



**Realising Potential**

# **PHYSICAL EDUCATION**

**K-12 LEARNING OUTCOMES & BENCHMARKS**



## Learning Outcomes and Benchmarks

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureat Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

### Explanation of terms :

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean :

Learning Outcomes : the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement : students will be able to .....

Benchmarks : specific performance indicators for each grade level

Benchmarks complete the statement : students will be able to show their understanding by .....

It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.

## Learning Outcomes and Benchmarks

Subject : Physical Education

Strand : Games

Grade/ Phase	Learning Outcome <i>Students will be able to...</i>	Benchmarks Students will be able to show their understanding by . . .
10	<p><b><i>Students will:</i></b></p> <p>Adapt and improve activity specific skills in a variety of games.</p> <p>Select, plan and create games that incorporate simple and more challenging strategies and tactics.</p> <p>Demonstrate etiquette and fair play.</p> <p>Develop &amp; implement a variety of tactics and strategies to overcome opponents in team and individual games.</p> <p>Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.</p>	<p>Participate in a cooperative game or challenge with a partner or small group that focuses upon the application of specific strategies;</p> <p>Working individually and with others to perform activity-specific motor skills within a game;</p>
9	<p><b><i>Students will:</i></b></p> <p>Apply and refine activity specific basic skills in a variety of games.</p>	<p>Participating in a game that incorporates the importance of implementing a strategy.</p> <p>Introducing a strategy to try and prevent the other team</p>

	<p>Plan activities that emphasize specific strategies and tactics that coordinate effort with others;</p> <p>Demonstrate etiquette and fairplay.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>	<p>from being successful.</p>
8	<p><b><i>Students will:</i></b></p> <p>Select, combine and perform activity-specific basic skills in a variety of games.</p> <p>Plan, perform and evaluate specific strategies and tactics that coordinate effort with others, in order to achieve a common activity goal.</p>	<p>Incorporating temporary rules to encourage teamwork.</p> <p>Use communication effectively in order to execute a successful tactic or strategy.</p>
7	<p><b><i>Students will:</i></b></p> <p>Demonstrate activity-specific basic skills in a variety of games.</p> <p>Demonstrate more challenging strategies and tactics that coordinate effort with others, in order to achieve</p>	<p>Creating activities to practise specific game skills.</p> <p>Taking part in a cooperative game with rules that encourage group participation.</p>

	a common goal activity.	
6	<p><b><i>Students will:</i></b></p> <p>Demonstrate basic strategies and tactics that coordinate effort with others.</p>	<p>Highlighting the strategies that will help create an effective team.</p> <p>Taking part in activities that require communication with others, and review how communication is an important strategy in many team games.</p>
5	<p><b><i>Students will:</i></b></p> <p>Apply critical thinking and problem-solving skills in competitive and cooperative modified games.</p>	Applies more complex strategies/tactics in a variety of game situations.
4	<p><b><i>Students will:</i></b></p> <p>Demonstrate critical thinking and problem solving skills in modified games to achieve activity outcomes.</p>	Applies basic strategies/tactics in a variety of game situations.
3	<p><b><i>Students will:</i></b></p> <p>Perform and play modified games and demonstrate elements of space awareness, effort and relationship.</p>	Playing modified games using basic attacking & defensive strategies to be effective.

2	<p><i>Students will:</i></p> <p>Create and play modified games.</p>	Applies simple strategies/tactics in chasing and fleeing activities.
1	<p><i>Students will:</i></p> <p>Demonstrate body and space awareness when performing modified games.</p>	Exploring ways to move your body, demonstrating control and stopping on signal.
K2	<p><i>Students will:</i></p> <p>Demonstrate body and space awareness when modified games.</p>	Demonstrating, while moving, the ability to change directions, levels and pathways with control in games.
K1	<p><i>Students will:</i></p> <p>Demonstrate body and space awareness when performing modified games.</p>	Demonstrating, while moving, the ability to change directions, levels and pathways with control in games.

## Learning Outcomes and Benchmarks

Subject : Physical Education

Strand : Health Related Fitness

Grade/ Phase	Learning Outcome Students will be able to...	Bench Mark Students will be able to show their understanding by . . .
10	<p>Participate regularly in physical activity</p> <p>Describe a variety of ways to be active throughout one's life</p> <p>Demonstrate understanding of:</p> <ul style="list-style-type: none"><li>-social and mental components of health and physical fitness</li><li>- movement concepts</li><li>- informed decision-making</li><li>- teen issues</li></ul>	<p>Participating in moderate to vigorous physical activity for an extended period of time on a regular basis</p> <p>Identifies elements of a physically active lifestyle</p> <p>Explaining the importance of various movement concepts and components of fitness to perform a variety of physical activities.</p> <p>Implementing a comprehensive physical activity plan incorporating:</p> <ul style="list-style-type: none"><li>- goal setting processes</li><li>- components of fitness</li><li>- considerations of personal abilities and interests</li><li>- nutritional considerations</li><li>- principles of training</li></ul> <p>- evaluating choices to achieving and maintaining health</p> <p>- developing and implement a personal plan to improve one aspect of well-being</p>

		<ul style="list-style-type: none"> <li>- Describes the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships</li> <li>- intimacy</li> <li>- Describes the ways in which personal values influence choices</li> </ul>
9	<p>Formulate a rationale for active living</p> <p>Identify how physical activity relates to:</p> <ul style="list-style-type: none"> <li>- Health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility)</li> <li>- Skill-related components of fitness</li> <li>- Movement concepts</li> </ul> <p>Analyse how principles of training relate to components of fitness.</p> <p>Pursue personal physical activity goals related to health and skill related components of fitness</p>	<p>Analysing the relationship between personal nutrition choices and participation in physical activity.</p> <p>Explaining the importance of various movement concepts and components of fitness to the ability to perform a variety of physical activities.</p> <p>Describes principles of training and how each can be applied to contribute to the development of health-related components of fitness skill-related components of fitness.</p> <p>Articulating measurable and time-specific goals related to fitness components .Identify and follow steps to achieve these goals. Measure, monitor, and reflect on their progress.</p>
8	<p>Identify fitness components and principles of training, and formulate individual plans for personal physical fitness</p> <p>Analyze the personal effects of exercise on the body systems before, during and after exercise</p>	<p>Discussing fitness components, and selecting and engaging in exercises for each component.</p> <p>Monitoring and charting heart rate before, during and after various types of games.</p>



	Monitor, analyze and assess fitness changes as a result of physical activity.	Assessing and recording individual fitness levels in a portfolio.  Plan a training program, set and modify goals, and reflect on results.
7	Identify the components of fitness, analyze individual abilities and formulate an individual plan for growth.  Identify and explain the effects of exercise on the body systems before, during and after exercise.	Describes the components of fitness and making connections between specific physical activities and their ability to help develop them .  Independently monitoring their own heart rate in relation to target heart rate zones
6	Identify the components of fitness, and relate these to personal fitness level.  Describe and chart individual fitness changes as a result of engaging in physical activity.	Working in small groups, plan and participate in a fitness circuit using different games to develop components of fitness.  Keeping a log of their nutritional intake and physical activity and describe change over time.
5	Describe the personal, physical and emotional health benefits of regular participation in physical activity.  Define the physical and skills related components of fitness.  Set a personal goal for physical activity and create a plan to achieve it.	Makes connections between benefits of regular participation in physical activity and their ability to positively impact their life .  Demonstrates an understanding that components of fitness are developed through a variety of types of physical activities done with appropriate levels of frequency and intensity.  Sets a realistic and appropriate personal goal for physical activity and developing a plan to improve their physical well-being.
4	Describe physical and emotional health benefits	Describes the relationship between physical and

	<p>of regular participation in physical activity</p> <p>Identify the major muscles of the body that are involved in physical activity</p> <p>Demonstrate various ways to monitor exertion during physical activity.</p>	<p>emotional health benefits of regular participation in physical activity.</p> <p>Identifies the major muscles of the body involved in physical activity and the types of physical activity that develop each.</p> <p>Independently selects and applies ways of checking pulse and monitoring exertion .</p>
3	<p>Describe the importance of regular, sustained participation in physical activity.</p> <p>Identify choices people can make to live a healthy and active life.</p>	<p>Describes the concept of fitness and provides examples of physical activity to enhance fitness.</p> <p>Describes the importance of eating a variety of healthy foods in order to fuel participation in physical activity.</p> <p>Identifies choices people can make to be more physically active.</p>
2	<p>Describe physical responses that take place in the body during physical activity.</p> <p>Describe the importance of food, water, and sleep as fuel for physical activity</p> <p>Identify physical abilities they would like to develop.</p>	<p>Describes physical responses that take place in the body during physical activity.</p> <p>Identifies physical activities that contribute to fitness.</p> <p>Recognizes the "good health balance" of nutrition and physical activity.</p> <p>Independently Identifies several physical abilities they would like to develop themselves.</p>

1	<p>Describe benefits of regular participation in physical activity.</p> <p>Identify the parts of the body that can work together during physical activity.</p> <p>Identify choices they can make to be more physically active</p> <p>Describe the importance of choosing healthy food as fuel for physical activity.</p>	<p>Identifies physical activity as a component of good health.</p> <p>Identifies active-play opportunities outside of physical education class.</p> <p>Differentiates between healthy and unhealthy foods.</p>
K2	<p>Identify benefits of regular participation in physical activity.</p> <p>Identify physical activities they enjoy doing.</p>	<p>Identifies two benefits of regular participation in physical activity.</p> <p>Identifies active-play opportunities outside of physical education class.</p> <p>Identifies physical activities that are enjoyable.</p>
K1	<p>Identify benefits of regular participation in physical activity.</p> <p>Identify physical activities they enjoy doing.</p>	<p>Identifies two benefits of regular participation in physical activity.</p> <p>Identifies active-play opportunities outside of physical education class.</p> <p>Identifies physical activities that are enjoyable.</p>

## Learning Outcomes and Benchmarks

Subject : Physical Education

Strand : Individual Pursuit

Grade/ Phase	Learning Outcome <i>Students will be able to...</i>	Benchmarks Students will be able to show their understanding by . . .
10	<p>Apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities</p> <p>Recommend a choice of activity-specific skills in pursuing lifelong individual activities</p> <p>Apply and refine nonlocomotor and locomotor skills and concepts to a variety of activities with increased control to improve personal performance</p> <p>Apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance</p> <p>Apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance</p>	<p>Using a checklist, peer coach a classmate to use proper technique for the varied skills being practised in a variety of activities</p> <p>Enhancing and assessing personal fitness by designing a training program to meet a fitness goal</p> <p>Participating in an individual sport/activity and understand the importance of concentration, safety, stance, alignment, and form</p> <p>Creating a personal fitness log that includes specific exercises, incorporating the principles of training frequency, intensity, time, type (FITT).</p>
9	<p>Apply and refine activity-specific skills in a variety of individual pursuits</p> <p>Apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance</p>	<p>Demonstrating and discuss the techniques used in various activities</p> <p>Demonstrating how to use various pieces of fitness equipment in order to implement a personal program.</p>

	<p>Apply and refine nonlocomotor and locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance</p> <p>Apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance</p>	<p>Working in pairs, use a checklist based on predetermined criteria to analyze each other's performance of specific skills.</p>
8	<p>Identify &amp; demonstrate activity-specific skills in a variety of individual pursuits.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through individual games.</p>	<p>Planning and leading activities, combining locomotor and nonlocomotor skills.</p> <p>Using a variety of tactics and strategies for outwitting opponents across a variety of individual sports.</p> <p>Using video analysis to identify and analyze areas of improvement in performance.</p>
7	<p>Apply and demonstrate activity-specific skills in a variety of individual pursuits.</p>	<p>Using video analysis to identify areas of improvement in performance.</p> <p>Identifying alternative exercises that may be used to improve performance in a specific activity</p>
6	<p>Demonstrate activity specific skills in a variety of individual activities.</p>	<p>Focusing on various ways to improve performance.</p> <p>Using video analysis to identify areas of improvement in performance.</p>
5	<p>Select, perform and refine more challenging activity specific skills in individual activities.</p>	<p>Combining locomotor and non-locomotor skills in different physical environments with and without</p>

		<p>the use of equipment in different physical environments</p> <p>Learning and applying the rules, including safety, of the various athletic events, including collecting and recording results</p> <p>Evaluating performances and understanding how they can improve their performance</p>
4	Select, perform and refine activity specific skills in individual activities	<p>Combining locomotor and non-locomotor skills in different physical environments with and without the use of equipment in different physical environments</p> <p>Learning and applying the rules, including safety, of the various athletic events, including collecting and recording results</p> <p>Evaluating performances and understanding how they can improve their performance</p>
3	Select and perform activity specific skills in individual activities	<p>Combining locomotor and non-locomotor and manipulative skills while using equipment in different physical environments</p> <p>Developing plans to improve performance through technique refinement and practice</p> <p>Demonstrating greater body control when performing movements</p> <p>Self-assessing performance and responding to feedback on performance from others</p>

2	Develop activity specific skills in a variety of individual activities.	<p>Developing an awareness of space, direction and levels in relation to others and to their working environment</p> <p>Using and adapting basic fine and gross movement skills in a variety of activities in different physical environments</p> <p>Exploring locomotion, non-locomotion and manipulative skills using different apparatus and equipment.</p>
1	Develop activity specific skills in a variety of individual activities.	<p>Developing an awareness of space, direction and levels in relation to others and to their working environment</p> <p>Using and adapting basic fine and gross movement skills in a variety of activities in different physical environments</p> <p>Exploring locomotion, non-locomotion and manipulative skills using different apparatus and equipment.</p>
K2	Experience activity specific skills in a variety of individual activities.	<p>Developing a range of both gross and fine motor skills in different physical environments</p> <p>Exploring different ways of moving with and without the use of equipment</p>
K1	Experience activity specific skills in a variety of individual activities.	<p>Developing a range of both gross and fine motor skills in different physical environments</p> <p>Exploring different ways of moving with and without the use of</p>

		equipment.
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## Learning Outcomes and Benchmarks

Subject : Physical Education

Strand : Movement Composition

Grade/ Phase	Learning Outcome <i>Students will be able to...</i>	Benchmarks Students will be able to show their understanding by . . .
10	<b><i>Students will:</i></b>  Plan and perform more complex movement sequences for self and others;  Apply the principles of movement sequences to improve performance	Performing choreographed movement sequences from a variety of forms;
9	<b><i>Students will:</i></b>  Plan and perform movement sequences, using the elements of movement and some complex movement sequences and patterns	Performing choreographed movements in specific formations;  Exploring both locomotor and nonlocomotor movements; to enhance a choreographed movement performance.
8	<b><i>Students will:</i></b>  Plan and perform a movement sequence within a group representing a prescribed theme. Inclusion of balances, levels, use of space and characterisation.	Performing movements, with and without music, individually and with others.  Creating a movement sequence based on a theme. Performing movement compositions for the class, videoing the presentations. Watch the video and highlight the positive aspects and those aspects that need improvement.

7	<p><i>Students will:</i></p> <p>Demonstrate movement sequences in response to a variety of stimuli</p> <p>Plan and perform movements in pairs, considering synchronisation, use of space and timing.</p>	<p>Create in small groups a sequence that represents a specific theme.</p> <p>Create in small groups a movement sequence to music, demonstrating changes in directions, levels and pathways.</p>
6	<p><i>Students will:</i></p> <p>Plan and perform simple movements in small groups, considering canon, unison and a variety of levels and control.</p>	<p>Examining and developing sequences, using rhythm, size of movement or repetition.</p> <p>Evaluating performances performed by peers, and give feedback related to the objectives of the performance.</p>
5	<p><i>Students will:</i></p> <p>Perform basic movement patterns alone and with others.</p> <p>Demonstrate a creative process to develop movement sequences alone and with others in response to a variety of stimuli.</p>	<p>Demonstrate locomotor patterns and combinations, with emphasis on pathways used, relationships and timing.</p> <p>Develop a movement sequence using aspects of timing, synchronisation and levels alone and with others.</p>
4	<p><i>Students will:</i></p> <p>Select, perform and refine movement patterns alone and with others.</p>	<p>Demonstrate locomotor patterns and combinations, with emphasis on pathways used and relationships with others.</p>

	Demonstrate a creative process to develop movement sequences alone and with others.	Work through the processes of individual exploration of new concepts and development of a sequence.
3	<p><i>Students will:</i></p> <p>Select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others.</p>	<p>Displaying fluency in locomotor skills in movement sequences.</p> <p>Exploring combinations, pathways and directional changes.</p>
2	<p><i>Students will:</i></p> <p>Demonstrate basic dance steps and movements alone and with others.</p> <p>Perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others.</p>	<p>Creating sequences of movement involving more than one concept.</p> <p>Practicing simple movement sequences, focusing on more than one factor at a time.</p>
1	<p><i>Students will:</i></p> <p>Perform simple movements by using elements of effort and space to respond to a variety of stimuli.</p> <p>Demonstrate body awareness when performing dance activities</p>	<p>Exploring movement using different tempos and types of music.</p> <p>Exploring such concepts as over/under, forward/backward when moving creatively.</p>

K2	<p><i>Students will:</i></p> <p>Experience movement to respond to a variety of stimuli.</p> <p>Experience body awareness when performing dance activities.</p>	<p>Exploring a variety of stimuli—action works, poetry, story and music—as the basis for movements.</p> <p>Moving in a variety of ways using opposite, such as high/low and change of speeds.</p>
K1	<p><i>Students will:</i></p> <p>Experience movement to respond to a variety of stimuli.</p> <p>Experience body and space awareness when performing dance activities.</p>	<p>Exploring a variety of stimuli—action words, poetry, story and music—as the basis for movements..</p> <p>Moving in a variety of ways using opposites, such as high/low and change of speeds.</p>

## Learning Outcomes and Benchmarks

Subject : Physical Education

Strand : Personal & Social Responsibility

Grade/ Phase	Learning Outcome <i>Students will be able to...</i>	Benchmarks Students will be able to show their understanding by . . .
10	<p>Participate in activities which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p>Follow rules, routines and procedures for safety in a variety of activities</p> <p>Analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life</p>	<p>Identifying the roles and responsibilities of individuals in a group when planning strategies for solving challenges.</p> <p>Participating and meeting challenges in a variety of activities both individually and in small groups.</p> <p>Using a range of problem-solving skills and techniques.</p>
9	<p>Participate in activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p>Follow rules, routines and procedures for safety in a variety of activities.</p> <p>Evaluate different ways to achieve an activity goal, and</p>	<p>Identifying the roles and responsibilities of individuals in a group when planning strategies for solving challenges.</p> <p>Participating and meeting challenges in a variety of activities both individually and in small groups.</p> <p>Using a range of problem-solving skills and techniques,</p>

	Determine personal and team approaches that are challenging for both the individual and the group.	
8	<p>Demonstrate and apply activity-specific skills in a variety of environments and using various equipment.</p> <p>Take part in activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p>	<p>Participating in activity challenges in familiar and unfamiliar environments.</p> <p>Demonstrating a range of problem-solving skills in group activities.</p> <p>Working effectively with others to meet challenges.</p> <p>Discovering and using community resources to be active.</p>
7	<p>Demonstrate activity-specific skills in a variety of environments and using various equipment.</p> <p>Take part in activities which present physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p>	<p>Participating in activity challenges in familiar, unfamiliar and changing environments.</p> <p>Demonstrating a range of problem-solving skills in group and activities.</p> <p>Working effectively with others to meet challenges.</p>
6	<p>Select, perform and refine more challenging basic skills in a variety of environments and using various equipment.</p> <p>Take part in activities which present physical challenges and be encouraged to work in a team.</p>	<p>Participating in activity challenges in familiar, unfamiliar and changing environments.</p> <p>Demonstrating some problem-solving skills in group activities.</p>

		Working effectively with others to meet challenges.
5	<p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.</p> <p>Recognise the value of challenge in physical activity.</p> <p>Recognise the value of physical activity for self expression, social interaction and enjoyment.</p> <p>Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.</p>	<p>Works cooperatively with others.</p> <p>Expresses the enjoyment and/or challenge of participating in a favorite physical activity.</p> <p>Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.</p> <p>Describes the social benefits gained from participating in physical activity.</p> <p>Critiques the etiquette involved in rules of various game activities.</p>
4	<p>Adopt inclusive practices when participating in physical activities.</p> <p>Recognise the value of challenge in physical activity.</p> <p>Recognise the value of physical activity for self expression, social interaction and enjoyment.</p> <p>Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities.</p>	<p>Works cooperatively with others.</p> <p>Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p>Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities.</p> <p>Exhibits etiquette and adherence to rules in a variety of physical activities.</p>

3	<p>Adopt inclusive practices when participating in physical activities.</p> <p>Recognise the value of challenge in physical activity.</p> <p>Recognise the value of physical activity for self expression, social interaction and enjoyment.</p> <p>Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities.</p>	<p>Works cooperatively with others.</p> <p>Discusses the challenge that comes from learning a new physical activity.</p> <p>Describes the positive social interactions that come when engaged with others in physical activity.</p> <p>Recognizes the role of rules and etiquette in physical activity with peers.</p>
2	<p>Use strategies to work in group situations when participating in physical activities.</p> <p>Recognise the value of challenge in physical activity.</p> <p>Recognise the value of physical activity for self expression, social interaction and enjoyment.</p> <p>Identify rules and fair play when participating in physical activities .</p>	<p>Works independently with others in partner environments.</p> <p>Compares physical activities that bring confidence and challenge.</p> <p>Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice tasks in game environments).</p> <p>Accepts responsibility for class protocols with behaviour and performance actions.</p>
1	<p>Use strategies to work in group situations when participating in physical activities.</p> <p>Recognise the value of challenge in physical activity.</p> <p>Recognise the value of physical activity for self expression, social interaction and enjoyment.</p>	<p>Works independently with others in a variety of class environments.</p> <p>Recognizes that challenge in physical activities can lead to success.</p> <p>Describes positive feelings that result from participating in</p>



	Identify rules and fair play when participating in physical activities .	<p>physical activities</p> <p>Discusses personal reasons for enjoying physical activities.</p> <p>Follows the rules and parameters of the learning environment.</p>
K2	<p>Cooperate with others when participating in physical activities.</p> <p>Test possible solutions to movement challenges through trial and error.</p> <p>Follow rules when participating in physical activities.</p>	<p>Acknowledges that some physical activities are challenging/difficult.</p> <p>Identifies physical activities that are enjoyable.</p> <p>Discusses the enjoyment of playing with friends.</p> <p>Shares equipment and space with others.</p>
K1	<p>Cooperate with others when participating in physical activities.</p> <p>Test possible solutions to movement challenges through trial and error.</p> <p>Follow rules when participating in physical activities.</p>	<p>Acknowledges that some physical activities are challenging/difficult.</p> <p>Identifies physical activities that are enjoyable.</p> <p>Discusses the enjoyment of playing with friends.</p> <p>Shares equipment and space with others.</p>

## Learning Outcomes and Benchmarks

Subject : Physical Education

Strand : Physical Literacy

Grade/ Phase	Learning Outcome <i>Students will be able to...</i>	Benchmarks <i>Students will be able to show their understanding by . . .</i>
10	<p><b><i>Students will:</i></b></p> <p>Apply and refine nonlocomotor and locomotor skills and concepts—effort,space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>Apply and refine manipulative skills and concepts—effort,space and relationships—to perform and create a variety of activities to improve personal performance</p>	<p>Demonstrating an ability to analyse combinations of movement skills involved in individual and dual activities.</p> <p>Fluently co-ordinate combinations of non-locomotor, locomotor, and/or manipulative skills in individual and dual activity settings.</p> <p>Applying appropriate strategies to optimize results in individual and dual activities.</p>
9	<p><b><i>Students will:</i></b></p> <p>Apply and refine locomotor and manipulative skills and concepts to a variety of activities with increased control to improve personal performance</p> <p>Apply and refine locomotor &amp; manipulative skills by using elements of body and space awareness, effort and relationships to improve personal performance</p> <p>Apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance</p>	<p>Demonstrating a variety of specific non-locomotor, locomotor and manipulative movement skills in individual and dual activities.</p> <p>Demonstrating an ability to identify and apply combinations of movement skills involved in individual and dual activities</p> <p>Applying proper practice techniques to improve performance and avoid injury.</p> <p>Demonstrating offensive and defensive strategies applicable to a variety of predictable and unpredictable games settings</p>

	<p>in skills specific to an activity</p> <p>Apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance</p>	<p>Describing how movement concepts relate to a variety of physical activities they participate in, including individual and dual activities, rhythmic movement activities, spatial relationships and relationships with others</p>
8	<p><b><i>Students will:</i></b></p> <p>Select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance.</p> <p>Demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity.</p>	<p>Demonstrating a variety of specific non-locomotor, locomotor, and/or manipulative movement skills in individual activities or games.</p> <p>Demonstrating flow and smooth transitions between combined movements with teacher support, demonstrate proper practice techniques to improve performance and avoid injury.</p> <p>Demonstrating basic games-related offensive &amp; defensive strategies.</p>
7	<p><b><i>Students will:</i></b></p> <p>Demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance.</p> <p>Demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance</p> <p>Demonstrate ways to receive, retain and send an</p>	<p>Applying learned movement skills in new and unfamiliar physical activities</p> <p>Demonstrating proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings.</p> <p>Perform ing sequences using learned non-locomotor, locomotor, and manipulative movement skills.</p> <p>Demonstrating effective use of qualities of movement.</p>

	object with varying speeds and accuracy in skills specific to an activity.	
6	<p><b><i>Students will:</i></b></p> <p>Select, perform and refine challenging locomotor sequences.</p> <p>Consistently and confidently perform non locomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance.</p> <p>Demonstrate ways to receive, retain and send an object with increasing accuracy</p>	<p>Practicing learned non-locomotor, locomotor, and manipulative movement skills in order to improve</p> <p>Demonstrating offensive and defensive strategies in a variety of activity categories.</p> <p>Demonstrating the proper technique to send and receive an object with or without an implement in predictable settings.</p> <p>Applying a combination of learned skills to create original sequences, drills, challenges, or games</p>
5	<p><b><i>Students will:</i></b></p> <p>Select, perform and refine more challenging movement sequences.</p> <p>Select, perform and refine more challenging ways to receive, retain and send an object with control.</p>	<p>Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks;</p> <p>Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.</p> <p>Combines travelling with manipulative skills for execution to a target (e.g. scoring in soccer, hockey and basketball).</p> <p>Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects.</p>

		<p>Throws (both underhand and overarm) to a large target with accuracy.</p> <p>Catches with reasonable accuracy in dynamic, small-sided practice tasks.</p> <p>Hand/foot-dribbles with mature patterns in a variety of small-sided game forms.</p> <p>Demonstrates mature patterns in kicking and punting in small-sided practice task environments.</p> <p>Strikes a pitched ball with a bat using a mature pattern.</p>
4	<p><i>Students will:</i></p> <p>Select, perform and refine simple locomotor sequences.</p> <p>Select, perform and refine ways to receive, retain and send an object with control.</p>	<p>Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.</p> <p>Runs for distance using a mature pattern.</p> <p>Combines travelling with manipulative skills of dribbling, throwing, catching and striking in teacher - and/or student-designed small-sided practice tasks.</p> <p>Throws overarm using a mature pattern in non-dynamic environments.</p> <p>Throws overarm to a partner or at a target with accuracy at a reasonable distance.</p> <p>Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment.</p>

		<p>Dribbles in general space with control of ball and body while increasing and decreasing speed.</p> <p>Kicks along the ground and in the air, and punts using mature patterns.</p> <p>Strikes an object with a short- handled implement, alternating hits with a partner over a low net or against a wall.</p> <p>Strikes an object with a long- handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).</p>
3	<p><i>Students will:</i></p> <p>Respond to a variety of stimuli to create locomotor sequences.</p> <p>Demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways.</p>	<p>Leaps using a mature pattern.</p> <p>Travels showing differentiation between sprinting and running.</p> <p>Jumps and lands in the horizontal plane using a mature pattern.</p> <p>Jumps and lands in the vertical plane using a mature pattern.</p> <p>Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.</p> <p>Throws underhand to a partner or target with reasonable accuracy.</p> <p>Throws overarm, demonstrating three of the five critical</p>

		<p>elements of a mature pattern, in non-dynamic environments, for distance and/or force.</p> <p>Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern.</p> <p>Dribbles with hands &amp; feet in general space at slow to moderate jogging speed with control of ball and body.</p> <p>Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each.</p> <p>Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.</p> <p>Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement.</p>
2	<p><b><i>Students will:</i></b></p> <p>Select and perform locomotor skills involved in a variety of activities.</p> <p>Select and perform non locomotor skills involved in a variety of activities.</p> <p>Select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others.</p>	<p>Skips using a mature pattern.</p> <p>Runs with a mature pattern.</p> <p>Travels showing differentiation between jogging and sprinting.</p> <p>Demonstrates four of the five critical elements for jumping &amp; landing in a horizontal plane using a variety of one and two-foot take-offs and landings.</p> <p>Demonstrates four of the five critical elements for jumping &amp;</p>

		<p>landing in a vertical plane.</p> <p>Balances on different bases of support, combining levels and shapes.</p> <p>Throws underhand using a mature pattern.</p> <p>Throws overhand demonstrating two of five critical elements of a mature pattern.</p> <p>Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.</p> <p>Dribbles in self-space with preferred hand demonstrating a mature pattern.</p> <p>Dribbles with the feet in general space with control of ball and body.</p> <p>Uses a continuous running approach and kicks a moving ball, demonstrating three of the five elements of a mature kicking pattern.</p> <p>Strikes an object upward with a short-handled implement, using consecutive hits.</p> <p>Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation.</p>
1	<p><i>Students will:</i></p> <p>Perform locomotor skills through a variety of activities.</p>	<p>Hops, gallops, jogs, and slides using a mature pattern.</p> <p>Demonstrates two of the five critical elements for jumping &amp; landing in a horizontal plane using two-foot take-offs and landings.</p>



	<p>Perform non locomotor skills through a variety of activities.</p> <p>Demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others.</p>	<p>Demonstrates two of the five critical elements for jumping &amp; landing in a vertical plane.</p> <p>Maintains stillness on different bases of support with different body shapes.</p> <p>Throws underhand demonstrating two of the five critical elements of a mature pattern.</p> <p>Catches various sizes of balls self-tossed or tossed by a skilled thrower.</p> <p>Dribbles continuously in self-space using the preferred hand.</p> <p>Approaches a stationary ball and kicks it forward, demonstrating two of the five elements of a mature kicking pattern.</p> <p>Strikes a ball with a short-handled implement, sending it upward.</p>
K2	<p><b><i>Students will:</i></b></p> <p>Experience and develop locomotor skills through a variety of activities.</p> <p>Experience and develop non locomotor skills through a variety of activities.</p> <p>Experience and develop ways to receive, retain and send an object, using a variety of body parts and</p>	<p>Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.</p> <p>Performs jumping and landing actions with balance. Maintains momentary stillness on different bases of support.</p> <p>Throws underhand with opposite foot forward.</p> <p>Catches a large ball tossed by a skilled thrower.</p> <p>Kicks a stationary ball from a stationary position,</p>

	implements and through a variety of activities.	<p>demonstrating two of the five elements of a mature kicking pattern.</p> <p>Strikes a lightweight object with a paddle or short-handled racket.</p>
K1	<p><b><i>Students will:</i></b> Experience and develop locomotor skills through a variety of activities.</p> <p>Experience and develop non locomotor skills through a variety of activities.</p> <p>Experience and develop ways to receive, retain and send an object, using a variety of body parts and implements and through a variety of activities.</p>	<p>Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.</p> <p>Performs jumping and landing actions with balance.</p> <p>Maintains momentary stillness on different bases of support.</p> <p>Throws underhand with opposite foot forward.</p> <p>Catches a large ball tossed by a skilled thrower.</p> <p>Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern.</p> <p>Strikes a lightweight object with a paddle or short-handled racket.</p>