### LESSON PLAN TEMPLATES

 $K{-}12$  lesson plan templates for each grade or course with specific outcomes for that grade printed on the back are provided.

Duplicate for your planning purposes.

# Kindergarten – Specific Outcomes



### **General Outcome A: Activity**

AK	<b>X</b> -
Ba	sic Skills
$\square$ 1	experience and develop locomotor skills through a
	variety of activities
$\square 2$	N/A
<u></u> 3	experience and develop nonlocomotor skills through a
	variety of activities
$\square 4$	N/A
□ 5	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
□ 6	N/A
Ap	plication of Basic Skills
$\square$ 7	experience the basic skills in a variety of
	environments; e.g., playground
<b>8</b>	experience movement to respond to a variety of
	stimuli; e.g., music
<b>□</b> 9	experience body awareness when performing dance
	activities
<u> </u>	demonstrate body and space awareness when
	performing space awareness games
	demonstrate an understanding of basic rules and fair
	play
<u>12</u>	experience educational gymnastics; e.g., exploring the
	use of different body parts, types of effort, space and
	relationships
□ 13	experience the basic skills of running, jumping,
	throwing in a variety of environments; e.g., field
9	General Outcome B: Benefits Health
BK	
~	nctional Fitness
	recognize appropriate nutritional habits
_	recognize improvement in physical abilities
∐3	experience cardio-respiratory activities
_	dy Image
∐4	recognize personal abilities while participating in
	physical activity
	N/A
	ell-being
∐6 □ 7	experience how physical activity makes one feel
∐7	experience the changes that take place in the body
По	during physical activity
∐8	understand the connections between physical activity
	and emotional well-being; e.g., feels good



### **General Outcome C: Cooperation**

	CK-	_
	Cor	nmunication
	1	begin to develop respectful communication skills
		appropriate to context
	2	N/A
	Fair	r Play
	3	identify and demonstrate etiquette and fair play
	Lea	dership
	4	experience different roles in a variety of physical
		activities
	Tea	mwork
$\neg$	5	display a willingness to play alongside others
ī	6	N/A
		u.
	•	General Outcome D: Do it Daily for Life
	1	
	,	•
	lates	a late
	DK-	_
	Effo	
$\neg$	1	show a willingness to participate regularly in short
	1	periods of activity with frequent rest intervals
_	2	participate with effort in physical activities
	Safe	
_	3	show a willingness to listen to directions and simple
	5	explanations
_	4	participate in safe warm-up and cool-down activities
ᅥ	5	experience moving safely and sensitively through all
	5	environments; e.g., movement activities
	Cas	
_		al Setting/Personal Challenge
Ш	6	participate in a class activity with a group goal; e.g.,
_	_	walk a predetermined distance
	7	make choices to be involved in a variety of movement
		experiences
		ive Living in the Community
╝	8	describe appropriate places for children to play
	9	make choices to be active
_		

rade:			Unit:					_		Date:			
General Outcomes Activities			Bene	efits Hea	lth	Cooperation Do It DailyFor Life						ife	
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
	g Acti	Warm Up ivities/Tead	ching Str	ategies						A		ent/Evalu	nation/
Equipm	ent					Safety Co	onsidera	ntions					

# Grade 1 – Specific Outcomes



# General Outcome A. Activity

	General Outcome A: Activity	and emotional well-being; e.g., feels good
•	General Succome II. Izenvity	
_	Manage Control of the	
A1-		General Outcome C: Communication
_	sic Skills	General Outcome C. Communication
∐1	perform locomotor skills through a variety of	17,1
Па	activities	Copenia
$\square_2$	N/A	C1-
$\square 3$	perform nonlocomotor skills through a variety of activities	Communication
<u> </u>	N/A	1 develop and demonstrate respectful communication
☐ <sub>5</sub>	demonstrate ways to receive, retain and send an	skills appropriate to context
П	object, using a variety of body parts and implements,	□ 2 N/A
	individually and with others	Fair Play
□ 6	N/A	3 identify and demonstrate etiquette and fair play
	plication of Basic Skills	Leadership
$\square$ 7	demonstrate the basic skills in a variety of	4 identify different roles in a variety of physical activities
	environments; e.g., tarmac activities	Teamwork
$\square 8$	perform simple movements by using elements of	5 display a willingness to play cooperatively with others
	effort and space to respond to a variety of stimuli; e.g.,	in large and small groups
По	music	☐ 6 N/A
<b>□</b> 9	demonstrate body awareness when performing dance activities	_
□ 10	demonstrate body and space awareness when	
□10	performing space awareness games	A *
$\Box$ 11	demonstrate an understanding of basic rules and fair	General Outcome D: Do it Daily for Life
_	play for simple games	7
$\square$ 12	demonstrate the basic skills in educational gymnastics;	Total Control
	e.g., use of different body parts, types of effort, space	D1-
	and relationships	Effort
∐13	demonstrate the basic skills of running, jumping,	1 show a willingness to participate regularly in short
	throwing in a variety of environments and using	periods of activity with frequent rest intervals
	various equipment; e.g., skipping ropes	2 demonstrate effort while participating in various
	_	activities
_	General Outcome B: Benefits Health	Safety
9		3 show a willingness to listen to directions and simple
•	`\	explanations  4 participate in safe warm-up and cool-down activities
-	ola route	5 move safely and sensitively through all environments;
B1-		e.g., space awareness activities
	nctional Fitness	Goal Setting/Personal Challenge
$\Box 1$ $\Box 2$	identify healthy nutritional habits demonstrate ways to improve personal growth in	6 participate in a class activity with a group goal; e.g.,
	physical abilities	walk a predetermined distance
<b>□</b> 3	experience and improve continued frequency of	7 try a challenging movement experience based on
ш-	involvement in cardio-respiratory activities	personal abilities
Boo	dy Image	Active Living in the Community
$\Box 4$	recognize personal abilities while participating in	8 identify and experience safe places to play in the community
	physical activity	9 make decisions to be active
$\Box 5$	N/A	induc decisions to be detive
	ell-being	
<u></u> 6	describe how physical activity makes you feel	

recognize the changes that take place in the body

understand the connections between physical activity

during physical activity

**8** 

ıde:			Unit:					_		Date:				
General Outcomes  Activities			Bene	A efits Hea	lth	Cooperation					Do It DailyFor Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community	
Introdu	ction/	Warm Up								A		ent/Evalu omments		
Learnin	g Acti	ivities/Teac	ching Str	ategies										
			,g	urogres.										
Closure	/Cool	Down												
Equipm	ent					Safety Co	onsidera	ntions						

# Grade 2 – Specific Outcomes



### **General Outcome A: Activity**

	General Outcome A: Activity	physical activity	
		8 understand the connections between physic and emotional well-being; e.g., feels good	al activity
A2-			
	sic Skills		
∐ 1 —	select and perform locomotor skills involved in a variety of activities	General Outcome C: Communic	ation
$\square 2$	N/A	WU	
☐ 3	select and perform nonlocomotor skills involved in a	Coppeter	
	variety of activities	C2-	
∐ <sup>4</sup>	N/A	Communication	
□ 5	select and perform ways to receive, retain and send an object, using a variety of body parts and implements,	1 identify and demonstrate respectful commuskills appropriate to context	nication
$\Box$	individually and with others	□ 2 N/A	
∐ 6	N/A plication of Basic Skills	Fair Play	.1
☐ 7	select and perform basic skills in a variety of	3 identify and demonstrate etiquette and fair	piay
⊔′	environments and using various equipment; e.g.,	Leadership 4 accept responsibility for assigned roles whi	ام
	obstacle course	participating in physical activity	ic
■ 8	demonstrate basic dance steps and movement; e.g.,	Teamwork	
ш -	creative, folk, line, sequence and novelty, alone and	5 display a willingness to play cooperatively	with others
	with others, by using elements of effort, space and	of various abilities, in large or small groups	
	relationship	☐ 6 N/A	
□ 9	perform simple movement sequences by using		
	elements of body and space awareness and		
	relationships, alone and with others		
$\bigsqcup_{11}^{10}$	create and play body and space awareness games	General Outcome D: Do it Daily	for Life
	apply basic rules and fair play while playing and	•	
<u> </u>			
	learning the strategies of lead-up games	DO	
	learning the strategies of lead-up games select and perform the basic skills in educational	D2- Effort	
	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of	Effort	v in
<u> </u>	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence	Effort  1 express a willingness to participate regularly	y in
	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping,	Effort  1 express a willingness to participate regularly physical education class	-
<u> </u>	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence	Effort  1 express a willingness to participate regularly physical education class 2 identify personal factors that encourage mo	-
<u> </u>	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using	Effort  1 express a willingness to participate regularly physical education class	vement
<u> </u>	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage monopoles Safety	vement
<u> </u>	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage mones Safety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while pure in physical activity	vement as, follow articipating
<u> </u>	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage mosafety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while prin physical activity  4 demonstrate and participate in safe warm-united the safe warm-united t	vement as, follow articipating
<u> </u>	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage mossafety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while prin physical activity  4 demonstrate and participate in safe warm-undown activities	vement as, follow articipating p and cool-
	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage mosafety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while prin physical activity  4 demonstrate and participate in safe warm-undown activities  5 demonstrate moving safely and sensitively	vement as, follow articipating p and cool-
□ 12 □ 13 ■ 13 ■ B2-	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health	Effort  1 express a willingness to participate regularly physical education class 2 identify personal factors that encourage mostrates and routines, and stay on-task while prin physical activity 4 demonstrate and participate in safe warm-undown activities 5 demonstrate moving safely and sensitively environments; e.g., modified games	vement as, follow articipating p and cool-
□ 12 □ 13 □ 13 ■ B2-Fun	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage mosafety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while prin physical activity  4 demonstrate and participate in safe warm-undown activities  5 demonstrate moving safely and sensitively environments; e.g., modified games  Goal Setting/Personal Challenge	vement as, follow articipating p and cool- in various
□ 12 □ 13 ■ 13 ■ B2-	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health  Contactional Fitness  recognize that "energy" is required for muscle	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage monografety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while puring physical activity  4 demonstrate and participate in safe warm-undown activities  5 demonstrate moving safely and sensitively environments; e.g., modified games  Goal Setting/Personal Challenge  6 practise setting a short-term goal related to	vement as, follow articipating p and cool- in various
□ 12 □ 13  B2-Full	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health  Continual Fitness  Recognize that "energy" is required for muscle movement	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage monografety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while puring in physical activity  4 demonstrate and participate in safe warm-undown activities  5 demonstrate moving safely and sensitively environments; e.g., modified games  Goal Setting/Personal Challenge  6 practise setting a short-term goal related to effort to participate in a physical activity	vement as, follow articipating p and cool- in various positive
□ 12 □ 13 □ 13 ■ B2-Fun	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health  Contactional Fitness  recognize that "energy" is required for muscle	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage mosafety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while prin physical activity  4 demonstrate and participate in safe warm-undown activities  5 demonstrate moving safely and sensitively environments; e.g., modified games  Goal Setting/Personal Challenge  6 practise setting a short-term goal related to effort to participate in a physical activity  7 identify ways to change an activity to make	vement as, follow articipating p and cool- in various positive
□ 12 □ 13  B2-Full	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health  Continual Fitness  recognize that "energy" is required for muscle movement describe ways to improve personal growth in physical	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage mosafety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while prin physical activity  4 demonstrate and participate in safe warm-undown activities  5 demonstrate moving safely and sensitively environments; e.g., modified games  Goal Setting/Personal Challenge  6 practise setting a short-term goal related to effort to participate in a physical activity  7 identify ways to change an activity to make challenge based on personal abilities	vement as, follow articipating p and cool- in various positive
□ 12 □ 13 □ 13 ■ B2-Fun □ 1 □ 2 □ 3 of h	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health  General Fitness recognize that "energy" is required for muscle movement describe ways to improve personal growth in physical abilities experience movement involving the components realth-related fitness; e.g., flexibility, endurance,	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage mosafety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while prin physical activity  4 demonstrate and participate in safe warm-undown activities  5 demonstrate moving safely and sensitively environments; e.g., modified games  Goal Setting/Personal Challenge  6 practise setting a short-term goal related to effort to participate in a physical activity  7 identify ways to change an activity to make	vement as, follow articipating p and cool- in various positive
□ 12 □ 13 ■ 13 ■ 13 ■ 12 ■ 13 ■ 12 ■ 13 ■ 12 ■ 13 ■ 13 ■ 14 ■ 15 ■ 15 ■ 15 ■ 15 ■ 15 ■ 15 ■ 15 ■ 15	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health  General Fitness recognize that "energy" is required for muscle movement describe ways to improve personal growth in physical abilities experience movement involving the components realth-related fitness; e.g., flexibility, endurance, ngth, cardio-respiratory activities	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage mostrates and routines, and stay on-task while prin physical activity  4 demonstrate and participate in safe warm-undown activities  5 demonstrate moving safely and sensitively environments; e.g., modified games  Goal Setting/Personal Challenge  6 practise setting a short-term goal related to effort to participate in a physical activity  7 identify ways to change an activity to make challenge based on personal abilities  Active Living in the Community  8 identify types of physical activities people within the community	vement as, follow articipating p and cool- in various positive it a choose
☐ 12 ☐ 13 ☐ 13 ☐ B2-Fui ☐ 1 ☐ 2 ☐ 3 of 1 stree ☐ Boo	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health  General Fitness recognize that "energy" is required for muscle movement describe ways to improve personal growth in physical abilities experience movement involving the components realth-related fitness; e.g., flexibility, endurance, ngth, cardio-respiratory activities ly Image	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage monotonic safety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while prin physical activity  4 demonstrate and participate in safe warm-undown activities  5 demonstrate moving safely and sensitively environments; e.g., modified games  Goal Setting/Personal Challenge  6 practise setting a short-term goal related to effort to participate in a physical activity  7 identify ways to change an activity to make challenge based on personal abilities  Active Living in the Community  8 identify types of physical activities people within the community  9 make appropriate movement choices considered.	vement us, follow articipating p and cool- in various positive it a choose lering
□ 12 □ 13 ■ 13 ■ 13 ■ 12 ■ 13 ■ 12 ■ 13 ■ 12 ■ 13 ■ 13 ■ 14 ■ 15 ■ 15 ■ 15 ■ 15 ■ 15 ■ 15 ■ 15 ■ 15	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health  General Fitness recognize that "energy" is required for muscle movement describe ways to improve personal growth in physical abilities experience movement involving the components realth-related fitness; e.g., flexibility, endurance, rigth, cardio-respiratory activities thy Image identify personal physical attributes that contribute to	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage monotonic safety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while prin physical activity  4 demonstrate and participate in safe warm-undown activities  5 demonstrate moving safely and sensitively environments; e.g., modified games  Goal Setting/Personal Challenge  6 practise setting a short-term goal related to effort to participate in a physical activity  7 identify ways to change an activity to make challenge based on personal abilities  Active Living in the Community  8 identify types of physical activities people within the community  9 make appropriate movement choices considerers and participate in a physical activities people within the community	vement us, follow articipating p and cool- in various positive it a choose lering
☐ 12 ☐ 13 ☐ 13 ☐ B2-Fui ☐ 1 ☐ 2 ☐ 3 of 1 stree ☐ Boo	learning the strategies of lead-up games select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching  General Outcome B: Benefit Health  General Fitness recognize that "energy" is required for muscle movement describe ways to improve personal growth in physical abilities experience movement involving the components realth-related fitness; e.g., flexibility, endurance, ngth, cardio-respiratory activities ly Image	Effort  1 express a willingness to participate regularly physical education class  2 identify personal factors that encourage monotonic safety  3 demonstrate the ability to listen to direction rules and routines, and stay on-task while prin physical activity  4 demonstrate and participate in safe warm-undown activities  5 demonstrate moving safely and sensitively environments; e.g., modified games  Goal Setting/Personal Challenge  6 practise setting a short-term goal related to effort to participate in a physical activity  7 identify ways to change an activity to make challenge based on personal abilities  Active Living in the Community  8 identify types of physical activities people within the community  9 make appropriate movement choices considered.	vement us, follow articipating p and cool- in various positive it a choose lering

Well-being

describe how the body benefits from physical activity identify changes that take place in the body during

rade:			Unit:					_		Date:			
General Outcomes Activities			Bene	efits Heal	lth	h Cooperation Do It DailyFor Life					ife		
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
	g Acti	Warm Up ivities/Tead	ching Str	ategies						A		ent/Evalu	nation/
Equipm	ent					Safety Co	onsidera	ntions					

### Grade 3 – Specific Outcomes



#### General Outcome A: Activity

A3-	_
Bas	sic Skills
$\square$ 1	respond to a variety of stimuli to create locomotor
_	sequences
∐2	N/A
<u></u> 3	respond to a variety of stimuli to create nonlocomotor sequences
$\Box 4$	N/A
□5 □6	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 N/A
_	
Ap <sub>1</sub>	plication of Basic Skills select and perform basic skills in a variety of
⊔′	environments and using various equipment; e.g., snowshoeing
<u>8</u>	select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others
<u></u> 9	select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others
$\Box 10$	perform and play lead-up games and demonstrate
	elements of space awareness, effort and relationship
<u> </u>	demonstrate the ability to work together with
	a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead- up games
<u>12</u>	select and perform the basic skills in educational
□13	gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence manipulate a variety of small objects while
_	performing basic skills to demonstrate personal
	control; e.g., juggling
ď	General Outcome B: Benefits Health
7	
В3-	
	nctional Fitness
	describe the concept of energy required for muscles
<u>2</u>	demonstrate and describe ways to improve personal growth in physical abilities

- 3 experience movement involving the components of
- health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities

#### **Body Image**

<b>4</b>	describe personal physical attributes that contribute to
	physical activity

$\square$ 5 N	1
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□ 6	describe the benefits of physical activity to the body
☐ 7	describe the changes that take place in the body during
	physical activity
□ 8	understand the connections between physical activity
	and emotional well-being; e.g., feels good



**General Outcome C: Communication** 

#### Communication

1	describe and demonstrate respectful communication
	skills appropriate to context

□2 N/A

### Fair Play

3 identify and demonstrate etiquette and fair play

### Leadership

accept responsibility for assigned roles while participating in physical activity

#### **Teamwork**

- display a willingness to share ideas, space and equipment when participating cooperatively with
- $\Box 6$ N/A



General Outcome D: Do it Daily for Life

#### **Effort**

- express a willingness to participate regularly in physical education class
- describe factors that encourage movement and a personal feeling about movement

- $\square$  3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity
- $\Box 4$ demonstrate and participate in safe warm-up and cooldown activities
- tell about safe movement experiences in various environments; e.g., gymnastic equipment

#### **Goal Setting/Personal Challenge**

- set and achieve a short-term goal to increase effort and participation in one area of physical activity
- identify ways to change an activity to make it a challenge based on personal abilities

### **Active Living in the Community**

- describe types of physical activities people choose within the community and reasons for their choices
- $\square 9$ make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

ade:	Unit:						Date:							
General Outcomes				Benefits Health			Cooperation				Do It DailyFor Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community	
Introduction/Warm Up  Assessment/Evaluation/ Comments  Learning Activities/Teaching Strategies													nation/	
Closure	/Cool	Down												
Equipm	ent					Safety Co	onsidera	ations						