



Physical Education Kindergarten

Active Living (AL)

Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<p>PEK.1 Fitness</p> <p>Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength.</p>	<ul style="list-style-type: none"> With guidance, I can participate in locomotor and movement activities but require a break(s) in between a 4 minute span. 	<ul style="list-style-type: none"> I participate in moderate locomotor and movement activities for approaching 4 minutes without a break. 	<ul style="list-style-type: none"> I participate in moderate to vigorous locomotor (e.g. walking, running, jumping forward and sideways, skipping, hopping, galloping, leaping, sliding) and movement activities (e.g. individual activities, partner activities, rhythmic activities, low organizational games, co-operative games, alternate environment activities) for 4 consecutive minutes without a break. 	<ul style="list-style-type: none"> I participate in vigorous locomotor and movement activities for more than 4 consecutive minutes without a break.
	<ul style="list-style-type: none"> With guidance, I can identify a change in my body that occurs when I participate in moderate to vigorous activity (e.g. my body feels warmer, my heart beat and breathing are faster, and I start to feel my skin is wet). 	<ul style="list-style-type: none"> I can identify a few changes in my body that occur when I participate in moderate to vigorous activity (e.g. my body feels warmer, my heart beat and breathing are faster, and my skin becomes wet). 	<ul style="list-style-type: none"> I can describe several changes in my body that occur when I participate in moderate to vigorous activity (e.g. my body feels warmer, my heart beat and breathing are faster, and my skin becomes wet). 	<ul style="list-style-type: none"> I can describe the changes in my body that occur when I participate in moderate to vigorous activity and can relate this to other experiences (e.g. recess, co-curricular, cleaning my room, raking leaves).



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| | <ul style="list-style-type: none">• With guidance, I can participate in some teacher led movements that are challenging to my muscular strength and flexibility. | <ul style="list-style-type: none">• With guidance, I can participate in most teacher led movements that are challenging to my muscular strength and flexibility. | <ul style="list-style-type: none">• I participate in all teacher-led movements [e.g. yoga poses, stretches, create body shapes (stand tall as a ..., stand on one foot)] that challenge my muscular strength and flexibility. | <ul style="list-style-type: none">• I can create body shapes and movements that challenge my muscular strength and flexibility. |
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Comments



Physical Education Kindergarten

Skillful Movement (SM)

Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<p>PEK.2 – Locomotor Movement</p> <p>Explore and practise ways to move the body through space, including at:</p> <ul style="list-style-type: none"> • PROGRESSING TOWARD CONTROL LEVEL when <u>walking, running, jumping forwards and sideways.</u> • EXPLORATION LEVEL when <u>hopping, skipping, leaping, sliding, galloping.</u> 	<ul style="list-style-type: none"> • With guidance, I can move my body through space when: <ul style="list-style-type: none"> ○ walking ○ running ○ jumping forward and sideways • With extensive guidance and support, I can move my body through space when: <ul style="list-style-type: none"> ○ hopping ○ skipping ○ leaping ○ sliding <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ galloping 	<ul style="list-style-type: none"> • With guidance, I can move my body through space at an exploration level when: <ul style="list-style-type: none"> ○ walking ○ running ○ jumping forward and sideways • With guidance, I can move my body through space at an exploration level when: <ul style="list-style-type: none"> ○ hopping ○ skipping ○ leaping ○ sliding <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ galloping 	<ul style="list-style-type: none"> • I can move my body through space with a progressing toward control level when: <ul style="list-style-type: none"> ○ walking ○ running ○ jumping forward and sideways • I can move my body through space at an exploration level when: <ul style="list-style-type: none"> ○ hopping ○ skipping ○ leaping ○ sliding <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ○ galloping 	<ul style="list-style-type: none"> • I can move my body through space with control when: <ul style="list-style-type: none"> ○ walking ○ running ○ jumping forward and sideways • I can move my body through space at a progressing toward control level when moving in many of these ways: <ul style="list-style-type: none"> ○ hopping ○ skipping ○ leaping ○ sliding ○ galloping

Progressing toward Control level: is the level of performance –“characterized by lack of ability to either consciously control or intentionally replicate a movement.... Successful skill performances are a surprise!” (Curriculum Glossary).

Exploration Level – hopping (body moves on one foot); **skipping** (combines a step and a hop); **leaping** (body “takes off” from one foot, propels through air for distance, then lands on the opposite foot); **sliding** (one foot steps and the other moves to meet the first foot, “step-close”); **galloping** (one foot steps, body propels upward, other foot moves to meet the first foot).



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<p>PEK.3 Non-locomotor Movement</p> <p>Explore and practise ways to move the body in personal space at a <u>progressing-towards-control level</u> of skill when:</p> <ul style="list-style-type: none"> balancing jumping and landing (on the spot). 	<ul style="list-style-type: none"> With guidance, I am able to move my body through personal space when balancing, jumping, OR landing. 	<ul style="list-style-type: none"> With guidance, I am able to move my body in personal space at an exploration level when balancing, jumping, OR landing. 	<ul style="list-style-type: none"> I practise ways to move my body in personal space at a progressing towards control level of skill when balancing, jumping, AND landing on the spot. 	<ul style="list-style-type: none"> I can explore and practise ways to move the body in general space at a progressing towards control level of skill when balancing, jumping, AND landing on the spot.

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<p>PEK.4 Manipulative Skills</p> <p>Explore and practise ways to send and receive objects at an exploration level when:</p> <ul style="list-style-type: none"> • throwing (rolling) • catching (trapping, gathering) • kicking. 	<ul style="list-style-type: none"> • With extensive guidance and support, I can explore and practice sending objects at an exploration level when: <ul style="list-style-type: none"> ○ throwing (rolling) overhand OR underhand OR ○ kicking. • With extensive guidance and support, I can explore and practice receiving objects at an exploration level when catching (trapping and gathering) with my hands OR my feet. 	<ul style="list-style-type: none"> • With guidance, I can explore and practice sending objects at an exploration level when: <ul style="list-style-type: none"> ○ throwing (rolling) overhand OR underhand AND ○ kicking, using each foot separately . • With guidance, I can explore and practice receiving objects at an exploration level when catching (trapping and gathering) with my hands OR my feet. 	<ul style="list-style-type: none"> • I can explore and practice sending objects at an exploration level when: <ul style="list-style-type: none"> ○ throwing (rolling) overhand AND underhand AND ○ kicking, using each foot separately. • I can explore and practice receiving objects at an exploration level when catching (trapping and gathering) with my hands AND my feet. 	<ul style="list-style-type: none"> • I can demonstrate some control when I send objects by: <ul style="list-style-type: none"> ○ throwing (rolling) overhand AND underhand AND ○ kicking, using each foot separately. • I can demonstrate some control when receiving objects at an exploration level when catching (trapping and gathering) with my hands AND my feet.



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<p>PEK.6 Rhythmical Movement</p> <p>Explore and perform rhythmical movement to different auditory (e.g., beat of a drum, clapping, music) rhythms (e.g., quick, slow) using a variety of locomotor movements including walking, running, balancing, jumping, galloping, hopping, and skipping skills.</p>	<ul style="list-style-type: none"> • With guidance, I can move to a beat by using a variety of movement skills (e.g. walking, running), movement efforts (e.g. quickly, slowly, lightly), OR movement relationships (e.g., tall body, small body, wiggly body). 	<ul style="list-style-type: none"> • I can move to a beat by using a variety of movement skills (e.g. walking, running), movement efforts (e.g. quickly, slowly, lightly), OR movement relationships (e.g., tall body, small body, wiggly body). 	<ul style="list-style-type: none"> • I can move to a beat by using a variety of movement skills (e.g. walking, running), movement efforts (e.g. quickly, slowly, lightly), AND movement relationships (e.g., tall body, small body, wiggly body). 	<ul style="list-style-type: none"> • I show independence and creativity when moving to a beat by using a variety of movement skills (e.g. walking, running), movement efforts (e.g. quickly, slowly, lightly), AND movement relationships (e.g., tall body, small body, wiggly body).

Comments



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Relationships (RL)

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PEK.7 Relationships Use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.	<ul style="list-style-type: none"> • With frequent reminders I demonstrate respect for classmates, teachers and gym equipment while participating in cooperative games and physical movement activities. • With support, I practise the safety rules. 	<ul style="list-style-type: none"> • I demonstrate respect for classmates, teachers OR gym equipment while participating in cooperative games and physical movement activities. • I practise and sometimes apply understanding of safety rules. 	<ul style="list-style-type: none"> • I demonstrate respect for classmates, teachers AND gym equipment while participating in cooperative games and physical movement activities. • I apply the understanding of safety rules while participating in cooperative games and physical movement activities. 	<ul style="list-style-type: none"> • I demonstrate respect for classmates, teachers and gym equipment AND remind others of these values while participating in cooperative games and physical movement activities. • I consistently apply safety rules AND I can explain why they are important.

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PEK.5 Movement Variables Vary, with guidance, the movement of the body through changes in: <ul style="list-style-type: none"> space (personal space, general space, levels, directions, and pathways) effort (time and speed) relationships (body parts and shapes). 	<ul style="list-style-type: none"> With guidance, I can respond physically to step by step movement vocabulary (e.g. personal space, general space, balance, high, zig-zag). 	<ul style="list-style-type: none"> With guidance, I recognize and respond physically to much movement vocabulary (e.g. personal space, general space, balance, high, zig-zag). 	<ul style="list-style-type: none"> With guidance, I recognize and respond physically to all movement vocabulary (e.g. personal space, general space, balance, high, zig-zag). 	<ul style="list-style-type: none"> I can independently respond to movement vocabulary (e.g. personal space, general space, balance, high, zig-zag).
	<ul style="list-style-type: none"> With guidance, I can perform movements step by step. 	<ul style="list-style-type: none"> With guidance, I can perform movements in a sequence of 2 phrases. 	<ul style="list-style-type: none"> With guidance, I can create AND perform movements in a sequence of at least 2 phrases (e.g., riding a horse quickly, slowly). 	<ul style="list-style-type: none"> I can create AND perform movements in a sequence of several phrases (e.g., riding a horse quickly, slowly) independently.
Comments				