

## Grade 4 – Specific Outcomes



### General Outcome A: Activity

A4–

#### Basic Skills

- 1 select, perform and refine simple locomotor sequences
- 2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
- 3 select, perform and refine simple nonlocomotor sequences
- 4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
- 5 select, perform and refine ways to receive, retain and send an object with control
- 6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship

#### Application of Basic Skills

- 7 select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming
- 8 select, perform and refine basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others
- 9 demonstrate a creative process to develop dance sequences alone and with others
- 10 demonstrate critical thinking and problem-solving skills to modify games and achieve activity outcomes
- 11 demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games
- 12 select, perform and refine the basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships to develop a sequence
- 13 select, perform and refine basic skills in individual activities; e.g., cross country running



### General Outcome B: Benefits Health

B4–

#### Functional Fitness

- 1 identify the nutritional needs related to physical activity
- 2 demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity
- 3 experience movement, involving components of fitness

### Body Image

- 4 recognize and personally acknowledge individual and other attributes that contribute to physical activity
- 5 N/A

### Well-being

- 6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially
- 7 demonstrate changes that take place in the body during physical activity
- 8 understand the connection between physical activity, stress management and relaxation



### General Outcome C: Communication

C4–

#### Communication

- 1 articulate and demonstrate respectful communication skills appropriate to context
- 2 N/A

#### Fair Play

- 3 identify and demonstrate etiquette and fair play

#### Leadership

- 4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences

#### Teamwork

- 5 participate cooperatively in group activities
- 6 identify and demonstrate positive behaviours that show respect for self and others



### General Outcome D: Do it Daily for Life

D4–

#### Effort

- 1 demonstrate a willingness to participate regularly in physical education class
- 2 demonstrate factors that encourage movement

#### Safety

- 3 follow rules, routines and procedures for safety in a variety of activities
- 4 participate in, and identify the benefits of, safe warm-up and cool-down activities
- 5 describe how to move safely in various environments; e.g., skating rink

#### Goal Setting/Personal Challenge

- 6 set and achieve a long-term goal to increase effort and participation in one area of physical activity
- 7 demonstrate different ways to achieve an activity goal that is personally challenging

#### Active Living in the Community





- 8 identify how people, facilities and communities influence physical activity
- 9 make decisions to be active within group activities or individually

# Physical Education Lesson

Grade: \_\_\_\_\_

Unit: \_\_\_\_\_

Date: \_\_\_\_\_

<b>General Outcomes</b>	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
<b>Specific Outcomes</b>	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	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

## Closure/Cool Down

<b>Equipment</b>	<b>Safety Considerations</b>

## Grade 5 – Specific Outcomes



### General Outcome A: Activity

A5–

#### Basic Skills

- 1 select, perform and refine more challenging locomotor sequences
- 2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
- 3 select, perform and refine more challenging nonlocomotor sequences
- 4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
- 5 select, perform and refine more challenging ways to receive, retain and send an object with control
- 6 consistently and confidently perform manipulative skills using elements of body and space awareness, effort and relationship

#### Application of Basic Skills

- 7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering
- 8 demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others
- 9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
- 10 apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone
- 11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games
- 12 apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics
- 13 select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack



### General Outcome B: Benefits Health

B5–

#### Functional Fitness

- 1 explain the relationship between nutritional habits and physical activity
- 2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
- 3 identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities

### Body Image

- 4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
  - 5 N/A
- #### Well-being
- 6 infer positive benefits gained from specific physical activities
  - 7 describe how physical activity influences physical fitness and the body systems
  - 8 understand the connection between physical activity, stress management and relaxation



### General Outcome C: Communication

C5–

#### Communication

- 1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity
- 2 N/A

#### Fair Play

- 3 demonstrate etiquette and fair play

#### Leadership

- 4 select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences

#### Teamwork

- 5 identify and demonstrate practices that contribute to teamwork
- 6 identify and demonstrate positive behaviours that show respect for self and others



### General Outcome D: Do if Daily for Life

D5–

#### Effort

- 1 participate regularly in physical activity to develop components of health-related fitness and movement skills
- 2 demonstrate factors that encourage movement

#### Safety

- 3 identify and follow rules, routines and procedures for safety in a variety of activities
- 4 participate in, and identify the benefits of, safe warm-up and cool-down activities
- 5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety

#### Goal Setting/Personal Challenge

- 6 set goals to improve personal performance based on interests and abilities
- 7 demonstrate different ways to achieve an activity goal that is personally challenging

#### Active Living in the Community





- 8 create a strategy to promote participation in physical activity within the school and the community
- 9 identify factors made to be active within group or individual activities on a daily basis

# Physical Education Lesson

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Unit: \_\_\_\_\_

Date: \_\_\_\_\_

<b>General Outcomes</b>	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	<b>Specific Outcomes</b>	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge

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## Grade 6 – Specific Outcomes



### General Outcome A: Activity

A6–

#### Basic Skills

- 1 select, perform and refine challenging locomotor sequences
- 2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance
- 3 select, perform and refine challenging nonlocomotor sequences
- 4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- 5 demonstrate ways to receive, retain and send an object with increasing accuracy
- 6 consistently and confidently perform manipulative skills using elements of body and space awareness, effort and relationship

#### Application of Basic Skills

- 7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking
- 8 demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others
- 9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
- 10 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone
- 11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games
- 12 select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics
- 13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics



### General Outcome B: Benefits Health

B6–

#### Functional Fitness

- 1 explain the relationship between nutritional habits and performance in physical activity
- 2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
- 3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level

#### Body Image

- 4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
- 5 N/A

#### Well-being

- 6 identify and plan for personal positive benefits from specific physical activity
- 7 describe and chart individual fitness changes as a result of engaging in physical activity
- 8 understand the connection between physical activity, stress management and relaxation



### General Outcome C: Communication

C6–

#### Communication

- 1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences
- 2 N/A

#### Fair Play

- 3 demonstrate etiquette and fair play

#### Leadership

- 4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education

#### Teamwork

- 5 describe and demonstrate practices that contribute to teamwork
- 6 identify and demonstrate positive behaviours that show respect for self and others



### General Outcome D: Do it Daily for Life

D6–

#### Effort

- 1 demonstrate enjoyment of participation through extended effort in physical activity
- 2 identify and demonstrate strategies that encourage participation and continued motivation

#### Safety

- 3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions
- 4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
- 5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating

#### Goal Setting/Personal Challenge

- 6 set and modify goals to improve personal performance based on interests and abilities
- 7 analyze and create different ways to achieve an activity goal that is personally challenging

#### Active Living in the Community





- 8 examine factors that influence community decisions to support and promote physical activity
- 9 choose and actively participate in a new group or individual activity that encourages daily participation

# Physical Education Lesson

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Unit: \_\_\_\_\_

Date: \_\_\_\_\_

<b>General Outcomes</b>	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
<b>Specific Outcomes</b>	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community

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