

Elementary School Outcomes

"Demonstrates competency in a variety of motor skills and movement patterns"

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Locomotor						
S1.E1 (Hopping, galloping, running, sliding, skipping, leaping)	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)	Hops, gallops, jogs, and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.F1.4)	Demonstrates mature patterns of locomotor
S1.E2 (Jogging, running)	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	Runs with a mature pattern. (S1.E2.2a) Travels showing differentiation between	Travels showing differentiation between sprinting and running. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Combines locomotor and manipulative skills Combines travelling with manipulative skills Uses appropriate pacing for a variety of running distances. (S1.E2.5)
S1.E3 (Jumping & S1.E4 (Jumping & S1.E5 (Dance) S1.E6 (Combinations))	Performs jumping and landing actions with <i>Refer to S1.E3.K</i> Performs locomotor skills in response to <i>Developmentally appropriate/emerging</i>	Demonstrates two of the five critical Demonstrates two of the five critical Combines locomotor and nonlocomotor skills <i>Developmentally appropriate/emerging</i>	Demonstrates four of the five critical Demonstrates four of the five critical Performs a teacher and/or student-designed <i>Developmentally appropriate/emerging</i>	Jumps and lands in the horizontal plane Jumps and lands in the vertical plane using a Performs teacher-selected and Performs a sequence of locomotor skills,	Uses sprinting-and-step takeoffs and <i>Refer to S1.E3.4</i> Combines locomotor movement patterns and Combines travelling with manipulative skills	Combines jumping and landing patterns with <i>Refer to S1.E3.5</i> Combines locomotor skills in cultural as well Applies skill.
Nonlocomotor						
S1.E7 (Balance)	Maintains momentary stillness on different Forms wide, narrow, curled, and twisted <i>Developmentally appropriate/emerging</i>	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, Balances in an inverted position with stillness			
S1.E8 (Weight transfer)	<i>Developmentally appropriate/emerging</i>	Transfers weight from one body part to	Transfers weight from feet to different body			
S1.E9 (Weight transfer, S1.E10 (Curling or S1.E11 (Combinations) S1.E12 (Balance &	Rolls sideways in a narrow body shape. Constrasts the actions of curling and <i>Developmentally appropriate/emerging</i> <i>Developmentally appropriate/emerging</i>	Rolls with either a narrow or curled body Demonstrates twisting, curling, bending, and <i>Developmentally appropriate/emerging</i> <i>Developmentally appropriate/emerging</i>	Rolls in different directions with either a Differentiates among twisting, curling, Combines balances and transfers into a 3- <i>Developmentally appropriate/emerging</i>			
Manipulative						
S1.E13 (Underhand S1.E14 (Overhand S1.E15 (Passing with S1.E16 (Catching))	Throws underhand with opposite foot <i>Developmentally appropriate/emerging</i> <i>Developmentally appropriate/emerging</i> Drops a ball and catches it before it Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)	Throws underhand demonstrating two of the <i>Developmentally appropriate/emerging</i> <i>Developmentally appropriate/emerging</i> Catches a soft object from a self-toss before Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)	Throws underhand using a mature pattern. Throws overhand demonstrating two of five <i>Developmentally appropriate/emerging</i> Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)			
S1.E17 (Dribbling/ball control with hands) S1.E18 (Dribbling/ball S1.E19 (Passing and S1.E20 (Dribbling in S1.E21 (Kicking) S1.E22 (Volley, S1.E23 (Volley, S1.E24 (Striking, short S1.E25 (Striking, long S1.E26 (In combination S1.E27 (Jumping rope))	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6) Taps the ball using the inside of the foot, <i>Developmentally appropriate/emerging</i> <i>Developmentally appropriate/emerging</i> Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K) Volleys a lightweight object (ballon), <i>Developmentally appropriate/emerging</i> Strikes a lightweight object with a paddle <i>Developmentally appropriate/emerging</i> <i>Developmentally appropriate/emerging</i> Executes a single jump with a self-turned Jumps a long rope with teacher assisted	Dribbles continuously in self-space using the preferred hand. (S1.E17.1) Taps or dribbles a ball using the inside of the <i>Developmentally appropriate/emerging</i> <i>Developmentally appropriate/emerging</i> Approaches a stationary ball and kicks it forward, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.1) Volleys an object with an open palm, sending <i>Developmentally appropriate/emerging</i> Strikes a ball with a short-handled implement, <i>Developmentally appropriate/emerging</i> Jumps forward or backward consecutively Jumps a long rope up to 5 times	Dribbles in self-space with preferred hand Dribbles using the preferred hand while walking in general space. (S1.E17.2b) Dribbles with the feet in general space with <i>Developmentally appropriate/emerging</i> <i>Developmentally appropriate/emerging</i> Uses a continuous running approach and kicks a moving ball, demonstrating three of the five elements of a mature kicking pattern. (S1.E21.1) Volleys an object upward with consecutive <i>Developmentally appropriate/emerging</i> Strikes an object upward with a short- <i>Developmentally appropriate/emerging</i> Strikes a ball off a tee or cone with a bat <i>Developmentally appropriate/emerging</i> Jumps a self-turned rope consecutively Jumps a long rope 5 times consecutively with			

Elementary School Outcomes

"Applies knowledge of concepts, principles, strategies and tactics related to movement and performance."

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Movement concepts						
S2.E1 (Space)	Differentiates between movement in	Moves in self-space and general space in	Combines locomotor skills in general space			
S2.E2 (Pathways, shapes, levels)	Travels in three different pathways. (S2.E2.K)	Travels demonstrating low, middle, and high Travels demonstrating a variety of	Combines shapes, levels and pathways into simple travel, dance and gymnastics movements. (S2.E2.K)			
S2.E3 (Speed, direction, force)	Travels in general space with different speeds. (S2.E3.K)	Differentiates between fast and slow speeds. Differentiates between strong and light force. (S2.E3.1b)	Varies time and force with gradual increases and decreases. (S2.E3.2)			
S2.E4 (Alignment & S2.E5 (Strategies &	<i>Developmentally appropriate/emerging</i>	<i>Developmentally appropriate/emerging</i>	<i>Developmentally appropriate/emerging</i>			

Elementary School Outcomes

"Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness."

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Physical activity knowledge						
S3.E1	Identifies active-play opportunities outside	Discusses the benefits of being active and	Describes large-motor and/or manipulative			
Engages in physical activity						
S3.E2	Actively participates in physical education	Actively engages in physical education class.	Actively engages in physical education class			
Fitness knowledge						
S3.E3	Recognizes that when you move fast, your heart beats faster and you breath faster.	Identifies the heart as a muscle that grows stronger with exercise, play, and physical	Recognizes the use of the body as resistance			
S3.E4	<i>Developmentally appropriate/emerging</i>	<i>Developmentally appropriate/emerging</i>	<i>Developmentally appropriate/emerging</i>			
S3.E5	<i>Developmentally appropriate/emerging</i>	<i>Developmentally appropriate/emerging</i>	<i>Developmentally appropriate/emerging</i>			
S3.E6 (Nutrition)	Recognizes that food provides energy for	Differentiates between healthy and unhealthy	Recognizes the "good health balance" of			

Elementary School Outcomes

"Exhibits responsible personal and social behaviour that respects self and others."

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Personal responsibility						
S4.E1	Follows directions in group settings (e.g.	Accepts personal responsibility by using	Practices skills with minimal teacher			
S4.E2	Acknowledges responsibility for behaviour	Follows the rules and parameters of the	Accepts responsibility for class protocols with			
Accepting feedback						
S4.E3	Follows instruction/directions when	Responds appropriately to general feedback	Accepts specific corrective feedback from the			
Working with others						
S4.E4	Shares equipment and space with others.	Works independently with others in a variety	Works independently with others in partner			
Rules and etiquette						
S4.E5	Recognizes the established protocols for	Exhibits the established protocols for class	Recognizes the role of rules and etiquette in			
Safety						
S4.E6	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)	Works independently and safely in physical education	Works safely with physical education		

Elementary School Outcomes

"Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction."

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Health						
S5.E1	Recognizes that physical activity is	Identifies physical activity as a component of	Recognizes the value of "good health"			
Challenge						
S5.E2	Aknowledges that some physical activities	Recognizes that challenge in physical	Compares physical activities that bring			
Self-expression and enjoyment						
S5.E3	Identifies physical activities that are Discusses the enjoyment of playing with	Describes positive feelings that result from Discusses personal reasons (i.e. the "why")	Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice tasks in some equipment)			
Social interaction						
S5.E4	<i>Developmentally appropriate/emerging</i>	<i>Developmentally appropriate/emerging</i>	<i>Developmentally appropriate/emerging</i>			