



ISS

SINGAPORE CAMPUS

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 Baccalaureate Primary Years Programme and the Middle Years Programme.

This document includes the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 10 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: these are 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: these are 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.

Outcomes and Benchmarks

Subject: Physical Education

Strand: Games

Grade/Phase	Learning Outcome <i>Students will be able to...</i>	Benchmarks <i>How will students show understanding?</i>
K1	Use space safely.	Stating how movement and individual actions/behaviours affect others.
K2	<p>Improve body awareness by replicating simple skills and ideas in team game situations.</p> <p>State a sport that can be viewed live on TV. (DC)</p>	<p>Demonstrating while moving, the ability to change directions, levels and pathways with control in games.</p> <p>Stating how modern technology can be used to display live worldwide sporting events, E.g. the Olympics, streamed, online. (DC).</p>
Grade 1	<p>Correct movement errors in response to corrective feedback.</p> <p>Demonstrate the use of space & direction in movement.</p> <p>Give examples of where worldwide sporting/games opportunities are limited because of limited resources. (GC)</p>	<p>Knowing what feedback is and what feedback looks like.</p> <p>Exploring ways to move your body, by demonstrating control and stopping on signal.</p> <p>Knowing that different levels of sporting/games opportunities exist in different areas/regions of the world (GC).</p>
Grade 2	<p>Use feedback to improve performance.</p> <p>Assist a partner by sharing observations about skill performance.</p> <p>Create and play modified games.</p> <p>Demonstrate etiquette and fair play.</p> <p>Explain with an example, how worldwide sporting/games opportunities are limited because of limited resources. (GC)</p>	<p>Knowing how feedback can be used within PSPE.</p> <p>Understanding and demonstrating that working collaboratively with others can improve their performance.</p> <p>Applying simple strategies/tactics in chasing and fleeing activities.</p> <p>Understanding and explaining what etiquette and fair play are.</p> <p>Understanding how and why worldwide sporting/games opportunities are limited because of limited resources (GC).</p>

<p>Grade 3</p>	<p>Apply a combination of locomotor and manipulative skills in modified team game situations.</p> <p>Plan, refine & perform more mature actions, balances and non-locomotor actions in short sequences within team games.</p> <p>Perform and play modified games and demonstrate elements of space awareness, effort and relationship.</p> <p>Name a current technology process that supports umpires and referees in professional worldwide games and sports. (DC)</p>	<p>Understanding and demonstrating examples of what locomotor and manipulative movements are within sport and games.</p> <p>Understanding and demonstrating non locomotor movements.</p> <p>Playing modified games using basic attacking & defensive strategies to be effective.</p> <p>Knowing that technology currently exists to support umpires and referees in professional worldwide games and sports. (DC)</p>
<p>Grade 4</p>	<p>Comprehend more complex concepts and principles and apply them in structured settings (basic offense & defence in invasion games).</p> <p>Demonstrating transfer concepts learned in other skills/games.</p> <p>Demonstrate critical thinking and problem solving skills in modified games to achieve activity outcomes.</p>	<p>Demonstrating how concepts and principles apply to game settings.</p> <p>Demonstrating how to apply skills and concepts to a variety of games.</p> <p>Applying basic strategies and tactics in a variety of game situations.</p>
<p>Grade 5</p>	<p>Apply a combination of locomotor and manipulative skills in group game play and physical activities.</p> <p>Demonstrate basic offensive and defensive skills and strategies in modified versions of team activities</p> <p>Apply critical thinking and problem-solving skills in competitive and cooperative modified games.</p>	<p>Demonstrating how concepts and principles apply to game settings.</p> <p>Demonstrating how to apply skills and concepts to a variety of games.</p> <p>Applying more complex strategies and tactics in a variety of game situations.</p>
<p>Grade 6</p>	<p>Transfer basic strategies and tactics within a variety of games and sports</p> <p>Apply problem solving skills in cooperative and team-building activities.</p> <p>Use feedback from a variety of sources to improve skill performance.</p>	<p>Highlighting strategies and tactics that will help create an effective team within sports and games.</p> <p>Working collaboratively with a range of group members to identify and solve problems that occur.</p> <p>Understanding that feedback can be positive and negative and how it can be used to guide and develop performance.</p>

	<p>Demonstrate basic strategies and tactics that coordinate effort with others.</p> <p>Name a current racial inequality problem within worldwide team sports (GC).</p> <p>Name and use a current technology software/app that allows for observation and analysis of team performance in sports or games (DC).</p>	<p>Taking part in activities that require communication with others, and reviewing how communication is an important strategy in many team games.</p> <p>Knowing what racial inequality is and how it currently exists as part of worldwide games and sports (GC).</p> <p>Knowing that technology, software and apps can be used in a positive way to observe and analyse team performance within sports or games (DC).</p>
Grade 7	<p>Use a combination of skills and tactical strategies competently in modified games and full games.</p> <p>Demonstrate the ability to identify appropriate group goals for successful participation in physical/cooperative/ team building activities.</p> <p>Demonstrate activity-specific basic skills in a variety of games.</p> <p>Show respect and fair play and act responsibly in a physical activity, showing self-control by accepting controversial decisions of an official.</p> <p>Explain a current racial inequality problem within worldwide team sports (GC).</p>	<p>Understanding that specific skills and strategies form the basis of an effective game.</p> <p>Collaborating effectively to identify key and priority group goals (decision making/communication/cooperation) for team building activities to work.</p> <p>Creating game focused activities to practise specific game skills.</p> <p>Understanding the role of an official and knowing how game players should respect this role and act appropriately to non-favourable decisions by the official.</p> <p>Discussing and agreeing with others on how racial inequality affects a worldwide team game or sport (GC).</p>
Grade 8	<p>Select, combine and perform activity-specific basic skills in a variety of games.</p> <p>Develop more complex strategies and begin to analyse and critically assess motor skill performance in team games.</p> <p>Analyse and evaluate the components that make up complex skills and movement sequences from a variety of sources.</p> <p>Identify and apply the responsibilities of different sports roles (coach, referee, leader, official) in physical activity and team games.</p>	<p>Understanding and identifying the key and central skill concepts that form the framework of each of the team sports covered.</p> <p>Understanding the key and central strategy concepts that form each of the team sports covered.</p> <p>Understanding the key and central movement concepts that form each of the team sports covered.</p> <p>Stating the officiating roles that are associated with each sport covered.</p>

	<p>Explain how technology (VAR/Hawkeye) can be used to support umpires and referees in professional games and sports (DC).</p>	<p>Understanding that technology (VAR/Hawkeye) can be used to support umpires and referees in professional games and sports. (DC).</p>
Grade 9	<p>Plan activities that emphasize specific formations and strategies.</p> <p>Discuss and use a range of formations and strategies to overcome opponents in direct competition through team games.</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p> <p>Name a current drug problem within worldwide team sports (GC).</p> <p>Explain how technology can be used as a form of performer feedback in games and sports (DC).</p>	<p>Participating in a game that incorporates the importance of formation and strategy implementation.</p> <p>Introducing a formation or strategy that aims to prevent the other team from being successful.</p> <p>Reflecting upon performances to name strengths and weaknesses.</p> <p>Knowing that drugs are used illegally as part of elite team sports. (GC).</p> <p>Understanding that technology can be used as a form of performer feedback in games and sports (DC).</p>
Grade 10	<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 formations and strategies.</p> <p>Understand and implement a variety of formations within team games.</p> <p>Develop & implement a variety of strategies to overcome opponents in team games.</p> <p>Analyse and evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.</p> <p>Explain a current drug problem issue within worldwide team sports (GC).</p>	<p>Working individually and with others to perform activity-specific motor skills within a number of games.</p> <p>Participating in a cooperative game or challenge with a partner or small group that focuses upon the application of specific formations and strategies.</p> <p>Working as part of a team to devise and test various formations within a game.</p> <p>Planning and considering, in teams, available strategies that can be used to overcome opponents in team games.</p> <p>Reflecting upon performances in each of the four games and describing patterns of strengths and weaknesses.</p> <p>Naming a range of elite steam ports where drugs are used illegally (GC).</p>

Outcomes and Benchmarks

Subject: Physical Education

Strand: Health & Fitness

Grade/Phase	Learning Outcome <i>Students will be able to...</i>	Benchmarks How will students show understanding?
K1	Take part in all aspects of PE.	Demonstrating an awareness of basic hygiene in their daily routines.
K2	Understand the reasons for having a healthy diet and doing exercise to have a healthy body.	Explaining the benefits of a healthy diet and doing exercise.
Grade 1	State that simple changes happen to the body during exercise Identify the parts of the body that can work together during physical activity.	Identifying active play opportunities outside of physical education class. Showing how different body parts work together during physical activity.
Grade 2	Describe the simple changes that happen to the body when exercising and how to measure when you are working hard (heart beats, sweating, rosy cheeks). Recognize components of a healthy lifestyle (physical activity, healthy eating, rest).	Explaining how different body parts work together during physical activity. Differentiating between healthy and unhealthy foods and recognising the "good health balance" of nutrition and physical activity.
Grade 3	Explain the benefits of physical activity. Explain in simple terms the meaning of health and fitness and know the characteristics of a healthy lifestyle	Describing the concept of fitness and provides examples of physical activity to enhance fitness. Describing the importance of eating a variety of healthy foods in order to fuel participation in physical activity.
Grade 4	Recognise that health related fitness consists of a range of different components (Flexibility, strength, and endurance) Identify global problems that exist which affect the physical and mental health of those involved (poverty & living conditions, poor nutrition and health, limited participation opportunities) (GC)	Justifying the selection of personal goals to improve core stability and strength. Explaining how global problems impact the health and wellbeing of people

<p>Grade 5</p>	<p>Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness.</p> <p>Set realistic physical activity goals and strive to attain the identified fitness components through chosen activities.</p>	<p>Justifying the selection of personal goals to improve core stability, fitness and strength.</p> <p>Explaining and giving examples of how global problems impact the health and wellbeing of people</p>
<p>Grade 6</p>	<p>Participate in enjoyable and challenging physical activities outside of PHE that develop and maintain the five components of physical fitness.</p> <p>Identify and list available fitness resources in the community that apply to their age group.</p> <p>Identify and understand the wide range of benefits experienced through exercising, with specific life examples and experiences given.</p> <p>Identify the major muscles of the body that are involved in physical activity.</p> <p>Identify the major bones of the body that are involved in physical activity.</p> <p>Understand how the muscles and bones in the body facilitate movement, with working examples given.</p> <p>Understand and explain how heart rate is a key indicator of performance intensity and how this can link to fitness levels.</p> <p>Complete age appropriate fitness level tests with an understanding of performance and its relation to fitness and health.</p>	<p>Describing the relationship between physical and emotional health benefits of regular participation in physical activity.</p> <p>Being aware of local sporting and health related public services that are appropriate for their age group.</p> <p>Discussing and stating a range of exercise benefits, with examples.</p> <p>Discussing and demonstrating the major muscles of the body involved in physical activity and the types of physical activity that develop these muscle groups.</p> <p>Discussing and demonstrating the major bones of the body involved in physical activity and the types of physical activity that require these bones for movement.</p> <p>Being aware of the basic movements that bones and muscles cause, E.g. bending, straightening and rotating, with sporting examples given.</p> <p>Independently selecting and applying ways of checking pulse and monitoring exertion .</p> <p>Participating in fitness tests with an understanding of what the performance level means in a health and fitness context.</p>
<p>Grade 7</p>	<p>Identify and describe a range of components of fitness, along with their role in health and fitness.</p>	<p>Completing various exercise and movement patterns that highlight the 11 components of fitness.</p> <p>Completing various exercise and movement patterns that highlight the five methods of training.</p>

	<p>Identify and describe the range of five methods of training (continuous, fartlek, circuit, weight, interval), along with the advantages and drawbacks of each.</p> <p>Explain the elements of warm-up and cool-down activities Describe and apply basic principles of training (e.g. FITT) by designing & participating in an exercise session.</p> <p>Complete age appropriate fitness level tests with an understanding of performance and its relation to fitness and health.</p> <p>Understand and describe how technology can be used to measure, monitor and support us with good health and fitness (heart rate monitors/technology, blood pressure monitors, VO2 max machines) (DC).</p>	<p>Collaborating with a set of students to plan and design an exercise session that justifies and includes appropriate components of fitness, methods of training and principles of training.</p> <p>Participating in fitness tests with an understanding of what their performance level means in a health and fitness context.</p> <p>Researching and completing a group discussion outlining the methods used measure key health factors (heart rate, blood pressure) (DC).</p>
Grade 8	<p>State, understand and explain a range of key social and global issues in sport – including (but not limited to) drugs in sport, racism in sport, globalisation in sport, technology in sport, politics in sport, gender in sport.</p> <p>Plan and produce a presentation that further explores and discusses one of the key unit focus areas.</p> <p>Use a range of fitness tests (12 minute run, beep test, Illinois agility test) to assess levels of personal fitness to accommodate changes in age, growth and development.</p> <p>Complete age appropriate fitness level tests with an understanding of performance and its relation to fitness and health.</p> <p>Explain and discuss global problems that exist which affect the physical and mental health of those involved (poverty & living conditions, poor nutrition and health, limited participation opportunities) (GC).</p>	<p>Researching key social and global issues and complete group/partner discussions on core elements involved.</p> <p>Collaborating with group members and devising a research plan that leads into chosen focus areas.</p> <p>Successfully completing a range of fitness tests and then working with a partner to discuss the performance implications upon health.</p> <p>Participating in a range of fitness tests that will identify current performance levels and how these performance levels are associated with health and fitness levels.</p> <p>Being aware of a range of global health and social issues that impact upon the ability of others to engage in healthy activities and sport.</p>
Grade 9	<p>Know, understand and explain key nutritional principles for good health, including what makes a balanced diet and the relationship between micros and macros.</p>	<p>Researching key nutritional principles and complete group/partner discussions on core elements involved.</p>

	<p>Know, understand and explain the key elements and functions of the circulatory system for good health.</p> <p>Know, understand and explain the key elements and functions of the respiratory system for good health.</p> <p>Plan and produce a presentation that further explores and discusses one of the key unit focus areas (nutrition, circulatory system, respiratory system).</p> <p>Complete age appropriate fitness level tests with an understanding of performance and its relation to fitness and health.</p>	<p>Researching key circulatory principles and complete group/partner discussions on core elements involved.</p> <p>Researching key respiratory principles and complete group/partner discussions on core elements involved.</p> <p>Collaborating with group members to devise a research plan that leads into chosen focus areas.</p> <p>Participating in fitness tests with an understanding of what their performance level means in a health and fitness context.</p>
Grade 10	<p>Know, understand and explain a range of key social & health issues - including alcohol use, tobacco use and addiction.</p> <p>Know and understand how key health and social issues impact upon individuals, families and society.</p> <p>Plan and produce a presentation that further explores and discusses one of the key unit focus areas (alcohol use, cigarette use, addictive substances).</p> <p>Complete age appropriate fitness level tests with an understanding of performance and its relation to fitness and health.</p>	<p>Researching key social and health issues and complete group/partner discussions on core elements involved.</p> <p>Planning a report or presentation that summarises the key influences and effects of a chosen social & health issue.</p> <p>Collaborating with group members to devise a research plan that leads into chosen focus areas.</p> <p>Participating in fitness tests with an understanding of what their performance level means in a health and fitness context.</p>

Outcomes and Benchmarks

Subject: Physical Education

Strand: Individual Sports

Grade/Phase	Learning Outcome <i>Students will be able to...</i>	Benchmarks <i>Students will be able to show their understanding by..</i>
K1	Identify the basic core movements involved in individual sports, stepping, jumping, reaching.	Exploring locomotion, non-locomotion and manipulative skills using different apparatus and equipment.
K2	Improve body awareness by replicating simple skills and ideas in individual game situations.	Exploring locomotion, non-locomotion and manipulative skills using different apparatus and equipment.
Grade 1	Experience activity specific skills in a variety of individual activities. Demonstrate and explain basic movement examples in a number of motor and non-locomotor activities (run, jump, skip, rotate, crouch).	Developing a range of both gross and fine motor skills in different physical environments. Exploring different ways of moving with and without the use of equipment.
Grade 2	Develop activity specific skills in a variety of individual activities. Demonstrate and explain basic movement examples in a number of motor and non-locomotor activities (run, jump, skip, rotate, crouch).	Developing an awareness of space, direction and levels in relation to others and to their working environment. Using and adapting basic fine and gross movement skills in a variety of activities in different physical environments.
Grade 3	Apply a combination of locomotor and manipulative skills in modified individual game situations. Plan, refine & perform more mature actions, balances and non-locomotor actions in short sequences within individual games.	Combining locomotor and non-locomotor and manipulative skills while using equipment in different physical environments. Demonstrating greater body control when performing movements.
Grade 4	Comprehend more complex concepts and principles and apply them in structured settings (E.g. basic attack & defence in individual activities).	Identifying opportunities for attack and defence within individual sporting situations, such as badminton.

	<p>Use performance feedback to increase cognitive understanding.</p> <p>Implement a set plan or system, based on teacher feedback, that will allow for development and improvement of a particular skill.</p> <p>State and describe how gender inequality is negatively involved within certain individual sports globally (GC).</p>	<p>Self-assessing performance and responding to feedback on performance from others.</p> <p>Discussing and developing a plan to improve performance through technique refinement and practice.</p> <p>In groups, discussing how racial inequality has impacted global individual sports (GC).</p>
Grade 5	<p>Apply a combination of locomotor and manipulative skills in individual game play and physical activities.</p> <p>Demonstrate basic offensive and defensive skills and strategies in modified versions of individual activities.</p>	<p>Combining locomotor and non-locomotor skills in different physical environments with and without the use of equipment in different physical environments.</p> <p>Discussing and developing a plan to improve performance through technique refinement and practice.</p>
Grade 6	<p>Explain basic biomechanical principles related to activities, E.g. differences in applying and receiving force when jumping for height or extending the arms for a smash shot.</p> <p>Apply problem solving skills in individual activities.</p> <p>Use feedback effectively from a variety of sources to improve skill performance.</p> <p>Use video analysis to identify and analyse areas of strength in performance (DC).</p>	<p>Performing a number of movements that use force generated to complete a movement pattern, E.g. the smash shot in badminton.</p> <p>Identifying a problem that exists within a tournament situation and working in a group to discuss and agree upon a solution.</p> <p>Clearly stating a range of sources that feedback can originate from.</p> <p>Using video analysis to observe and identify different aspects or elements of performance (DC).</p>
Grade 7	<p>Use and demonstrate a combination of skills and tactical strategies competently in individual activities/sports.</p> <p>Develop more complex strategies and begin to analyse and critically assess motor skill performance in individual sports</p> <p>State and describe how racial inequality is negatively involved within certain individual sports globally (GC).</p>	<p>Understanding and discussing a variety of tactics and strategies for outwitting opponents across a variety of individual sports.</p> <p>Preparing, planning and implementing a short group presentation that introduces and identifies a range of strategies that link directly to motor skill performance.</p> <p>In groups, discussing how racial inequality has impacted global individual sports (GC).</p>

<p>Grade 8</p>	<p>Understand and apply more complex game strategies and tactics to physical activities and sports.</p> <p>Demonstrate how movement skills learned in one physical activity/sport can be transferred and used in other physical activities and sports.</p> <p>Analyse and evaluate the components that make up complex skills (biomechanics, levers etc) and movement sequences from a variety of sources – use feedback to improve performance.</p> <p>Demonstrate the ability to identify appropriate individual goals for successful participation in physical activities.</p> <p>Use video analysis to analyse and plan for areas of improvement in performance (DC).</p> <p>Take responsibility for the coordination of an individual sports tournament, including rules and strategies.</p>	<p>Confidently using a variety of tactics and strategies for outwitting opponents across a variety of individual sports.</p> <p>Discussing and identifying a range of key and core movements that can be seen occurring across a range of sports.</p> <p>Using video analysis in various scenarios to self-observe and identify areas that require development to improve performance in body movement (DC).</p> <p>Considering and developing a suitable personalised learning goal for PHE.</p> <p>Using video analysis to identify areas for improvement in performance (DC).</p> <p>Discussing and planning an individual sporting activity, which combines a range of locomotor and non-locomotor skills.</p>
<p>Grade 9</p>	<p>Apply and refine activity specific skills in a variety of individual pursuits</p> <p>Apply and refine non-locomotor and locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance.</p> <p>Apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance</p> <p>Apply and refine non-locomotor skills and concepts to a variety of activities with increased control to improve personal performance.</p> <p>State and describe how drugs are negatively involved within certain individual sports globally (GC).</p>	<p>Working in pairs and using a checklist based on predetermined criteria to analyse each other's performance of specific individual sport skills.</p> <p>Successfully participating in a range of individual activities with confidence and a clear understanding of the key and core movement concepts involved (footwork, posture, balance, stance).</p> <p>Participating in an individual sport/activity and understand the importance of movement patterns, agility, balance and form for performance.</p> <p>Participating in an individual sport/activity and understand the importance of concentration, safety, stance and alignment for performance.</p> <p>In groups, discussing how drugs impact upon global individual sports (GC).</p>

<p>Grade 10</p>	<p>Consistently apply and refine activity-specific skills in a variety of individual pursuits.</p> <p>Recommend a choice of activity-specific skills in pursuing lifelong individual activities.</p> <p>Consistently apply and refine, non-locomotor and locomotor skills and concepts to a variety of activities with increased control to improve personal performance.</p> <p>Consistently apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance.</p> <p>Consistently apply and refine non locomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance.</p>	<p>Using a checklist and peer coach a classmate to use proper technique for the varied skills being practised in a variety of activities.</p> <p>In groups, discussing, identifying and confirming which types of skills can be enhanced and utilised as part of a long term activity approach.</p> <p>Successfully participating in a range of individual activities with an understanding of the key and core movement concepts involved (footwork, posture, balance, stance).</p> <p>Participating in an individual sport/activity and demonstrating the importance of movement patterns, agility, balance and form for performance.</p> <p>Participating in an individual sport/activity and demonstrating the importance of concentration, safety, stance and alignment for performance.</p>
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Outcomes and Benchmarks

Subject: Physical Education

Strand: Movement Composition

Grade/Phase	Learning Outcome <i>Students will be able to...</i>	Benchmarks <i>Students will be able to show their understanding</i>
K1	Follow simple step patterns & rhythms. Experience body and space awareness when performing dance activities.	Moving in a variety of ways using opposites, such as high/low and changing of speeds. Moving in a variety of ways using opposites, such as high/low and changing of speeds.
K2	To perform actions in response to external stimuli (Music, poems and percussion). Demonstrate movement skills through practice and energetic play.	Exploring a variety of stimuli; action words, poetry, story and music as the basis for movements. Moving with purpose. Linking movements together (moves body or parts of body in order).
Grade 1	Refine & repeat simple movement sequences using different body parts. Demonstrate the use of space & direction in movement sequences.	Exploring movement using different tempos and types of music. Exploring such concepts as over/under, forward/backward when moving creatively.
Grade 2	Perform a series of sequential actions (e.g. a gymnastics sequence showing travel, weight bearing & stillness or dribble & shoot). Show willingness to take risks and try new movements or skills outside of a comfort zone.	Creating sequences of movement involving more than one concept. Practicing simple movement sequences, focusing on more than one factor at a time.
Grade 3	Perform rhythmic movements such as jump rope, dance or skills in sequences Select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others.	Working through the processes of individual exploration of new concepts and development of a sequence.

Grade 4	<p>Perform movement sequences including travelling, rolling, balancing, and weight transference.</p> <p>Demonstrate a creative process to develop movement sequences alone and with others</p>	<p>Demonstrating locomotor patterns and combinations, with emphasis on pathways used, relationships and timing.</p> <p>Developing a movement sequence using aspects of timing, synchronisation and levels alone and with others.</p>
Grade 5	<p>Appreciate and give structured feedback for the aesthetic and creative aspects of skilled performance in self and others</p> <p>Demonstrate a creative process to develop movement sequences alone and with others in response to a variety of stimuli.</p>	<p>Examining and developing sequences, using rhythm, size of movement or repetition.</p> <p>Evaluating performances performed by peers, and giving feedback related to the objectives of the performance.</p>
Grade 6	<p>Demonstrate safe dance practice and technique. (Alignment, smooth transitions, changes of direction, shape, speed and flow).</p> <p>Plan and perform movements in pairs and small groups, considering synchronisation, use of space and timing.</p> <p>Use digital technology to observe performance and suggest limitations (DC)</p>	<p>Creating in small groups a sequence that represents a specific theme.</p> <p>Creating in small groups a movement sequence to music, demonstrating changes in directions, levels and pathways.</p> <p>Understanding how technology can be used to capture, observe, refine and improve performance (DC).</p>
Grade 7	<p>Perform & create movement sequences demonstrating performance quality and technique.</p> <p>Use digital technology to observe and refine performance (DC)</p>	<p>Working in groups to identify and highlight the key elements of an effective and aesthetic movement routine.</p> <p>In groups, discussing how technology can be used to capture, observe, refine and improve performance (DC).</p>
Grade 8	<p>Demonstrate an understanding of performance quality and technique and the principles of dance composition, including time, space and dynamics.</p> <p>Decide on which key elements and sections to integrate to form a movement sequence.</p> <p>Perform a movement routine in front of others with confidence and control.</p> <p>Use video evidence to self-evaluate positive and negative performance factors to then plan and refine in order to improve.</p>	<p>Performing movements, with and without music, individually and with others.</p> <p>Creating a movement sequence based on a theme.</p> <p>Performing movement compositions for the class and recording the presentations.</p> <p>Watch the video and highlight the positive aspects and those aspects that need improvement.</p>

	Use digital technology to observe and refine performance (DC).	In groups, discussing and planning for how technology can be used to capture, observe, refine and improve performance (DC).
Grade 9	<p>Plan and perform a movement sequence within a group representing a prescribed theme.</p> <p>Show movement sequences with balances, levels, use of space and characterisation.</p> <p>Use digital technology to observe, refine and enhance performance (DC).</p>	<p>Performing choreographed movements in specific formations;</p> <p>Exploring both locomotor and non-locomotor movements to enhance a choreographed movement performance.</p> <p>In groups, discussing and planning for how technology can be used to capture, observe, refine and improve performance (DC).</p>
Grade 10	<p>Plan and perform movement sequences, using the chosen elements of movement and some complex movement sequences and patterns.</p> <p>Use digital technology to observe, refine and enhance and plan for future performance (DC).</p>	<p>Researching more complex movement elements and patterns that form integral parts of a performance sequence.</p> <p>In groups, discussing and plan for how technology can be used to capture, observe, refine and improve performance (DC).</p>

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>
Key Document	Critical Movement Elements	http://pe.adventisteducation.org/elements.html - locomotor
K1	Improve basic coordination & movement patterns (especially related to run, jump, skip). Experience and develop locomotor skills through a variety of activities. Experience and develop non-locomotor skills through a variety of activities.	Performing locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. Performing jumping and landing actions with balance.
K2	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. Use cue words for various skills & demonstrates/explains what is meant by each.	Throwing underhand with the opposite foot forward. Catching a large ball tossed by a skilled thrower. Kicking a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. Striking a lightweight object with a paddle or short-handled racket.
Grade 1	Apply smooth transitions between sequential motor skills. Show and apply a variety of basic object control skills. Apply simple combinations of fundamental movement skills (locomotor & non-locomotor). Correctly identifies various body part & body planes.	Hopping, galloping, jogging, and sliding using a mature pattern. Demonstrating two of the five critical elements for jumping & landing in a horizontal plane using two-foot take-offs and landings. Demonstrating two of the five critical elements for jumping & landing in a vertical plane (see doc link top of page). Maintaining stillness on different bases of support with different body shapes.

	<p>Discover ways that link actions and skills to create movement patterns and sequences.</p> <p>Develop skills and techniques for improving level of performance.</p>	<p>Throwing underhand and demonstrating two of the five critical elements of a mature pattern.</p> <p>Dribbling continuously in self-space using the preferred hand.</p> <p>Approaching a stationary ball and kicking it forward, demonstrating two of the five elements of a mature kicking pattern (see doc link top of page).</p>
Grade 2	<p>Demonstrate and refine a series of basic movement patterns in understanding the critical elements within that movement (e.g. throwing).</p> <p>Demonstrate a more mature form in locomotor and coordination skills adapting the skill to changing conditions or expectations.</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>Apply a combination of locomotor and manipulative skills in modified team game situations.</p> <p>Apply a combination of locomotor and manipulative skills in modified individual game situations.</p>	<p>Skipping using a mature pattern.</p> <p>Running with a mature pattern.</p> <p>Travelling by showing differentiation between jogging and sprinting.</p> <p>Demonstrating four of the five critical elements for jumping & landing in a horizontal plane using a variety of one and two-foot take-offs and landings (see doc link top of page).</p> <p>Demonstrating four of the five critical elements for jumping & landing in a vertical plane (see doc link top of page).</p> <p>Balancing on different bases of support, combining levels and shapes.</p> <p>Throwing overhand demonstrating two of five critical elements of a mature pattern (see doc link top of page).</p> <p>Catching a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.</p> <p>Dribbling with the feet in general space with control of the ball and body.</p> <p>Striking a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation.</p>
Grade 3	<p>Apply a combination of locomotor and manipulative skills in modified team game situations.</p>	<p>Performing a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation in a team game situation.</p>

	<p>Apply a combination of locomotor and manipulative skills in modified individual game situations.</p> <p>Demonstrate ways to receive, retain and send an object.</p> <p>Demonstrate ways to receive, retain and send an object.</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>Performing a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation in a team game situation.</p> <p>Throwing underhand to a partner or target with reasonable accuracy.</p> <p>Throwing overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force (see doc link top of page).</p> <p>Catching a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (see doc link top of page).</p> <p>Jumping and landing in the vertical plane using a mature pattern.</p> <p>Jumping and landing in the horizontal plane using a mature pattern.</p> <p>Travelling by showing differentiation between sprinting and running.</p> <p>Striking an object with a short-handled implement, sending it forward over a low net or to a wall.</p>
Grade 4	<p>Plan, refine & perform more mature actions, balances and non-locomotor actions in short sequences within team games.</p> <p>Plan, refine & perform more mature actions, balances and non-locomotor actions in short sequences within individual games.</p> <p>Plan, refine & perform more mature actions and locomotor actions in short sequences within team games.</p> <p>Plan, refine & perform more mature actions and locomotor actions in short sequences within individual games.</p> <p>Consolidate and apply ways to receive, retain and send an object.</p>	<p>Combining locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.</p> <p>Using various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.</p> <p>Combining travelling with manipulative skills of dribbling, throwing, catching and striking in teacher - and/or student-designed small-sided practice tasks.</p> <p>Throwing overarm to a partner or at a target with accuracy at a reasonable distance.</p> <p>Catching 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>Consolidate and apply ways to receive, retain and send an object.</p>	<p>Dribbling in general space with control of ball and body while increasing and decreasing speed.</p> <p>Kicking along the ground and in the air, and punting using mature patterns.</p> <p>Striking an object with a short- handled implement, alternating hits with a partner over a low net or against a wall.</p> <p>Striking 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). (see doc link top of page).</p>
Grade 5	<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>Consolidate and apply ways to receive, retain and send an object.</p>	<p>Demonstrating mature patterns of locomotor skills in dynamic small-sided practice tasks.</p> <p>Combining locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.</p> <p>Throwing (both underhand and overarm) to a large target with accuracy.</p> <p>Catching with reasonable accuracy in dynamic, small-sided practice tasks.</p> <p>Hand/foot-dribbling with mature patterns in a variety of small-sided game forms.</p> <p>Striking a pitched ball with a bat using a mature pattern.</p>
Grade 6	<p>Select, perform and refine challenging non locomotor, locomotor and manipulative sequences that integrate smoothly within game or activity situations.</p> <p>Demonstrate attacking and defensive strategies in a variety of activity and game categories.</p> <p>Demonstrate ways to receive, retain and send an object with increasing accuracy in familiar situations.</p>	<p>Practicing learned non-locomotor, locomotor, and manipulative movement skills in order to improve.</p> <p>Describing and sharing attacking and defensive strategies in a variety of activity and game categories.</p> <p>Demonstrating the proper technique to send and receive an object with or without implementation in predictable settings.</p>

	<p>Apply learned skill and movement patterns to devise original sequences, challenges, games or teaching scenarios.</p>	<p>Applying a combination of learned skills to create original sequences, drills, challenges, or games.</p>
Grade 7	<p>Apply locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance.</p> <p>Demonstrate non 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 and accuracy within a live game or activity situation.</p>	<p>Demonstrating learned movement skills and concepts in new and unfamiliar physical activities and games.</p> <p>Performing a range of isolated sequences using learned non-locomotor skills as part of a</p> <p>Demonstrating proper technique when sending and receiving objects with accuracy, distance, and control in unpredictable settings.</p>
Grade 8	<p>Select, combine and perform non locomotor, locomotor and manipulative 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>Select and perform consistently effective movement and safety choices when performing a range of activities and games that help to avoid injury.</p> <p>Applying core movement principles to facilitate and integrate movements being linked together to form a sequence.</p> <p>Discuss and implement clear games related strategies for attacking and defending situations in a range of activities and scenarios.</p>	<p>Demonstrating a variety of specific non-locomotor, locomotor and manipulative movement skills in individual activities or games.</p> <p>Describing and modelling a range of methods used to receive, retain and send an object in a range of activities.</p> <p>Applying proper and correct techniques to improve performance while ensuring the safety of self and others.</p> <p>Demonstrating flow and smooth transitions between combined movements with teacher support, demonstrate proper practice techniques to improve performance.</p> <p>Demonstrating basic games related attacking & defensive strategies.</p>
Grade 9	<p>Apply and refine non locomotor, locomotor and manipulative skills and concepts to a variety of activities with increased control to improve personal performance.</p>	<p>Demonstrating a variety of specific non-locomotor, locomotor and manipulative movement skills in individual and dual activities.</p>

	<p>Apply and refine locomotor & 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 in skills specific to an activity.</p> <p>Apply and refine key and core skills and patterns by using movement techniques and key spatial and awareness principles.</p> <p>Apply attacking and defensive strategies appropriately and in a timely manner while participating in activities and games.</p>	<p>Describing and demonstrating 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> <p>Describing and demonstrating a range of methods used to receive, retain and send an object in a range of activities.</p> <p>Describing and demonstrating an ability to identify and apply combinations of movement skills involved in individual and dual activities.</p> <p>Demonstrating attacking and defensive strategies applicable to a variety of predictable and unpredictable games settings.</p>
Grade 10	<p>Apply and refine non-locomotor and locomotor skills and core concepts (movement, effort, space, relationships) to perform and create a variety of activities to improve personal performance.</p> <p>Apply and refine manipulative skills and concepts (movement, effort, space and relationships) to perform and create a variety of activities to improve personal performance.</p> <p>Observe and form feedback on self/others performance of movement skills and techniques (locomotor, non-locomotor, manipulative).</p> <p>Devise effective strategies to implement within a wide range of tactical and strategic scenarios.</p>	<p>Fluently co-ordinating combinations of core non-locomotor and locomotor skills in individual and dual activity settings.</p> <p>Fluently co-ordinating combinations of core manipulative skills in individual and dual activity settings.</p> <p>Demonstrating an ability to analyse combinations of movement skills involved in individual and dual activities.</p> <p>Applying appropriate strategies to optimize results in individual and dual activities.</p>

Outcomes and Benchmarks

Subject: Physical Education

Strand: Personal & Social Responsibility

Grade/Phase	Learning Outcome <i>Students will be able to...</i>	Benchmarks <i>Students will be able to show their understanding by..</i>
K1	<p>Use space safely.</p> <p>Follow rules when participating in physical activities.</p> <p>Recognise appropriate safety practices in general space (i.e. does not throw a ball when others are in the direct line of the throw).</p> <p>Cooperate with others when participating in physical activities.</p>	<p>Accepting direction from an adult or peer.</p> <p>Seeking appropriate help.</p> <p>Beginning to use self-control when carrying out simple tasks.</p> <p>Adopting different roles when working individually or as part of a group.</p> <p>Making choices about learning and playing in a variety of contexts.</p>
K2	<p>Work well with others & respect the ideas of others.</p> <p>To have the confidence to perform your own ideas in front of others.</p> <p>Define appropriate boundaries in challenging situations.</p>	<p>Sharing equipment and space with others.</p> <p>Discussing the enjoyment of playing with friends.</p> <p>Acknowledging that some physical activities are challenging/difficult.</p>
Grade 1	<p>Work and interact with a partner and cooperatively complete tasks.</p> <p>Follow and understand the purpose of rules in a game.</p> <p>Show kindness to all by helping them.</p> <p>Persevere even when not successful.</p> <p>Recognise the value of challenge in physical activity.</p>	<p>Working independently with others in a variety of class environments.</p> <p>Following rules and parameters of the learning environment.</p> <p>Recognising that challenge in physical activities can lead to success.</p>

<p>Grade 2</p>	<p>Work in a small group demonstrating commitment, cooperation, respect and care to all.</p> <p>Honestly report the results of their own work.</p> <p>Identify simple safety procedures.</p> <p>Recognise the value of physical activity for self-expression, social interaction and enjoyment.</p>	<p>Demonstrating planning and organisational skills which are conducive to learning.</p> <p>Identifying and adopting strategies to increase self-control for enjoyable individual performance and/or with others.</p> <p>Adopting a variety of roles that lead to successful outcomes.</p> <p>Comparing physical activities that bring confidence and challenge.</p>
<p>Grade 3</p>	<p>Adopt inclusive practices when participating in physical activities.</p> <p>Demonstrate respect and caring for students with different abilities through verbal or nonverbal encouragement & assistance.</p> <p>Demonstrate best effort and a willingness to allow others to learn.</p> <p>Follow & remember simple safety rules.</p> <p>Works in pairs & small groups to organize simple tasks whether cooperative or competitive.</p>	<p>Working cooperatively with others.</p> <p>Demonstrating understanding of the leadership role.</p> <p>Recognising the role of rules and etiquette in physical activity with peers.</p>
<p>Grade 4</p>	<p>Listen to others ideas & communicate appropriately.</p> <p>Assess and take responsibility for his/her own behaviour problems without blaming others.</p> <p>Recognise the value of challenge in physical activity.</p>	<p>Describing and comparing the positive social interactions when engaged in partner, small-group and large-group physical activities.</p> <p>Demonstrating self-control for successful and enjoyable performance.</p> <p>Demonstrating understanding of the strengths of individuals/groups to justify appropriate roles and tactics to maximise success.</p> <p>Accommodating a variety of abilities and needs as part of an inclusive ethos, showing mutual respect.</p> <p>Applies negotiation skills with confidence when working with others in a variety of movement challenges.</p>

<p>Grade 5</p>	<p>Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis to enhance personal fitness & wellbeing.</p> <p>Follow rules and safety procedures.</p> <p>Work independently or with others to improve learning during physical activity irrespective of ability, sex or cultural background (GC).</p> <p>Solve problems, accept challenges, resolve conflicts and accept decisions.</p> <p>Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.</p>	<p>Accommodating a variety of abilities and needs as part of an inclusive ethos, showing mutual respect.</p> <p>Applying negotiation skills with confidence when working with others in a variety of movement challenges.</p> <p>Accepting and embracing opportunities to collaborate and work with students of all backgrounds (GC).</p> <p>Describing the social benefits gained from participating in physical activity.</p> <p>Discussing and evaluating the influence of ethical behaviour on the outcome of movement challenges.</p>
<p>Grade 6</p>	<p>Contribute ideas and listen to the ideas of others during class discussions, showing respect for the views of peers from a different cultural background.</p> <p>Acknowledge and appreciate the strengths and weaknesses of others.</p> <p>Recognise physical activity as an opportunity for social and group interaction.</p>	<p>Participating in activity challenges in familiar, unfamiliar and changing environments.</p> <p>Demonstrating problem-solving skills in group activities.</p> <p>Actively accepting opportunities to work and integrate in groups.</p>
<p>Grade 7</p>	<p>Demonstrate basic abilities and safety precautions in life-long activities (Aerobics, Fitness, Pilates, Yoga).</p> <p>Organise and work cooperatively in a group to solve problems.</p> <p>Accept appropriate challenges and resolve conflicts in a responsible manner.</p> <p>Acknowledge and appreciate the strengths and weaknesses of others.</p> <p>Demonstrate supportive behaviours that promote the inclusion of all.</p>	<p>Understanding the key health and fitness components that make up a person's ability to complete tasks and activities.</p> <p>Working effectively with others to meet challenges.</p> <p>Understanding what conflict is and that it is a completely acceptable element of sports and activities.</p> <p>Working with others to discuss and agree on what each performer can do well and what they might look to improve to benefit their performance.</p> <p>Encouraging and offering support to all others, regardless of friendship or nationality groups.</p>

	Accept responsibility for individual improvement.	Spending time each lesson reflecting on how the lesson went and identifying an area to focus on next time for development.
Grade 8	<p>Exhibit respect and fair play and act responsibly in a physical activity, showing self-control by accepting controversial decisions of an official.</p> <p>Identify positive and negative effects of peer influence.</p> <p>Appreciate the aesthetic and creative aspects of skilled performance in self and others.</p> <p>Demonstrate and apply activity-specific skills in a variety of environments and using various equipment.</p>	<p>Understanding the role of referees and umpires and taking on these roles when appropriate to do so.</p> <p>Working with peers to discuss the advantages and disadvantages of peer influence on performance.</p> <p>Observing and assessing the performances of self and others during aesthetic learning tasks and units.</p> <p>Identifying, discussing and understanding how activity specific key and core skills can be transferred throughout units and activities.</p>
Grade 9	<p>Evaluate different ways to achieve an activity goal.</p> <p>Determine personal and team approaches that are challenging for both the individual and the group.</p> <p>Participate in activities which present intellectual and physical challenges, either individually or as a group.</p> <p>Participate in activities which encourage and implement collaboration, building on trust and developing skills to solve problems, either individually or as a group.</p>	<p>Collaborating and communicating to form strategic plans and strategies.</p> <p>Discussing and testing possible approaches to challenges.</p> <p>Identifying and discussing a number of challenges that exist in a variety of activities, both individually and in small groups.</p> <p>Identifying and discussing the roles and responsibilities of individuals in a group when planning strategies for solving challenges.</p>
Grade 10	<p>Determine and implement personal and team approaches that are challenging for both the individual and the group.</p> <p>Participate confidently in activities which present intellectual and physical challenges, either individually or as a group.</p> <p>Participate confidently in activities which encourage and implement collaboration, building on trust and developing skills to solve problems, either individually or as a group.</p>	<p>Discussing and testing possible approaches to challenges, with evaluation and refinement.</p> <p>Identifying and presenting a number of challenges that exist in a variety of activities, both individually and in small groups.</p> <p>Identifying and presenting the roles and responsibilities of individuals in a group when planning strategies for solving challenges.</p>

