



# PHYSICAL EDUCATION GRADE 1

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*Integrated Resource Package 2006*

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#### PHYSICAL EDUCATION K TO 7 IRP PILOT SITES

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The following schools pilot tested the Physical Education K to 7 Response Draft from September to December 2005.

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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](http://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

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**T**his 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
<p><b>ACTIVE LIVING</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Participation</li> </ul>
<p><b>MOVEMENT SKILLS</b></p>
<p><b>SAFETY, FAIR PLAY, AND LEADERSHIP</b></p>

*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

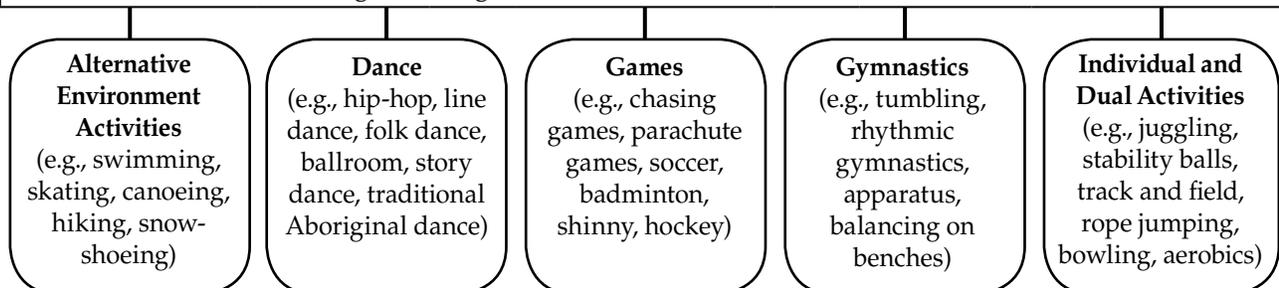
- Students will have opportunities to participate daily in a variety of physical activities.
- Students will develop age-appropriate knowledge and skills for participating productively, safely, and responsibly in a range of physical activities.
- Students will develop the knowledge, skills, and attitudes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

### 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><b>Non-Locomotor Movement Skills</b> movements performed “on-the-spot” without travelling across the floor or surface</p>	<ul style="list-style-type: none"> <li>• balance (1-point balance, 2-point balance, etc.; alone, with partner, in groups, with implements or equipment)</li> <li>• create shapes with body (e.g., by bending, curling, pulling, pushing, stretching, and/or twisting)</li> <li>• rock or sway</li> <li>• step turn</li> <li>• swing</li> <li>• weight transfer</li> </ul>
<p><b>Locomotor Movement Skills</b> 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"> <li>• body roll (log roll, shoulder roll)</li> <li>• gallop or slide</li> <li>• leap</li> <li>• ready position</li> <li>• run</li> <li>• running jump</li> <li>• skip</li> <li>• travelling hop or jump</li> <li>• two-foot stop (at conclusion of locomotor movement)</li> <li>• walk</li> </ul>
<p><b>Manipulative Movement Skills</b> 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"> <li>• carry an object</li> <li>• dribble object with hands</li> <li>• dribble object with feet</li> <li>• kick</li> <li>• one-handed catch</li> <li>• one-handed throw (underhand or overhand)</li> <li>• roll or slide an object</li> <li>• pull or push an object</li> <li>• strike object with hand</li> <li>• strike object with implement</li> <li>• trap object with feet</li> </ul>

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

*continued next page*

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

**PHYSICAL EDUCATION K TO 7: CONCEPTS**

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

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





# CONSIDERATIONS FOR PROGRAM DELIVERY

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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/](http://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](http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf)

*Safe, Caring and Orderly Schools*

[www.bced.gov.bc.ca/sco/](http://www.bced.gov.bc.ca/sco/)

*Diversity in BC Schools: A Framework*

[www.bced.gov.bc.ca/diversity/diversity\\_framework.pdf](http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf)

*Human Rights Code*

[www.qp.gov.bc.ca/statreg/stat/H/96210\\_01.htm](http://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](http://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/](http://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/](http://www.bced.gov.bc.ca/specialed/)

For more information for ESL students, refer to [www.bced.gov.bc.ca/esl/](http://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](http://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](http://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](http://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)**

<b>Characteristics and Interests</b>	<b>Program Guidelines</b>
<i><b>Psychomotor Domain</b></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><b>Cognitive Domain</b></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><b>Affective Domain</b></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.

(Table reproduced from *Dynamic Physical Education for Elementary School Children, Canadian Edition*, Pangrazi and Gibbons, 2003, Pearson Education Canada. Reproduced with permission by Pearson Canada.)

## 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](http://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.

<b>PLANNING</b>	
<b>Objective</b>	Select the appropriate prescribed learning outcomes, ideally including learning from each curriculum organizer: Active Living, Movement Skills, and Safety, Fair Play, and Leadership.
<b>Activity</b>	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.)
<b>Assessment</b>	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.
<b>Facility</b>	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).
<b>Equipment</b>	Identify as required. Identify any safety concerns for the selected equipment.
<b>DELIVERY</b>	
<b>Free Play</b>	Once students have changed (as applicable), allow a few minutes of time for free play with selected equipment until the entire class assembles.
<b>Opening and Warmup</b>	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.
<b>Skill Exploration and Development</b>	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.
<b>Practice and Application</b>	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.
<b>Closure and Cooldown</b>	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

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**P**rescribed 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

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*Grade 1*

## 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)



# STUDENT ACHIEVEMENT

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

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](http://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/](http://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.

Whenever 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

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*Grade 1*

## GRADE 1

## KEY ELEMENTS

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

## 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>			
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"/> 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)</p> <p><input type="checkbox"/> with teacher support, demonstrate awareness that regular participation in physical activity makes muscles stronger, including the heart</p>	<p><input type="checkbox"/> describe 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"/> independently demonstrate awareness that regular participation in physical activity makes muscles stronger, including the heart</p>

**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:*

<b>EMERGING</b>	<b>DEVELOPING</b>	<b>ACQUIRED</b>	<b>ACCOMPLISHED</b>
<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:*

<b>EMERGING</b>	<b>DEVELOPING</b>	<b>ACQUIRED</b>	<b>ACCOMPLISHED</b>
<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"> <li><input type="checkbox"/> with frequent teacher prompts, give one reason for the importance of food for physical activity</li> <li><input type="checkbox"/> may be unable to distinguish healthy food choices for physical activity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher prompts, give reasons why food is important for physical activity</li> <li><input type="checkbox"/> with teacher support, list some healthy food choices for physical activity</li> </ul>	<ul style="list-style-type: none"> <li><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)</li> <li><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)</li> <li><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)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe in detail why healthy food is important for physical activity</li> <li><input type="checkbox"/> describe in detail why adequate sleep is important for a physically active lifestyle</li> <li><input type="checkbox"/> independently list healthy food choices for physical activity</li> <li><input type="checkbox"/> independently list potential consequences of not providing enough healthy food for physical activity</li> </ul>

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

**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"> <li><input type="checkbox"/> participate in teacher-led physical activities</li> <li><input type="checkbox"/> participate in physical activity of minimal intensity</li> <li><input type="checkbox"/> use frequent rest intervals while engaging in physical activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate in teacher-led physical activities</li> <li><input type="checkbox"/> participate in moderate physical activity</li> <li><input type="checkbox"/> use frequent rest intervals while engaging in moderate physical activities</li> </ul>	<ul style="list-style-type: none"> <li><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)</li> <li><input type="checkbox"/> participate in vigorous physical activity (e.g., resulting in increased heart rate, huffing and puffing, feeling warm)</li> <li><input type="checkbox"/> participate in moderate to vigorous physical activities continuously, allowing for recovery periods as appropriate to the individual student</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate in teacher-led physical activities more than five times a week</li> <li><input type="checkbox"/> participate in vigorous physical activity</li> <li><input type="checkbox"/> consistently participate continuously in moderate to vigorous physical activities</li> </ul>

## 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"> <li><input type="checkbox"/> with considerable teacher support, attempt movements in general space; may occasionally fall down or touch others</li> <li><input type="checkbox"/> may require frequent reminders to stay in personal space throughout the activity</li> <li><input type="checkbox"/> may not demonstrate understanding of directional terms</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher prompts, find and stay in their own personal space throughout the activity</li> <li><input type="checkbox"/> perform selected movements without touching others or falling down</li> <li><input type="checkbox"/> with teacher support, move in response to verbal instructions, demonstrating an understanding of directional terms</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate appropriate spacing and distance from other students within the activity space</li> <li><input type="checkbox"/> identify the general space boundaries for the specific activity (e.g., back wall, centre line, stage line)</li> <li><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</li> <li><input type="checkbox"/> explore, through movement, the difference between slow and fast speeds (e.g., walking and running)</li> <li><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")</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> consistently move safely through general space at varying speeds, changing speeds independently and in response to prompts</li> <li><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</li> </ul>

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			
<i>It is expected that students will:</i>			
B2 change level of body position while maintaining control (e.g., high, medium, low)			
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 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"> <li><input type="checkbox"/> attempt proper technique for skipping, galloping, sliding; may fall frequently</li> <li><input type="checkbox"/> may require direct assistance to repeat the step-hop pattern for skipping</li> <li><input type="checkbox"/> use arms for balance but not to generate force</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently; may fall occasionally</li> <li><input type="checkbox"/> demonstrate minimal travelling in jumping or hopping</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate and maintain proper technique for locomotor movement skills including the following:                             <ul style="list-style-type: none"> <li>- skip forward—repeat a series of step-hop patterns alternating feet with opposing arm swings</li> <li>- –gallop or slide—maintain the same lead foot while pushing off with the back foot to travel forward (gallop) or sideways (slide)</li> </ul> </li> <li><input type="checkbox"/> skip, gallop, or slide, following lines on the floor (pathways) in relay formation, maintaining balance and without bumping into others</li> <li><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)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintain jumping and/or hopping on one foot for extended periods of time, consistently maintaining balance</li> <li><input type="checkbox"/> change jumping and hopping feet in response to rhythm</li> <li><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</li> </ul>

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"> <li><input type="checkbox"/> attempt proper kicking, striking, or catching technique, achieving occasional contact with object</li> </ul>	<ul style="list-style-type: none"> <li><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)</li> <li><input type="checkbox"/> maintain some elements of proper technique with teacher prompts, or maintain technique inconsistently</li> <li><input type="checkbox"/> achieve contact with object some of the time when kicking, striking, or catching</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> follow a slow rolling object to collect it with two hands without bumping into people or objects</li> <li><input type="checkbox"/> demonstrate proper technique for manipulative movement skills including               <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- catch an object (e.g., beanbag, beach ball) with two hands by trapping against chest; track object with eyes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> consistently demonstrate accurate kicking technique with either foot</li> <li><input type="checkbox"/> consistently demonstrate accuracy in kicking toward a target</li> <li><input type="checkbox"/> attempt two-handed catches without trapping against body</li> <li><input type="checkbox"/> consistently strike object with accuracy and distance in a variety of predictable and unpredictable settings</li> <li><input type="checkbox"/> use either foot to kick or either hand to strike an object with an implement</li> </ul>

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EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
		<ul style="list-style-type: none"><li data-bbox="894 280 1423 342"><input type="checkbox"/> attempt kicks with either foot and strikes with either hand</li><li data-bbox="894 342 1423 412"><input type="checkbox"/> achieve regular contact with object when kicking, striking, or catching</li></ul>	

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			
<b>SUGGESTED ACHIEVEMENT INDICATORS</b>			
<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:*

<b>EMERGING</b>	<b>DEVELOPING</b>	<b>ACQUIRED</b>	<b>ACCOMPLISHED</b>
<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:*

<b>EMERGING</b>	<b>DEVELOPING</b>	<b>ACQUIRED</b>	<b>ACCOMPLISHED</b>
<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





MOVEMENT SKILLS FOR ANY GRADE

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*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.gov.ab.ca/PhysicalEducationOnline/TeacherResources/ToolBox/interact.asp](http://www.education.gov.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"> <li>❑ attempt different ways to maintain static (stationary) and dynamic (while moving) balance in a variety of physical activities</li> </ul>	<ul style="list-style-type: none"> <li>❑ demonstrate different ways to maintain static (stationary) and dynamic (while moving) balance in a variety of physical activities</li> </ul>	<ul style="list-style-type: none"> <li>❑ demonstrate an understanding that balance is affected by the amount of force and body position in stopping and landing activities</li> <li>❑ 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)</li> <li>❑ attempt balances alone and supported by equipment or partners</li> <li>❑ attempt balances with varying numbers of points of contact (e.g., 4-point, 3-point, 2-point)</li> </ul>	<ul style="list-style-type: none"> <li>❑ 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</li> <li>❑ demonstrate an ability to balance on various surfaces (e.g., beach sand, benches, grass, cement)</li> </ul>				
<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"> <li>• gymnastics</li> <li>• dance</li> <li>• pilates</li> </ul> </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• skating</li> <li>• skiing</li> <li>• cycling</li> </ul> </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• classroom and schoolyard games</li> <li>• horseback riding</li> <li>• track and field jumping activities</li> </ul> </td> <td style="width: 25%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• stability balls</li> <li>• martial arts</li> </ul> </td> </tr> </table>				<ul style="list-style-type: none"> <li>• gymnastics</li> <li>• dance</li> <li>• pilates</li> </ul>	<ul style="list-style-type: none"> <li>• skating</li> <li>• skiing</li> <li>• cycling</li> </ul>	<ul style="list-style-type: none"> <li>• classroom and schoolyard games</li> <li>• horseback riding</li> <li>• track and field jumping activities</li> </ul>	<ul style="list-style-type: none"> <li>• stability balls</li> <li>• martial arts</li> </ul>
<ul style="list-style-type: none"> <li>• gymnastics</li> <li>• dance</li> <li>• pilates</li> </ul>	<ul style="list-style-type: none"> <li>• skating</li> <li>• skiing</li> <li>• cycling</li> </ul>	<ul style="list-style-type: none"> <li>• classroom and schoolyard games</li> <li>• horseback riding</li> <li>• track and field jumping activities</li> </ul>	<ul style="list-style-type: none"> <li>• stability balls</li> <li>• martial arts</li> </ul>				

### • 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

*Examples of specific activities:*

- |  |   |   |  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• gymnastics</li> <li>• martial arts</li> </ul> | <ul style="list-style-type: none"> <li>• skating</li> <li>• swimming</li> </ul> | <ul style="list-style-type: none"> <li>• classroom and schoolyard games</li> <li>• dance</li> </ul> | <ul style="list-style-type: none"> <li>• stretching activities</li> <li>• pilates</li> </ul> |
|--|---|---|--|

### • 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

*Examples of specific activities:*

- 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"> <li><input type="checkbox"/> attempt proper technique for rocking or swaying; may not be able to maintain proper body position or a stable base</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintain a rounded body position where it touches the floor</li> <li><input type="checkbox"/> maintain a stable base for swaying</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> consistently maintain proper technique for rocking or swaying</li> <li><input type="checkbox"/> incorporate rocking or swaying while travelling</li> </ul>
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> <li>• gymnastics</li> </ul>		<ul style="list-style-type: none"> <li>• dance (various types)</li> </ul>	

• **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"> <li><input type="checkbox"/> attempt proper technique for a step turn; demonstrates some errors in technique (e.g., may lose balance, turn jerky or uncontrolled)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintain smooth and controlled step turn in one direction using both feet, maintaining balance throughout the turn</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> consistently maintain smooth and controlled step turn using both feet in either direction</li> </ul>
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> <li>• dance (various types)</li> </ul>	<ul style="list-style-type: none"> <li>• educational gymnastics sequences</li> <li>• artistic gymnastics floor sequences</li> </ul>	<ul style="list-style-type: none"> <li>• martial arts</li> </ul>	<ul style="list-style-type: none"> <li>• various games (e.g., basketball, volleyball, badminton, tag games)</li> </ul>

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

*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"> <li><input type="checkbox"/> attempt proper technique for body rolls</li> <li><input type="checkbox"/> may be unable to differentiate between technique for different types of body rolls (e.g., shoulder roll, log roll)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> roll sideways right or left, keeping the body in a straight line (log roll)</li> <li><input type="checkbox"/> starting on hands and knees, roll body maintaining rounded and rigid body position (shoulder roll)</li> <li><input type="checkbox"/> roll forward, backward, or to either side, responding to instructions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintain balance and technique while varying speed and direction; perform a variety of types of rolls</li> <li><input type="checkbox"/> independently roll forward, backward, or to either side without hesitation</li> </ul>
<p><i>Examples of specific activities:</i></p> <ul style="list-style-type: none"> <li style="width: 25%;">• gymnastics—educational themes</li> <li style="width: 25%;">• artistic gymnastics (e.g., floor routines, balance beam and benches)</li> <li style="width: 25%;">• rhythmic gymnastics</li> <li style="width: 25%;">• swimming</li> <li style="width: 25%;">• wrestling</li> </ul>			

## • 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"> <li>• singing and clapping games (e.g., at various speeds, pathways)</li> <li>• schoolyard games</li> </ul>			

## • 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"> <li>• classroom and schoolyard games</li> <li>• swimming</li> <li>• gymnastics</li> <li>• track and field activities (e.g., long jump, triple jump)</li> <li>• dance</li> </ul>			

• **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
<input type="checkbox"/> attempt correct ready position with some degree of success	<input type="checkbox"/> maintain some elements of correct ready position or maintain technique inconsistently	<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)	<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"> <li>• individual, partner, and team games (e.g., lacrosse, tennis, basketball, volleyball, badminton, table tennis)</li> </ul>		<ul style="list-style-type: none"> <li>• martial arts (e.g., tai chi)</li> <li>• paddling (various types)</li> </ul>	

• **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
<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	<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	<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	<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"> <li>• track and field events (e.g., track races, cross-country races, long jump, high jump)</li> </ul>		<ul style="list-style-type: none"> <li>• various partner and team games (e.g., soccer, field hockey, lacrosse, shinny)</li> <li>• schoolyard running games</li> </ul>	
<ul style="list-style-type: none"> <li>• gymnastic sequences</li> <li>• various games and activities involving offensive and defensive strategies such as dodging, chasing, and fleeing</li> </ul>			

## • 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"> <li>classroom and schoolyard games</li> </ul>	<ul style="list-style-type: none"> <li>swimming</li> <li>gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>track and field activities (e.g., long jump, high jump)</li> </ul>	<ul style="list-style-type: none"> <li>dance</li> </ul>

## • 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"> <li>skipping games (e.g., at various speeds, to music)</li> </ul>	<ul style="list-style-type: none"> <li>schoolyard games</li> </ul>	<ul style="list-style-type: none"> <li>track and field activities (e.g., triple jump)</li> </ul>	

• **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"> <li><input type="checkbox"/> attempt proper technique for hopping and jumping; may fall frequently</li> <li><input type="checkbox"/> use arms for balance but not to generate force</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently; may fall occasionally</li> <li><input type="checkbox"/> demonstrate minimal travelling in jump or hop</li> </ul>	<ul style="list-style-type: none"> <li><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)</li> <li><input type="checkbox"/> swing arms forward for force and distance</li> <li><input type="checkbox"/> land on balls of feet</li> <li><input type="checkbox"/> consistently maintain balance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate proper technique for jumping and hopping at a variety of speeds and in a variety of directions and pathways</li> <li><input type="checkbox"/> maintain hopping and/or jumping on one foot for extended periods of time</li> <li><input type="checkbox"/> change hopping and jumping feet in response to rhythm</li> </ul>
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> <li>• singing and clapping games</li> </ul>	<ul style="list-style-type: none"> <li>• schoolyard games such as hopscotch</li> </ul>	<ul style="list-style-type: none"> <li>• aerobics</li> </ul>	<ul style="list-style-type: none"> <li>• track and field events (e.g., long jump, high jump, triple jump)</li> </ul>

• **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"> <li><input type="checkbox"/> stop requiring extra steps to regain balance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently</li> </ul>	<ul style="list-style-type: none"> <li><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)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> consistently maintain balance and technique, standing in ready position for next movement</li> </ul>
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> <li>• classroom and schoolyard games such as tag</li> </ul>	<ul style="list-style-type: none"> <li>• dance (various types)</li> </ul>	<ul style="list-style-type: none"> <li>• gymnastics</li> </ul>	

## • walk

## 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"/> walk with shuffling or dragging feet, short steps, feet too wide apart	<input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently	<input type="checkbox"/> maintain balance and technique (foot contacts with ground from heel to toe, alternate arm swing, straight back, chin up, and eyes forward) throughout activity	<input type="checkbox"/> maintain balance and technique while varying speed and direction
<p><i>Examples of specific activities:</i></p> <ul style="list-style-type: none"> <li>• hiking</li> <li>• singing and clapping games</li> <li>• schoolyard games such as follow the leader</li> <li>• gymnastics sequences</li> <li>• folk dances</li> <li>• low-impact aerobics</li> <li>• bowling</li> <li>• golf</li> <li>• croquet</li> </ul>			

## 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"> <li><input type="checkbox"/> attempt to carry object while travelling; may drop object frequently</li> <li><input type="checkbox"/> carry object while keeping eyes on object</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> carry an object while travelling with periodic stops to maintain hold or balance; eyes are sometimes on object</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> consistently carry an object while travelling (e.g., walking, running) without dropping it, keeping eyes up and not on the object</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> carry an object, varying speeds and changing direction</li> </ul>
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> <li>• schoolyard games</li> </ul>	<ul style="list-style-type: none"> <li>• rhythmic gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• ball games</li> </ul>	<ul style="list-style-type: none"> <li>• relay races</li> </ul>

### • 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"> <li><input type="checkbox"/> attempt proper technique for dribbling with feet; demonstrates some errors in technique (e.g., uses wrong part of foot)</li> <li><input type="checkbox"/> may keep eyes on feet or elsewhere rather than on object</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> occasionally demonstrate proper technique for dribbling with feet; may periodically keep head down</li> </ul>	<ul style="list-style-type: none"> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> consistently demonstrate proper technique for dribbling with feet while travelling at a variety of speeds, directions, and pathways</li> </ul>

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

*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"> <li><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)</li> </ul>	<ul style="list-style-type: none"> <li><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)</li> </ul>	<ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> attempt kick with either foot</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> consistently demonstrate kicking technique with either foot</li> <li><input type="checkbox"/> consistently demonstrate accuracy in kicking toward a target</li> </ul>
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> <li>• kicking games</li> <li>• soccer</li> </ul>			

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

• **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"> <li><input type="checkbox"/> attempt proper technique for throwing; may not demonstrate trunk rotation or arm drawn back</li> </ul>	<ul style="list-style-type: none"> <li><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)</li> </ul>	<ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> overhand throw — open arm fully, extend throwing arm behind shoulder with 90 degree angle at elbow, follow through diagonally across body</li> <li><input type="checkbox"/> underhand throw — follow through with arm toward target</li> <li><input type="checkbox"/> attempt throw with either hand</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> consistently demonstrate correct form for throwing underhand or overhand with either hand</li> <li><input type="checkbox"/> throw with accuracy in a variety of predictable and unpredictable settings</li> <li><input type="checkbox"/> consistently achieve target</li> </ul>
<p><i>Examples of specific activities:</i></p> <ul style="list-style-type: none"> <li style="width: 33%;">• schoolyard and classroom throwing games with a variety of objects (e.g., balls, beanbags)</li> <li style="width: 33%;">• juggling</li> <li style="width: 33%;">• hoop and corn cob</li> <li style="width: 33%;">• flag/touch football, rugby</li> <li style="width: 33%;">• rhythmic gymnastics</li> <li style="width: 33%;">• baseball/softball</li> <li style="width: 33%;">• horseshoes</li> <li style="width: 33%;">• cricket</li> <li style="width: 33%;">• quoits</li> </ul>			

• **pull or push 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"> <li><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)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintain some elements of proper technique or maintain technique inconsistently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> bend knees, keep back straight, keep head up, support weight with legs, and straighten legs to raise body with weight</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate proper technique to bend, pull or push, and turn with weight</li> </ul>
<i>Examples of specific activities:</i>			
<ul style="list-style-type: none"> <li>• strength training</li> <li>• rope games</li> </ul>	<ul style="list-style-type: none"> <li>• partner balancing activities</li> <li>• partner resistance games</li> </ul>	<ul style="list-style-type: none"> <li>• rope climbing</li> <li>• rock climbing</li> </ul>	<ul style="list-style-type: none"> <li>• exercise bands</li> <li>• partner skating</li> </ul>

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

• **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"> <li><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)</li> <li><input type="checkbox"/> achieve occasional contact with object</li> </ul>	<ul style="list-style-type: none"> <li><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)</li> <li><input type="checkbox"/> attempt to use upper body to generate force</li> <li><input type="checkbox"/> achieve contact with object at least 50% of the time</li> </ul>	<ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> track object throughout movement</li> <li><input type="checkbox"/> achieve regular contact with object</li> <li><input type="checkbox"/> attempt striking with either hand</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> consistently strike object with either hand, demonstrating accuracy and distance in a variety of predictable and unpredictable settings</li> <li><input type="checkbox"/> consistently strike object with appropriate part of hand as required by the specific activity (e.g., palm for handball)</li> </ul>

*Examples of specific activities:*

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• schoolyard and classroom games with a variety of objects (e.g., balls, balloons)</li> </ul> | <ul style="list-style-type: none"> <li>• handball</li> <li>• tetherball</li> </ul> | <ul style="list-style-type: none"> <li>• volleyball</li> <li>• water polo</li> </ul> |
|--|--|--|

• **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"> <li><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)</li> <li><input type="checkbox"/> achieve occasional contact with object</li> </ul>	<ul style="list-style-type: none"> <li><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)</li> <li><input type="checkbox"/> attempt to use upper body to generate force</li> <li><input type="checkbox"/> achieve contact with object at least 50% of the time</li> </ul>	<ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> track object throughout movement</li> <li><input type="checkbox"/> achieve regular contact with object</li> <li><input type="checkbox"/> attempt striking with implement in either hand</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> consistently strike object with accuracy and distance in a variety of predictable and unpredictable settings</li> <li><input type="checkbox"/> adjust location of strike on implement to achieve desired distance and target</li> <li><input type="checkbox"/> demonstrate proper forehand and backhand technique with implement in either hand</li> </ul>
<p><i>Examples of specific activities:</i></p>			
<ul style="list-style-type: none"> <li>• T-ball</li> <li>• tennis</li> <li>• table tennis</li> <li>• hockey</li> </ul>	<ul style="list-style-type: none"> <li>• pickleball</li> <li>• golf</li> <li>• shinny</li> </ul>	<ul style="list-style-type: none"> <li>• badminton</li> <li>• squash</li> <li>• racquetball</li> </ul>	<ul style="list-style-type: none"> <li>• cricket</li> <li>• baseball/softball</li> <li>• broomball</li> </ul>

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

*Examples of specific activities:*

- schoolyard and gymnasium ball games
- soccer



# CLASSROOM ASSESSMENT MODEL

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

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

**PHYSICAL EDUCATION GRADE 1: ASSESSMENT OVERVIEW TABLE**

The purpose of this table is to provide to 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 Weighting for Grading	Suggested Allotment	Number of Outcomes by Domain*					
				K	UKA	HMP	APF	PS	
Active Living: Knowledge	<ul style="list-style-type: none"> <li>class discussions</li> <li>charts, webs</li> <li>journals and logs</li> </ul>	28-35%	←	5	3	2	0	0	0
Participation	<ul style="list-style-type: none"> <li>activity logs</li> <li>student-teacher observation sheets</li> <li>other student sheets</li> </ul>	Integrated throughout	←	1	0	0	0	0	1
Movement Skills	<ul style="list-style-type: none"> <li>performance tests</li> <li>short skill sheets and checklists</li> <li>video</li> </ul>	28-35%	→	4	0	4	0	0	4
SAFETY, Fair Play, and Leadership	<ul style="list-style-type: none"> <li>observation sheets and checklists</li> <li>class discussions</li> </ul>	28-35%	→	3	0	1	0	2	0
<b>TOTAL:</b>				<b>13</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>5</b>

\* Prescribed learning outcomes in PE curriculum identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The acronym K = Knowledge, UKA = Understanding of Knowledge Application, HMP = Higher Mental Processes, The abbreviation APF = 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 1

**Activity Stations**

*It is expected that students will:*

**Prescribed Learning Outcomes**

**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	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• 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                             <ul style="list-style-type: none"> <li>- stability balls and balance benches to develop students' abilities to balance at high, medium, and low levels</li> <li>- cross-country skiing to develop sliding skills</li> <li>- imitating animals to develop galloping (e.g., horse) and skipping (e.g., deer)</li> <li>- Red Light Green Light games to develop stopping skills</li> <li>- 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)</li> <li>- 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)</li> </ul> </li> </ul> <p>Incorporate a variety of individual, partner, and group activities throughout the stations.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>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.</p>

PHYSICAL EDUCATION GRADE 1 • 91

**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 1

**Assessment Instrument**  
**ACTIVITY STATIONS**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*To what extent does the student*  
(3=excellent, 2=satisfactory, 1=needs improvement)

	Mark
• demonstrate appropriate spacing and distance from other students within the activity space	
• move safely through general space at varying speeds, changing speeds in response to prompts, demonstrating an awareness of others' personal spaces during the activity	
• 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)	
• demonstrate both static (stationary) and dynamic (travelling) balance while stopping and starting in response to signals	
• demonstrate and maintain proper technique for skipping forward—repeat a series of step-hop patterns alternating feet with opposing arm swings	
• 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)	
• skip, gallop, or slide, following lines on the floor (pathways) in relay formation, maintaining balance and without bumping into others	
• 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)	
• 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	
• 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	
• 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	
• follow a slow rolling object to collect it with two hands without bumping into people or objects	
• attempt kicks with either foot and strikes with either hand	
• achieve regular contact with object when kicking, striking, or catching	
• work willingly and co-operatively with others during physical activity (e.g., share equipment, space, and ideas; work with a variety of partners)	
• show fairness and respect in physical activities (e.g., take turns using equipment, encouraging others of all ability levels, expressing emotions appropriately)	

PHYSICAL EDUCATION GRADE 1 • 93

**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.



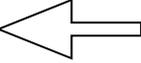
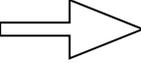
# CLASSROOM ASSESSMENT MODEL

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*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*					
					K	U&A	HMP	AFF	PS	
<b>ACTIVE LIVING Knowledge</b>	<ul style="list-style-type: none"> <li>• class discussions</li> <li>• charts, webs</li> <li>• journals and logs</li> <li>• posters and diagrams</li> </ul>	28-35%		5	3	2	0	0	0	
<b>Participation</b>	<ul style="list-style-type: none"> <li>• video</li> <li>• observation sheets and checklists</li> <li>• activity logs</li> <li>• student-teacher conferences</li> </ul>	integrated throughout		1	0	0	0	0	1	
<b>MOVEMENT SKILLS</b>	<ul style="list-style-type: none"> <li>• performance tests</li> <li>• video</li> <li>• observation sheets and checklists</li> <li>• activity logs</li> </ul>	28-35%	integrated throughout	4	0	4	0	0	4	
<b>SAFETY, FAIR PLAY, AND LEADERSHIP</b>	<ul style="list-style-type: none"> <li>• observation sheets and checklists</li> <li>• class discussions</li> </ul>	28-35%		3	0	1	0	2	0	
<b>TOTAL:</b>					<b>13</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>5</b>

\* 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"> <li>• Body Awareness</li> <li>• Activity Stations</li> <li>• Active and Safe</li> </ul>	<p><i>Learning at Previous Grades</i></p> <p><b>Active Living</b></p> <ul style="list-style-type: none"> <li>• benefits of regular participation in physical activity</li> <li>• physical activities they enjoy</li> <li>• food as fuel for physical activity</li> </ul> <p><b>Movement Skills</b></p> <ul style="list-style-type: none"> <li>• movement in personal space</li> <li>• making shapes with body</li> <li>• locomotor movement skills: walk, run, jump or hop, body roll</li> <li>• manipulative movement skills: slide or roll an object, throw, carry an object</li> </ul> <p><b>Safety, Fair Play, and Leadership</b></p> <ul style="list-style-type: none"> <li>• safety guidelines for physical activity (e.g., follow instructions, stay within boundaries, don't use equipment without supervision)</li> <li>• following rules and directions</li> <li>• working co-operatively with peers during physical activity</li> </ul>
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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>	<b>Movement Skill</b>	<b>Examples of Specific Activities</b>	
<b>Non-Locomotor Movement Skills</b>	changing levels of body positions	<ul style="list-style-type: none"> <li>• all activities</li> </ul>	
<b>Locomotor Movement Skills</b>	skip	<ul style="list-style-type: none"> <li>• skipping games (e.g., at various speeds, to music)</li> </ul>	<ul style="list-style-type: none"> <li>• schoolyard games</li> <li>• track and field activities (e.g., triple jump)</li> </ul>
	gallop or slide	<ul style="list-style-type: none"> <li>• singing and clapping games (e.g., at various speeds, pathways)</li> </ul>	<ul style="list-style-type: none"> <li>• schoolyard games</li> </ul>
	two-foot stop	<ul style="list-style-type: none"> <li>• classroom and schoolyard games such as tag</li> </ul>	<ul style="list-style-type: none"> <li>• dance (various types)</li> <li>• gymnastics</li> </ul>
<b>Manipulative Movement Skills</b>	kick a stationary object	<ul style="list-style-type: none"> <li>• kicking games</li> </ul>	<ul style="list-style-type: none"> <li>• soccer</li> </ul>
	strike a stationary object with an implement	<ul style="list-style-type: none"> <li>• T-ball</li> <li>• hockey</li> <li>• pickleball</li> <li>• golf</li> </ul>	<ul style="list-style-type: none"> <li>• badminton</li> <li>• squash, racquetball</li> <li>• broomball</li> </ul>
	two-handed catch with trapping against body	<ul style="list-style-type: none"> <li>• schoolyard and classroom catching games with a variety of objects (e.g., balls, beanbags, hoops)</li> </ul>	<ul style="list-style-type: none"> <li>• juggling</li> <li>• rhythmic gymnastics</li> </ul>

## 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"> <li>• 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?</li> </ul> <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"> <li>- What happens to your heart when you start running?</li> <li>- What happens to your legs when you start jumping up and down many times in a row?</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>- identify and stay within the general space boundaries for the specific activity</li> <li>- move appropriately in response to verbal instructions, demonstrating an understanding of directional terms (e.g., left, right, up, down)</li> <li>- move safely through general space, demonstrating an awareness of others' personal spaces during the activity</li> <li>- demonstrate appropriate spacing and distance from other students within the activity space</li> <li>- correctly identify the parts of the body that can work together during physical activity</li> <li>- listen to and follow instructions and safety guidelines for specific physical activities</li> </ul> </li> </ul> <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"> <li>• 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"> <li>- 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?</li> <li>- 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?</li> <li>- Did you enjoy this activity? Why or why not?</li> <li>- 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?</li> <li>- What are some of the safety rules for this activity? Why do we need to follow these safety rules.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students use picture journals to reflect on new activities, focussing on                             <ul style="list-style-type: none"> <li>- which ones they enjoyed the most</li> <li>- how their bodies and minds feel during and after the activity</li> <li>- parts of the body used in the activity</li> <li>- how well they think they performed during the activity</li> <li>- specific safety rules and guidelines for the activity, and how each rule or guideline helps to keep students safe.</li> </ul>                             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).                         </li> </ul>
<ul style="list-style-type: none"> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<ul style="list-style-type: none"> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Observe students during the class discussion, looking for evidence that they are able to                             <ul style="list-style-type: none"> <li>- give reasons why food is important for physical activity (e.g., nutritious food provides fuel and energy to move and play actively)</li> <li>- list potential consequences of not providing enough nutritious food for physical activity (e.g., not enough energy, becoming very tired during play).</li> </ul> </li> </ul>

## Assessment Instrument

### ACTIVITY STATIONS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<i>To what extent does the student</i> (3=excellent, 2=satisfactory, 1=needs improvement)	<b>Mark</b>
<ul style="list-style-type: none"> <li>demonstrate appropriate spacing and distance from other students within the activity space</li> </ul>	
<ul style="list-style-type: none"> <li>move safely through general space at varying speeds, changing speeds in response to prompts, demonstrating an awareness of others' personal spaces during the activity</li> </ul>	
<ul style="list-style-type: none"> <li>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)</li> </ul>	
<ul style="list-style-type: none"> <li>demonstrate both static (stationary) and dynamic (travelling) balance while stopping and starting in response to signals</li> </ul>	
<ul style="list-style-type: none"> <li>demonstrate and maintain proper technique for skipping forward—repeat a series of step-hop patterns alternating feet with opposing arm swings</li> </ul>	
<ul style="list-style-type: none"> <li>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)</li> </ul>	
<ul style="list-style-type: none"> <li>skip, gallop, or slide, following lines on the floor (pathways) in relay formation, maintaining balance and without bumping into others</li> </ul>	
<ul style="list-style-type: none"> <li>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)</li> </ul>	
<ul style="list-style-type: none"> <li>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</li> </ul>	
<ul style="list-style-type: none"> <li>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</li> </ul>	
<ul style="list-style-type: none"> <li>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</li> </ul>	
<ul style="list-style-type: none"> <li>follow a slow rolling object to collect it with two hands without bumping into people or objects</li> </ul>	
<ul style="list-style-type: none"> <li>attempt kicks with either foot and strikes with either hand</li> </ul>	
<ul style="list-style-type: none"> <li>achieve regular contact with object when kicking, striking, or catching</li> </ul>	
<ul style="list-style-type: none"> <li>work willingly and co-operatively with others during physical activity (e.g., share equipment, space, and ideas; work with a variety of partners)</li> </ul>	
<ul style="list-style-type: none"> <li>show fairness and respect in physical activities (e.g., take turns using equipment, encouraging others of all ability levels, expressing emotions appropriately)</li> </ul>	





# LEARNING RESOURCES

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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](http://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](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)



# GLOSSARY

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## 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.

