.g., dance and gymnastics activities develop flexibility, weight training develops muscular strength and endurance, swimming or skating laps develop cardiovascular endurance). 	<ul style="list-style-type: none"> • Have students add to their fitness logs with information about each new activity and how it relates to their fitness goals.
<ul style="list-style-type: none"> • Discuss the safety procedures and routines used when participating in specific activities (e.g., skiing — with a partner, etiquette, clothing; canoeing — life jackets, clothing; snorkelling — with a buddy). 	<ul style="list-style-type: none"> • Have students add to their fitness logs with specific information about the safety considerations for the activities they do in relation to their fitness plans.

Volleyball Skills and Sequences

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Participation*)

A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

Movement Skills

B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve

B2 demonstrate offensive and defensive strategies in a variety of activity categories

B3 demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)

B4 apply a combination of learned skills to create original sequences, drills, challenges, or games

SAFETY, FAIR PLAY, AND LEADERSHIP

C2 model fair play when participating in physical activity

C3 demonstrate leadership in respecting individual differences and abilities during physical activity

continued next page

Volleyball Skills and Sequences (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Begin the volleyball unit by reviewing how to follow directions: moving in various ways and stopping on command to listen to next direction, first without a ball then with; progressing into formations. <p>Over the course of several lessons, introduce specific volleyball skills such as volleying, serving, and bumping. Allow time for skill development and practice, demonstrated by teacher or another student: tossing, catching; stationary at first then moving; toss-volley, then toss-clap-volley, etc. up to toss-turn-volley. Focus on toss and “catch” (in volley position/ technique, with pads of fingers, at forehead) to get comfortable with the ball; by the end of the unit, students should have progressed to actual volleying (use regular volley balls but slightly under-inflated). Introduce the net to further practise and develop skills.</p> <p>Have students work on skill sequences with partner against a wall, incorporating volleying, serving, and bumping. Then have them form groups to share and develop new skill sequences and/or teamwork strategies.</p> <p>Provide instruction and practice time for offensive and defensive strategies used in volleyball. Have partners act as peer tutors to monitor how accurately the ball is being sent and what needs to be done to improve accuracy.</p>	<ul style="list-style-type: none"> • As students perform striking skills for volleyball, conduct teacher and peer assessment in relation to defined criteria. For example, assess students’ abilities to: <ul style="list-style-type: none"> - strike ball with the correct part of the body or point on the implement (form) - strike ball a short distance (control) and to a long distance (distance and power) - strike ball to a specified target (accuracy) - assume appropriate ready, defensive, and offensive positions in a variety of situations - design and perform volleyball skill sequences that show contrast in levels, planes, pathways, and directions - modify the rules of an existing game, drill, or challenge to create a new one (e.g., by changing equipment) - demonstrate respectful behaviour in pair and team activities - suggest rule changes to improve fairness of a game or activity - demonstrate respect and co-operation when following the leadership of other students in small group and whole class activities - recognize physical activity situations that may cause inappropriate emotional responses (e.g., name-calling, being reprimanded, unsuccessful results), and describe strategies to control or avoid these situations (e.g., take a time out, participate in a diversion activity, use positive self-talk) - recognize and demonstrate respect for individual differences in skill development and ability - demonstrate leadership behaviours in encouraging and promoting respect for individual differences.
<ul style="list-style-type: none"> • As an extension, play a modified lead-up game of volleyball to have students apply their skills. 	<ul style="list-style-type: none"> • Use video to record students’ volleyball games. Have students work in pairs to create a “play by play” commentary of the game, identifying specific skills demonstrated, teamwork and fair play behaviours, etc.
<ul style="list-style-type: none"> • The criteria outlined in <i>BC Performance Standards: Social Responsibility – Grades 6 to 8</i> can be used to assess students in relation to <ul style="list-style-type: none"> - contributing to a safe and caring school environment (Section 1) - solving problems in peaceful ways (Section 2) - valuing diversity and defending human rights (Section 3). <p>BC Performance Standards are available online at www.bced.gov.bc.ca/perf_stands/</p>	

*Assessment Instrument***FITNESS LOG**

Name: _____ Date: _____

3=excellent, 2=satisfactory, 1=needs improvement

	Teacher Assessment	Self- Assessment
make connections between specific physical activities and their ability to help develop muscular strength and endurance, cardiovascular endurance, and flexibility (e.g., hiking increases endurance and strength, gymnastics increases flexibility and strength)		
assess a variety of personal emotional health benefits resulting from participating in physical activity (e.g., stress management, feeling good about self, sharing interests with friends and family)		
assess the relationship between nutritional intake and physical activity		
describe the importance of knowing and respecting own abilities and limits for physical exertion		
monitor own heart rate in relation to target heart rates zones		
demonstrate an understanding of safe exertion rates for self		
describe factors that affect personal preferences for specific physical activities (e.g., enjoyment, availability, personal ability, indoor vs. outdoor activities)		
set specific, achievable, and timely personal goals for attaining and maintaining a physically active lifestyle (e.g., choosing active transportation options, joining a sports team, trying a new recreational activity)		
identify strategies for achieving their goals (e.g., consideration of frequency, intensity, time, and type of activity; selecting activities that are fun and accessible; choosing activities in an enjoyable environment)		
participate in vigorous physical activity resulting in increased heart and breathing rate		
select and participate in physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility		
describe the importance of wearing appropriate attire for the specific physical activity (e.g., safety, comfort, ease of movement)		
participate in warmup and cooldown routines appropriate for specific physical activities (e.g., to warm up the specific muscles used for the activity)		


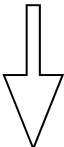


CLASSROOM ASSESSMENT MODEL

Grade 7

PHYSICAL EDUCATION GRADE 7: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for grade 7.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*					
					Cognitive Domain			AFF	PS	
					K	U&A	HMP			
ACTIVE LIVING <i>Knowledge</i>	<ul style="list-style-type: none"> • class discussions • charts, webs • journals and logs • written and oral tests • research projects 	<ul style="list-style-type: none"> • goals-setting plans • posters and diagrams • worksheets • models 	28-35%	 integrated throughout 	4	0	0	4	0	0
<i>Participation</i>	<ul style="list-style-type: none"> • video • observation sheets and checklists 	<ul style="list-style-type: none"> • activity logs • student-teacher conferences 	integrated throughout		1	0	0	0	0	1
MOVEMENT SKILLS	<ul style="list-style-type: none"> • performance tests • video • peer teaching 	<ul style="list-style-type: none"> • observation sheets and checklists • activity logs 	28-35%		3	0	2	1	0	3
SAFETY, FAIR PLAY, AND LEADERSHIP	<ul style="list-style-type: none"> • observation sheets and checklists • peer teaching 	<ul style="list-style-type: none"> • class discussions • worksheets 	28-35%		3	0	1	0	2	0
TOTAL:			100%	90-100 h	11	0	3	5	2	4

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain, and the abbreviation PS = the psychomotor domain.

Note that some learning outcomes address more than one of the domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

GRADE 7

OVERVIEW

<p>The grade 7 portion of the Classroom Assessment Model contains the following suggested assessment units:</p> <ul style="list-style-type: none"> • Scavenger Hunt • Field Hockey • Gymnastic Floor Sequences • Hiking 	<p><i>Learning at Previous Grades</i></p> <p>Active Living</p> <ul style="list-style-type: none"> • physical and emotional benefits of regular participation in physical activity • components of fitness • muscle groups involved in physical activity • monitoring exertion during physical activity • relationship between nutrition and physical activity • opportunities for physical activity in various settings • physical activity goals <p>Movement Skills</p> <ul style="list-style-type: none"> • practising skills to improve • movement in personal space, moving through general space • locomotor movement skills: walk, run, jump, hop, body roll, skip, gallop, slide, two-foot stop, rock and sway, swing, step turn, running jump, leap • ready position for locomotor movement skills • manipulative movement skills: slide or roll an object, throw, carry an object, kick a stationary object, strike a stationary object, two-handed catch with and without trapping, one handed underhand throw, kick a stationary object, trap an object with foot, dribble with hands, one-handed catch, strike with hand/implement, throw overhand, dribble object with feet • sequences of non-locomotor, locomotor, and manipulative movement skills • adjusting speed, level, pathway, and directions in relation to other people or moving objects • offensive and defensive strategies • phases of movement (ready position, movement, follow through) <p>Safety, Fair Play, and Leadership</p> <ul style="list-style-type: none"> • safe participation in a variety of physical activities; safe use of equipment and facilities • importance of warmup and cooldown • fair play in physical activity • leadership opportunities in physical activities
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Movement Skills and Activities

The Grade 7 section of the Classroom Assessment Model outlines a series of units describing some suggested means of organizing, delivering, and assessing the required content for this grade. However these units are suggestions only, and represent only a few of the many ways in which the curriculum can be delivered.

To further support teachers, the following chart outlines the specific non-locomotor, locomotor, and manipulative movement skills that are articulated in the prescribed learning outcomes for this grade along with a variety of sample activities in a variety of activity categories that can be used to address and assess those skills. This list is provided for informational purposes only, and is neither prescriptive nor exhaustive. Teachers are encouraged to address the prescribed learning outcomes with activities that meet the specific needs of their students.

Grade 7	Movement Skill	Examples of Specific Activities	
Manipulative Movement Skills	sending and receiving objects with accuracy, distance, and control in unpredictable settings	<ul style="list-style-type: none"> • various formative, innovative, bat and ball, court and field, and net and wall games (e.g., shinny, field hockey, cricket, softball, lacrosse, ball tag, soccer, badminton, volleyball, broomball, water polo) 	<ul style="list-style-type: none"> • rhythmic gymnastics • team juggling • relay games
Combined Movement Skills: <ul style="list-style-type: none"> • Locomotor • Non-Locomotor • Manipulative 	applying learned movement skills in new and unfamiliar physical activities	<ul style="list-style-type: none"> • applying land-based games to water, snow, or ice • applying individual movement skills to partner or group activities 	<ul style="list-style-type: none"> • changing a game to incorporate different equipment
	creating sequences of learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement	<ul style="list-style-type: none"> • dance or gymnastic sequences • canoe paddling/pulling sequences • swimming stroke sequences, synchronized swimming • synchronized skating 	<ul style="list-style-type: none"> • martial arts • mirror games • juggling while travelling • skiing sequences • game skill sequences • relays

SUGGESTED ASSESSMENT UNITS

Scavenger Hunt

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Participation*)

A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

MOVEMENT SKILLS

B1 apply learned movement skills in new and unfamiliar physical activities

SAFETY, FAIR PLAY, AND LEADERSHIP

C1 apply safe procedures for specific physical activities

C2 model fair play in all aspects of physical activity

C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)

PLANNING FOR ASSESSMENT

- Have students work in small groups to prepare a map of the school grounds with a set number of activities to be performed at specific locations (e.g., throwing and catching challenges, skipping, jumping, balancing, obstacle courses). Students will then lead their buddies from a younger grade through the course that they have designed. Discuss as a class the types of activities that would be appropriate for younger students. Throughout the scavenger hunt, students should assist the younger students with following the instructions and performing the physical activities at each station. Students must ensure that they choose safe controls and that they are not too difficult for the younger students to find.

ASSESSMENT STRATEGIES

- Have students conduct a group self-assessment of their scavenger hunt project, assessing the extent to which they were able to
 - identify basic movement skills that can be used in a variety of activities (e.g., sending skills, receiving skills, locomotor movement skills)
 - apply learned skills in new and unfamiliar activities
 - model safe behaviours for peers and younger students
 - select appropriate warmup and cooldown routines for specific physical activities used in their scavenger hunt
 - adjust rules as necessary to meet needs of and be inclusive of younger participants
 - demonstrate fair play behaviours such as encouragement and respect for all participants
 - assist younger students in learning and applying movement skills in the scavenger hunt.
- Criteria such as the ones outlined in the sample assessment instrument provided at the end of this grade (**Student Responsibility**) can be used as the basis for teacher assessment.

- The criteria outlined in *BC Performance Standards: Social Responsibility – Grades 6 to 8* can be used to assess students in relation to
 - contributing to a safe and caring school environment (Section 1)
 - solving problems in peaceful ways (Section 2)
 - valuing diversity and defending human rights (Section 3).

BC Performance Standards are available online at www.bced.gov.bc.ca/perf_stands/

Field Hockey

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Participation*)

A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

MOVEMENT SKILLS

B1 apply learned movement skills in new and unfamiliar physical activities

B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)

SAFETY, FAIR PLAY, AND LEADERSHIP

C1 apply safe procedures for specific physical activities

PLANNING FOR ASSESSMENT

- Over the course of several lessons, introduce and provide opportunities for students to learn and practise floor hockey skills. Skills should include how to hit a ball with reasonable speed and accuracy; dribble, shoot, and pass; dribble and dodge away from oncoming opponent; approach and fairly tackle an opponent; and play a variety of offensive and defensive positions. Show videos of competitive field hockey games to reinforce skill development. Allow time for individual and group skill development. Use online and print resources to teach students about the proper safety considerations, equipment, and rules for formal field hockey. At the conclusion of the unit, provide an opportunity for students to apply their skills in a modified lead-up game of field hockey.

ASSESSMENT STRATEGIES

- Throughout the unit, use an observation sheet to assess students' abilities to
 - demonstrate knowledge of rules and regulations of field hockey
 - make connections between field hockey skills and comparable previously learned movement skills (e.g., offensive and defensive strategies, striking technique applied to travelling)
 - demonstrate an understanding of how concepts such as angle of projection, gravity, and speed affect control, distance, and accuracy when sending and receiving objects
 - demonstrate appropriate offensive and defensive strategies in passing an object with control and accuracy (e.g., "give and go," checking, moving into open space to receive a pass, moving toward goal or target, positioning)
 - select from varying methods of passing and receiving appropriate to the situation

Provide students with the same criteria for formative self-assessment.

As an extension, have students work in groups to create a poster, video, or other resource to teach field hockey skills and rules to another class.

Gymnastic Floor Sequences

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (*Participation*)

A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

MOVEMENT SKILLS

B1 apply learned movement skills in new and unfamiliar physical activities

B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)

SAFETY, FAIR PLAY, AND LEADERSHIP

C1 apply safe procedures for specific physical activities

C2 model fair play in all aspects of physical activity

PLANNING FOR ASSESSMENT

- Challenge students to work in groups to create a gymnastics floor sequence. Review gymnastics skills they have learned (e.g., beginning and end poses, rolls and tumbling, jumping and leaping, balancing, turns, incorporating manipulatives such as ribbons or hoops). Discuss ways that these skills can be adapted for use in a sequence alone, with partners, and in groups.

ASSESSMENT STRATEGIES

- Have students conduct a group peer assessment of each others' sequences. Criteria for assessment could include the extent to which they are able to
 - identify a range of basic movement skills that can be used in a variety of activities (e.g., beginning and end poses, rolls and tumbling, jumping and leaping, balancing, turns, incorporating manipulatives such as ribbons or hoops)
 - adapt individual movement skills to a group setting
 - incorporate transitions (e.g., rolls, turns, formation changes) in their sequences
 - demonstrate flow and smooth transitions between movements in sequence
 - perform synchronized movements
 - model safe behaviours throughout
 - select appropriate warmup and cooldown routines for the activity
 - demonstrate fair play behaviours such as encouragement and respect for all participants.

Hiking

Prescribed Learning Outcomes

It is expected that students will:

ACTIVE LIVING (Knowledge)

- A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)
- A2 analyse the relationship between personal nutrition choices and participation in physical activity
- A3 assess their heart rate during physical activity in relation to target heart rate zones
- A4 design a plan for achieving physical activity goals

ACTIVE LIVING (Participation)

- A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 apply safe procedures for specific physical activities
- C2 model fair play in all aspects of physical activity

continued next page

Hiking (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Provide opportunities for research and discussion of what students would need to prepare for a day-long hike on a local trail. Invite guest speakers who have hiked the trail in question to talk about the safety requirements and the challenges and benefits associated with this particular hike. <p>Have students work in groups to prepare a plan for this particular hike, outlining</p> <ul style="list-style-type: none"> - nutritional requirements - safety and equipment requirements - emergency preparedness - how to ensure that students of diverse abilities are able to participate fully. <p>Conduct pre-hike activities to allow students to test their readiness for the hike and set any relevant goals. Review how to monitor heart rate (e.g., referring to a chart or poster of target heart rate zones), and discuss how they can perform heart rate monitoring while hiking. Define the term aerobic activity, and explain how it contributes to cardiovascular health; brainstorm additional aerobic activities.</p>	<ul style="list-style-type: none"> • After the conclusion of the hike, have students complete a log of the hike experience, their enjoyment of it, and how it relates to their physical activity goals. Look for evidence that their logs articulate an ability to <ul style="list-style-type: none"> - describe the positive effects on emotional well-being of participation in physical activity (e.g., stress reduction, social interaction, enjoyment) - describe the positive effects on physical well-being of participation in physical activity - assess the extent to which they practise nutritional choices that contribute to physical activity and overall health - compare own heart rate before, during, and after aerobic activity to general target heart rate zones - identify and discuss factors that should be considered when creating a personal physical activity plan - set specific, measurable, and timely goals for physical activity - monitor their progress in their goals - apply familiar safety guidelines to new settings and activities - model safe behaviours in a variety of settings (e.g., on hikes—stay on path and behind leader) - select appropriate warmup and cooldown routines for specific physical activities (e.g., to warm up specific muscle groups used in the hike) - identify procedures to assist a person injured during a hike - demonstrate fair play behaviours such as encouragement and respect for all participants.
<ul style="list-style-type: none"> • As an extension, have students complete a hike on the same route again later in the year, and compare their performance to the earlier hike. 	<ul style="list-style-type: none"> • Students can conduct a self-assessment of their abilities to <ul style="list-style-type: none"> - measure and compare heart rates - work toward meeting their fitness goals.

Assessment Instrument
STUDENT RESPONSIBILITY

4	<p>Accomplished</p> <ul style="list-style-type: none"> • Listens intently to instructions and explanations, providing support to classmates when appropriate. • Follows rules, routines, and procedures of safety. • Exhibits a positive attitude, high level of participation, and willingly tries new tasks in a confident manner. • Works with others co-operatively and collaboratively, supports students of diverse skills, abilities, and backgrounds. • Provides classmates with positive constructive feedback. • Demonstrates etiquette and fair play. • Interacts with others and equipment safely. • Displays leadership skills and assumes responsibility for assigned roles.
3	<p>Acquired</p> <ul style="list-style-type: none"> • Consistently listens to instructions and explanations, follows rules, routines, and procedures of safety. • Willingly participates, showing confidence and a positive attitude toward physical activity • Works co-operatively, assumes responsibility for assigned roles, and provides encouragement to others. • Plays fairly and interacts safely with equipment.
2	<p>Developing</p> <ul style="list-style-type: none"> • Listens to instructions and explanations, generally follows rules, routines, and procedures for safety. • Willing to participate in most tasks. • Evidence that confidence is developing. • Works with others and, when given support, will take on the responsibility for assigned roles. • Generally plays fairly and interacts safely with equipment.
1	<p>Emerging</p> <ul style="list-style-type: none"> • Listens to instructions and explanations when reminded. • Follows rules, routines, and procedures for safety when directly supervised. • Participates when encouraged to do so. • Needs the support of the teacher to work with others and has difficulty resolving conflicts.
0	<p>Cannot Assess</p> <ul style="list-style-type: none"> • Does not come prepared to participate, or is not attending.



LEARNING RESOURCES

Physical Education K to 7

This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Physical Education K to 7 Grade Collections.

What Are Recommended Learning Resources?

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software, and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

What Kinds of Resources Are Found in a Grade Collection?

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers and suborganizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

Physical Education K to 7 Grade Collections

The Grade Collections for Physical Education K to 7 include both newly recommended learning resources, as well as relevant resources previously recommended for prior versions of the Physical Education K to 7 curriculum. The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated.

How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?

Teachers must use either:

- provincially recommended resources
- OR
- resources that have been evaluated through a local, board-approved process.

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

What Are the Criteria Used to Evaluate Learning Resources?

The Ministry of Education facilitates evaluation of learning resources that support BC curricula, and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)
www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf

What Funding is Available for Purchasing Learning Resources?

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

**PHYSICAL EDUCATION K TO 7 GRADE
COLLECTIONS**

The Grade Collections for Physical Education K to 7 include both newly recommended learning resources, as well as relevant resources previously

recommended for prior versions of the Physical Education K to 7 curriculum. The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated.

Please check the following web site for the most current list of recommended learning resources in the Grade Collections for each IRP:

www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm



GLOSSARY

Physical Education K to 7

GLOSSARY

This glossary defines selected terms used in this Integrated Resource Package as they pertain to Physical Education K to 7. It is provided for clarity only, and is not intended to be an exhaustive list of terminology related to the topics in this curriculum.

A

active transportation

Includes cycling, skating (e.g., skateboards, inline skates, scooters), and walking. Regular use of active transportation is one strategy for maintaining a healthy, active lifestyle.

aerobic activity

Any physical activity sufficient in intensity that requires the heart and lungs to increase their work for sustained periods of time. Aerobic activity develops *cardiovascular endurance*. Examples of aerobic activity include running and jogging, cycling, lap swimming, speed skating, cross-country skiing, stair-stepping, jazzercise, hip-hop, rope jumping, rowing, hockey, basketball, etc.

alternative environment activities

In the context of this IRP, refers to activities that take place primarily outside the school grounds. Examples of alternative environments include swimming pools (e.g., swimming, diving, water games), ice rinks (e.g., figure skating, speed skating, ice hockey), bodies of water (e.g., canoeing, kayaking, sailboarding), parks and wilderness areas (e.g., hiking, rock climbing, snowshoeing, cross-country skiing), and other community recreational facilities (e.g., horseback riding, snowboarding, sledding, curling).

C

cardiovascular endurance

Also known as “aerobic endurance” or “cardiorespiratory endurance,” refers to the ability of the heart and lungs to sustain moderate to intense activity for extended periods without undue stress to the body. Cardiovascular endurance is a component of fitness.

cooldown

A series of slow, stretching activities at the conclusion of a lesson or following more active movement. Cooldown routines help students’ heart rates return to normal and facilitate a transition to the next task. See also *warmup*.

components of fitness

The interrelated characteristics that determine a person’s physical conditioning. See *muscular strength and endurance, cardiovascular endurance, and flexibility*.

D

dynamic balance

Balance while moving. Students can demonstrate dynamic balance in activities such as gymnastics, skating, dance, formative games (e.g., follow-the-leader), etc.

F

fair play

Formerly known as “good sportsmanship,” includes skills and behaviours such as abiding by the rules, encouragement, co-operation, respect for diverse skill and ability levels, displaying emotions and reactions appropriately, etc.

flexibility

The range and ease of movement at a joint or series of joints. Flexibility is a component of fitness.

G

gymnastics

In the context of physical education, refers to a wide variety of activities that develop skills and abilities such as balance, flexibility, co-ordination, body and space awareness, and rolls and tumbling. Included in this activity category are educational themes gymnastics (e.g., shape, balance, takeoff and landing, weight transfer, flight), acrobatic gymnastics (e.g., tumbling, balancing, mini-trampoline), rhythmic gymnastics (e.g., ribbon, ball, hoop), and apparatus/artistic gymnastics (e.g., floor exercises, parallel bars, balance beam and benches)

I

implement

A tool used in physical activity to send, block, or receive an object (e.g., tennis, badminton, or squash racquet; baseball or cricket bat; hockey or lacrosse stick). See also *manipulative movement*.

L

locomotor movement skills

Movement skills that incorporate travelling across the floor or surface. Examples of locomotor movements include walking, running, skipping, galloping, and body rolls.

M

manipulative movement skills

Movement skills involving the handling and control of objects primarily with the hands (e.g., throwing, catching, carrying, dribbling) or feet (e.g., kicking, dribbling, trapping). Manipulative movement skills may also involve the use of specific *implements*.

muscular strength and endurance

Refers to the amount of force that a muscle or group of muscles can exert and the ability of the muscle to continue to exert force over a period of time. Muscular strength and endurance is a component of fitness.

N

non-locomotor movement skills

Movements performed on-the-spot or in place, without travelling across the floor or surface. Examples of non-locomotor movements include creating shapes with the body (e.g., by curling, twisting, crouching), pulling, pushing, turning, rocking, and swinging.

P

pathway

The course on the floor or ground along which a person moves during a physical activity. Pathways can be straight, curved, zigzag, spiral, circular, wavy, geometric shapes, etc.

physical activity

In the broadest sense, refers to any body movement that expends energy. To achieve certain components of the physical education curriculum, however, physical activity must be “moderate to vigorous.” Moderate physical activities are those that increase the heart rate. Vigorous physical activities raise the heart rate and sustain the increase over time. Vigorous physical activities are *aerobic* in nature.

predictable setting

Refers to activity where the speed, level, and direction are constant, such as activities with a stationary target or partner.

Q

qualities of movement

Attributes of a movement skill that contribute to its efficiency or aesthetic appeal. Examples of qualities of movement include speed, force, time or speed, and flow.

R

ready position

Adopting an appropriate stance of preparation for the upcoming activity (e.g., weight balanced over both feet, eyes up and focussed on the task, hands ready).

S

static balance

Balance while stationary. Students can demonstrate static balance in activities such as gymnastics, formative games (e.g., Simon Says), and non-locomotor movement skills such as creating shapes with their bodies.

T

tracking

Following a moving object (e.g., ball, other players) with the eyes. Tracking is a skill that helps students anticipate future movement and achieve greater accuracy.

U

unpredictable setting

Refers to activities where the speed, level, and/or direction are variable, such as activities with a moving target or against an opponent.

W

warmup

A structured series of movements to increase heart rate and circulation, to mobilize joints and muscles that will be used in forthcoming activity, and to encourage concentration and body awareness. Examples of warmup activities include slow stretches, running on the spot, sprints, etc.

