

Physical Education Kindergarten

Active Living (AL)

Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<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) and movement activities (e.g. individual activities, partner activities, rhythmic activities, low organizational games, co-operative games) 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).
	<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.
<p>Comment</p>				

Physical Education Kindergarten

Skillful Movement (SM)

Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<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 OR ○ 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 OR ○ 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 AND ○ 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
<p>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).</p>				
<p>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 footsteps, body propels upward, other foot moves to meet the first foot).</p>				
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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 practice 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 practice 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 practice 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. 	<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. 	<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. 	<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.
	<ul style="list-style-type: none"> ● 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 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 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 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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<p>PEK.7 Relationships</p> <p>Use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.</p>	<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. 	<ul style="list-style-type: none"> • I demonstrate respect for classmates, teachers OR gym equipment while participating in cooperative games and physical movement activities. 	<ul style="list-style-type: none"> • I demonstrate respect for classmates, teachers AND gym equipment 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.
	<ul style="list-style-type: none"> • With support, I practice the safety rules. 	<ul style="list-style-type: none"> • I practice and sometimes apply understanding of safety rules. 	<ul style="list-style-type: none"> • I apply the understanding of safety rules while participating in cooperative games and physical movement activities. 	<ul style="list-style-type: none"> • 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). • With guidance, I can perform movements step by step. 	<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). • With guidance, I can perform movements in a sequence of 2 phrases. 	<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). • 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 independently respond to movement vocabulary (e.g. personal space, general space, balance, high, zig-zag). • I can create AND perform movements in a sequence of several phrases (e.g., riding a horse quickly, slowly) independently.
Comments				