

		lucation Kind	dergarten	
		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.
PEK.1 Fitness  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.	With guidance, I can participate in locomotor and movement activities but require a break(s) in between a 4 minute span.	I participate in moderate locomotor and movement activities for approaching 4 minutes without a break.	• 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, cooperative games, alternate environment activities) for 4 consecutive minutes without a break.	I participate in vigorous locomotor and movement activities for more than 4 consecutive minutes without a break.
	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).	• 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).	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).	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).

	<ul> <li>With guidance, I can participate in some teacher led movements that are challenging to my muscular strength and flexibility.</li> </ul>	With guidance, I can participate in most teacher led movements that are challenging to my muscular strength and flexibility.	• 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.	I can <b>create</b> body shapes and movements that challenge my muscular strength and flexibility.
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### March, 2015

## **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.
PEK.2 – Locomotor	With guidance, I can move	With guidance, I can move	I can move my body	I can move my body
Movement	my body through space	my body through space at	through space with a	through space with <b>control</b>
	when:	an <b>exploration level</b> when:	progressing toward	when:
Explore and practise	o walking	o walking	control level when:	o walking
ways to move the body	o running	o running	o walking	o running
through space, including	o jumping forward and	o jumping forward and	o running	o jumping forward and
	sideways	sideways	o jumping forward and	sideways
at:	- Milh	- Mith suidenes Less services	sideways	- 1
	With extensive guidance     and support I can make	With guidance, I can move  my body through space at	I can move my body     through space at an	I can move my body     through space at a
PROGRESSING TOWARD	and support, I can move	my body through space at	through space at an	through space at a
CONTROL LEVEL when	my body through space when:	an <b>exploration level</b> when: o hopping	exploration level when: o hopping	progressing toward control level when moving
walking, running, jumping forwards and sideways.	o hopping	o skipping	o skipping	in <b>many</b> of these ways:
EXPLORATION LEVEL when	o skipping	o leaping	o leaping	o hopping
hopping, skipping, leaping,	o leaping	o sliding	o sliding	o skipping
sliding, galloping.	o sliding	OR	AND	o leaping
	OR	o galloping	o galloping	o sliding
	o galloping	3 -1 0		o 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).

Physical Education Kindergarten
Comments

	Skil	llful Movement (SM	1)	
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 the complex ideas, and I can use the skills I have learned in situations that were not taug in class.
PEK.3 Non-locomotor Movement  Explore and practise ways to move the body in personal space at a progressing-towards-control level of skill when:	With guidance, I am able to move my body through personal space when balancing, jumping, OR landing.	With guidance, I am able to move my body in personal space at an exploration level when balancing, jumping, OR landing.	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.	I can explore and practic ways to move the body general space at a progressing towards control level of skill whe balancing, jumping, AND landing on the spot.
<ul><li>balancing</li><li>jumping and landing (on the spot).</li></ul>				



# **Physical Education Kindergarten**

## **Skillful Movement (SM)**

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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.
PEK.4 Manipulative Skills  Explore and practise ways to send and receive objects at an exploration level when:  • throwing (rolling)	With extensive guidance and support, I can explore and practice sending objects at an exploration level when:  throwing (rolling) overhand OR underhand OR  kicking.	With guidance, I can explore and practice sending objects at an exploration level when:  throwing (rolling) overhand OR underhand  AND  kicking, using each foot separately.	I can explore and practice sending objects at an exploration level when:  throwing (rolling) overhand AND underhand AND  kicking, using each foot separately.	I can demonstrate some control when I send objects by:  throwing (rolling) overhand AND underhand AND  kicking, using each foot separately.
<ul> <li>catching (trapping, gathering)</li> <li>kicking.</li> </ul>	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.	With guidance, I can explore and practice receiving objects at an exploration level when catching (trapping and gathering) with my hands OR my feet.	I can explore and practice receiving objects at an exploration level when catching (trapping and gathering) with my hands AND my feet.	I can demonstrate some control when receiving objects at an exploration level when catching (trapping and gathering) with my hands AND my feet.

Physical Education Kindergarten
Comments



# **Physical Education Kindergarten**

## **Skillful Movement (SM)**

#### 1 - Little Evidence 2 - Partial Evidence 3 - Sufficient Evidence 4- Extensive Evidence With help, I understand parts of I understand the more complex I have a deep understanding of I understand the simpler ideas the simpler ideas and do a few and can do the simpler skills. I ideas and can master the the complex ideas, and I can use Outcome of the simpler skills. am working on the more complex skills that are taught in the skills I have learned in complex ideas and skills. class. I achieve the outcome. situations that were not taught in class. • With guidance, I can • I show independence and • I can move to a beat by • I can move to a beat by PEK.6 Rhythmical move to a beat by using a using a variety of using a variety of creativity when moving Movement variety of movement movement skills (e.g. movement skills (e.g. to a beat by using a skills (e.g. walking, walking, running), walking, running), variety of **movement Explore and perform** running), movement movement efforts (e.g. movement efforts (e.g. skills (e.g. walking, rhythmical movement to efforts (e.g. quickly, quickly, slowly, lightly), running), movement quickly, slowly, lightly), different auditory (e.g., slowly, lightly), OR **OR** movement AND movement efforts (e.g. quickly, movement relationships relationships (e.g., tall relationships (e.g., tall slowly, lightly), AND beat of a drum, clapping, (e.g., tall body, small body, small body, wiggly body, small body, wiggly movement relationships music) rhythms (e.g., body, wiggly body). body). body). (e.g., tall body, small quick, slow) using a body, wiggly body). variety of locomotor movements including walking, running, balancing, jumping, galloping, hopping, and skipping skills.



the simpler ideas and do a few of the simpler skills.  PEK.7 Relationships  • 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.  * With support, I practise and do a few of the simpler ideas and do a few of the simpler skills. I am working on the more complex skills that are taught in class. I achieve the outcome.  * I demonstrate respect for classmates, teachers OR gym equipment while participating in cooperative games and physical movement activities.  * With support, I practise the safety rules.  * I demonstrate respect for classmates, teachers OR gym equipment while participating in cooperative games and physical movement activities.  * With support, I practise the safety rules.  * I practise and sometimes apply understanding of safety rules while participating in cooperative games and participating in cooperative games and can master the complex skills that are taught in class. I achieve the outcome.  * I demonstrate respect for classmates, teachers AND gym equipment while participating in cooperative games and physical movement activities.  * I practise and sometimes apply understanding of safety rules while participating in cooperative games and ophysical movement activities.  * I am working on the more complex skills that are taught in class. I achieve the outcome.  * I demonstrate respect for classmates, teachers AND gym equipment while participating in cooperative games and physical movement activities.  * I demonstrate respect for classmates, teachers OR gym equipment while participating in cooperative games and physical movement activities.  * I am working on the more complex skills.  * I demonstrate respect for classmates, teachers OR gym equipment while participating in cooperative games and physical movement activities.  * I am working on the more classmates, teachers OR gym equipment while participating in cooperative games and physical mo			Relationships (RL)		
demonstrate respect for classmates, teachers OR gym equipment while participating in cooperative games and physical movement activities.  demonstrate respect for classmates, teachers OR gym equipment while participating in cooperative games and physical movement activities.  demonstrate respect for classmates, teachers OR gym equipment while participating in cooperative games and physical movement activities.  classmates, teachers OR gym equipment while participating in cooperative games and physical movement activities.  physical movement activities.  or lassmates, teachers OR gym equipment while participating in cooperative games and physical movement activities.  or lassmates, teachers AND gym equipment while participating in cooperative games and physical movement activities.  or lassmates, teachers AND gym equipment while participating in cooperative games and physical movement activities.  or lassmates, teachers AND gym equipment while participating in cooperative games and physical movement activities.  or lassmates, teachers AND gym equipment while participating in cooperative games and physical movement activities.  or lapply the understanding of safety rules while participating in cooperative games and or safety rules while participating in cooperative games and or safety rules while participating in cooperative games and or safety rules while participating in cooperative games and or safety rules while participating in cooperative games and or safety rules while participating in cooperative games and or safety rules while participating in cooperative games and physical movement activities.	Outcome	With help, I understand parts of the simpler ideas and do a few	I understand the simpler ideas and can do the simpler skills. I am working on the more	I understand the more complex ideas and can master the complex skills that are taught in	I have a deep understanding of the complex ideas, and I can us the skills I have learned in situations that were not taught
• With support, I practise the safety rules.  • I practise and sometimes apply understanding of safety rules.  • I practise and sometimes apply understanding of safety rules while participating in cooperative games and	Use respectful behaviours and safe practices while participating in cooperative games and	demonstrate respect for classmates, teachers and gym equipment while participating in cooperative games and physical movement	classmates, teachers <b>OR</b> gym equipment while participating in cooperative games and physical movement	classmates, teachers AND gym equipment while participating in cooperative games and physical movement	remind others of these values while participating in cooperative games and physical movement
activities.	· ·		apply understanding of	of safety rules while participating in cooperative games and physical movement	I consistently apply safety rules AND I can explain why they are important.
Comments	Comments				

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.
PEK.5 Movement Variables  Vary, with guidance, the movement of the body through changes in:  • space (personal space, general space,	With guidance, I can respond physically to step by step movement vocabulary (e.g. personal space, general space, balance, high, zig-zag).	With guidance, I recognize and respond physically to much movement vocabulary (e.g. personal space, general space, bigh, zig-zag).	With guidance, I recognize and respond physically to all movement vocabulary (e.g. personal space, general space, balance, high, zig-zag).	I can independently respond to movement vocabulary (e.g. personal space, general space, balance, high, zig-zag).
<ul> <li>levels, directions, and pathways)</li> <li>effort (time and speed)</li> <li>relationships (body parts and shapes).</li> <li>With guidance, I can perform movements step by step.</li> </ul>	<ul> <li>With guidance, I can perform movements in a sequence of 2 phrases.</li> <li>With guidance, I can create AND perform movements in a sequence of at least 2 phrases (e.g., riding a horse quickly, slowly).</li> </ul>	I can create AND perform movements in a sequence of several phrases (e.g., riding a horse quickly, slowly) independently.		