



Physical Education

Grade K-5

(June 2017)

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, where all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

“To have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.”

1.2 Atlantic Canada Essential Graduation Competencies (Draft, 2015)

Essential Graduation Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The Essential Graduation Learnings statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems’ missions are met by design and intention. The Essential Graduation Learnings statements are supported by curriculum outcomes.

Essential Graduation Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the Essential Graduation Competencies prepares students to continue to learn throughout their lives. These Learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

Creativity and Innovation	<i>Learners are expected to engage in creative processes, to make unforeseen connections, and to generate new and dynamic ideas, techniques and products. They value aesthetic expression and appreciate the creative and innovative works of others.</i>
Citizenship	<i>Learners are expected to act responsibly and contribute positively to the quality and sustainability of their environment, communities and society. They assess the social, cultural, economic and environmental interconnectedness and act as stewards in a local, national and global context.</i>
Communication	<i>Learners are expected to express themselves effectively through a variety of media. They listen, view and read for information and enjoyment.</i>

Personal and Career Development	<i>Learners are expected to become self-aware and self-directed individuals who set goals, make thoughtful decision regarding learning, health and wellness, and career pathways, and take responsibility for pursuing their goals throughout life.</i>
Critical Thinking	<i>Learners are expected to analyze and evaluate ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.</i>
Technology Fluency	<i>Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning and career and personal goals.</i>

2. Pedagogical Components

2.1 Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

Universal Design for Learning is a “framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also “...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” (CAST, 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports *Universal Design for Learning* for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- **Multiple means of representation:** provide diverse learners options for acquiring information and knowledge
- **Multiple means of action and expression:** provide learners options for demonstrating what they know
- **Multiple means of engagement:** tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on *Universal Design for Learning*, view online information at the [CAST website](#), download the [UDL reference handout](#), or refer to the appendices section of this document.

UDL is neither curriculum nor a checklist. If it were either one of those things, it would oversimplify the act and professionalism of teaching. As an educator, you have taken courses in pedagogy, classroom management, and theory. You have a collection of tools, resources, and strategies you have learned recently or over the years. The structure of UDL guides you to actively, attentively, and purposely pull from that collection. It also asks you to possibly think differently. The Difference: Because UDL is a framework versus a curriculum, teachers are in full control in designing the learning environment and lessons (p. 4, *Design and Deliver*).

Louis Lord Nelson (2104) suggests the following reflective questions to support planning (p. 134):

When I plan my lessons do I:

- *Have a clear goal?*
- *Know how I am going to measure whether students have met the goal?*
- *Create activities and assignments that guide students toward the lesson goal?*
- *Create lessons and activities designed with options mentioned under the three principles of Engagement, Representation and Action and Expression?*
- *Create assessments directly related to the lesson's goal?*
- *Create assessments designed with the options listed under Action and Expression?*
- *Use a variety of tools and resources to create my lesson plans?*

Nelson makes the following recommendation:

Start small. Choose one focus within the framework. Choose one focus within your practice. Enlist the involvement of other teachers, and talk with each other about your experiences. Trade suggestions. Share experiences. Share successes. Watch for change. (p. 136)

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

English as an Additional Language-Curriculum

Being the only official bilingual province, New-Brunswick offers the opportunity for students to be educated in English and/or French through our public education system. The N.B. Department of Education and Early Childhood Development (EECD) provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language

proficiency through an inclusive learning environment. NB EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

2.2 Pedagogical Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected throughout the learning cycle. Teachers use their professional skills, insight, knowledge, and specific criteria to determine student performance in relation to learning outcomes. Assessment is more effective if it is ongoing, participatory (formative assessment), rather than reserved for the end of a period of learning to determine a mark (summative evaluation). Each type of assessment has a different purpose, but all should be used to inform decisions regarding teaching and learning. Classroom assessment practices should be “balanced” (i.e., include both types), but the emphasis needs to be placed on ongoing formative assessment.

Evidence of learning needs to be collected from a variety of sources throughout the year. Some examples of assessment practices include:

- Questioning
- Observation
- Conferences
- Demonstrations
- Presentations
- Role plays
- Technology Applications
- Projects and Investigations
- Checklists/Rubrics
- Responses to texts/activities
- Reflective Journals
- Self and peer assessment
- Career Portfolios
- Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self- and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the [Formative Assessment](#) document.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in the area of assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site at:

<https://portal.nbed.nb.ca/tr/AaE/Documents/,DanaInfo=portal.nbed.nb.ca,SSL+Assessment%20Framework.pdf>

Cross-Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day -in and out of school. All New Brunswick curricula include references to literacy practices and materials are available to embed explicit strategies for strengthening comprehension and to help teachers strengthen their students' reading skills.

Key documents that highlight specific cross- curricular strategies include: [K-2 Literacy Look Fors](#), [3-5 Literacy Look Fors](#), [Cross-Curricular Look Fors](#) (Grades 6-12) and [Cross-Curricular Reading Tools](#). These documents describe learning environments and key strategies that support cross-curricular literacy practices.

3. Subject Specific Guidelines

3.1 Rationale

The primary purpose of Physical Education is to help students develop the skills, knowledge and attitudes necessary for participating confidently in many different forms of physical activity and maintaining a physically active lifestyle into and through adulthood.

Physical Education provides opportunities for all students to become physically educated and enjoy moving by focusing on the development of fundamental movement skills, movement concepts and strategies, as well as, personal and social skills.

Fundamental movement skills are the foundational movements for more complex and specialized skills used in play, games, activities and specific sports and are critical to establishing the foundation for participation in all forms of physical activity. Movement concepts and strategies provide the framework for enhancing movement performance and thus increasing the likelihood of lifelong participation in physical activity. Learning about movement also involves developing an understanding and appreciation for rules of games, sports, fitness, health knowledge, safe participation, as well as, principles of fair play and ethical behavior. As well, by participating in various learning situations, students develop communication, critical thinking, decision making and self-management skills.

Physical Education provides a unique and varied environment for learning and should be an integral part of the total education of every student.

Comprehensive School Health

The effectiveness of Physical Education in schools is enhanced when it is implemented as an integral part of a Comprehensive School Health (CSH) model. This document is intended to support the implementation of the CSH model in the public schools of New Brunswick. CSH is an approach which addresses school health in a planned, integrated and holistic manner that support improvements in student achievement and well-being. It entails four inter-related components: social and physical environment; teaching and learning; policy, as well as; partnerships and services. This model extends curriculum further than has traditionally been the case. When actions in all four components are coordinated, students are supported to realize their full potential as learners and as healthy, productive, contributing members of society.

This curriculum is developed in recognition that student well-being is a shared responsibility among individuals, families, schools and communities.

Connection between Physical Education and Physical Literacy

Physical Education is a subject area within our K-12 public education system while physical literacy is a life-long personal attribute whereby each individual possesses a positive disposition towards physical activity. Physical literacy provides the theoretical justification for why Physical Education should be an essential element of every child's education. We learn via our interactions with the world and the most efficient and effective way to interact with the world is through movement.

Physical literacy extends the idea of being 'physically educated' in that being 'physically educated' implies an end state; something that can be, or is to be, achieved. Physical literacy moves beyond the acquisition of a set of skills and dispositions acquired in school Physical Education and recognizes the importance of continuing to learn, refine, and apply these skills beyond the school day. Thus physical literacy includes the behavioural element of regular engagement in purposeful physical activities outside of Physical Education class and throughout one's life. Here, motivation and engagement are key: one can possess the skills, possess the knowledge, and understand the importance of being active and do nothing with this information. The physically literate individual possesses the characteristics of a physically educated person with the addition of motivation and confidence to take personal responsibility to regularly engage in activity because it has become something they value intrinsically. In this regard, physical literacy is nurtured through a quality physical education program.

Quality Physical Education

A Quality Physical Education program is well-planned, taught by qualified and enthusiastic teachers, and provides a variety of learning opportunities for all students on a regular basis throughout the entire school year. A Quality Physical Education program ensures that all students have the opportunity to develop the knowledge, skills, and habits that they need to lead physically active lives now, and just as importantly, into the future. (PHE Canada)

A high-quality Physical Education program should provide all students with opportunities to learn through developmentally appropriate lessons that meet the needs of all students, meaningful content, and appropriate instruction and assessment.

3.2 Course Description

The primary focus of the K-5 Physical Education curriculum is to provide students with the skills, knowledge and attitudes essential for safe, effective movement and participation in lifelong activity. The curriculum emphasizes selected fundamental movement skills, movement concepts and strategies for each grade level. The K-5 Physical Education curriculum also helps students gain a better understanding of fitness concepts and practices that contribute to healthy, active living. Finally, the curriculum addresses developmentally appropriate personal and social skills that are critical to successful participation and meaningful interactions with peers in physically active settings.

3.3 Curriculum Organizers and Outcomes

Curriculum Organizers

The Physical Education curriculum has been divided under three strands. A strand consists of prescribed learning outcomes that share a common focus. The three strands are:

Movement Skills and Concepts:

An important part of a physical education program is instruction in movement skills and concepts. Movement skills are those foundational movements that must be learned before moving on to more complex, specialized skills similar to those required in various games, dance, gymnastics, physical activities and sports. There are three categories of movement skills: stability, locomotor and manipulative.

Movement concepts provide cognitive awareness of movement – knowledge about what, where, and how the body moves, as well as the relationships that occur while the body is moving. Movement concepts are the modifiers that enrich the range and effectiveness of movement and relate to the quality of the movement, describing how the skill is to be performed. Movement concepts develop three categories of awareness: space awareness, body awareness, effort awareness and relationships.

Under this strand, through various activities and games, students will gain an understanding and awareness of the different body parts, their relationship to each other and the ability to move the body in relation to others and objects. Students will also gain an awareness of where the body and/or implement is moving through space. Students will also learn a variety of fundamental movement skills.

Movement Strategies and Tactics:

Under this strand, through various activities and small sided games, students will learn movement strategies and tactics. Learning about and understanding strategies and tactics allows for more skillful, effective and enjoyable participation in movement activities. Many of these concepts are generic in nature and are connected to a range of activities and games that can be learned and understood at a broad level and then transferred to specific sports more easily. Students will learn such strategies and tactics as use of space, tagging others and avoiding being tagged, placement/positioning of objects, choice of shots or strokes, communication, gaining and/or keeping possession, offensive and defensive strategies for a variety of activities or sports.

Well-being:

Physical activity is an essential aspect of a balanced, healthy lifestyle and learning through Physical Education helps develop self-esteem, confidence, cooperation and fitness. Under this strand, students gain the skills, knowledge and attitudes necessary for participating in a healthy, active and safe lifestyle. Through a variety of activities and games, students will

develop their self-identity, use appropriate social skills when interacting with others in a range of situations, learn to communicate and manage their feelings, emotions and opinions, develop positive attitudes and behaviors in order to meet challenges, learn to assess and manage risk, develop an understanding of the human body and movement, as well as learn about the many benefits of physical activity.

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (GCO) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Movement Skills:

1. *Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments.*

Movement Strategies and Tactics:

2. *Students will develop strategies and tactics to participate in a variety of activities.*

Well-being:

3. *Students will develop knowledge, skills and values required to achieve and maintain well-being.*

Specific Curriculum Outcomes (SCO) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

A summary chart of the specific outcomes can be found on page 16.

Curriculum Outcomes Summary Chart

Movement Skills and Concepts

General Curriculum Outcome	Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments.					
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Specific Curriculum Outcome	1.1.a explore body and space awareness as it relates to movement;	1.1a demonstrate body and space awareness as it relates to movement;	1.1 link movement concepts to various movements;	1.1 develop movement concepts with a variety of movement activities;	1.1 apply movement concepts with variety of movement activities;	1.1 refine movement concepts with a variety of movement activities;
	1.1b explore effort and relationship concepts across a variety of movement activities;	1.1.b demonstrate effort and relationship concepts across a variety of movement activities;				
	1.2 explore a variety of movement principles related to stability skills;	1.2 demonstrate a variety of movement principles related to stability skills;	1.2 refine a variety of movement principles related to stability skills;	1.2 explore movement principles related to balance on a variety of steady and unsteady surfaces, and;	1.2 identify movement principles related to balance on a variety of steady surfaces, unsteady surfaces and	1.2 apply movement principles related to balance on a variety of steady surfaces, unsteady surfaces and

					moving objects, and;	moving objects, and;
	1.3 explore a variety of fundamental locomotor skills, and;	1.3 demonstrate a variety of fundamental locomotor skills, and;	1.3 refine a variety of fundamental locomotor skills, and;	1.3 combine a variety of fundamental locomotor and manipulative skills.	1.3 explore combinations of fundamental locomotor skills and manipulative skills in various movement contexts.	1.3 apply combinations of fundamental locomotor skills and manipulative skills in more complex movement contexts.
	1.4 explore a variety of fundamental manipulative skills.	1.4 demonstrate a variety of fundamental manipulative skills.	1.4 refine a variety of fundamental manipulative skills.			

Movement Strategies and Tactics

General Curriculum Outcome	Students will develop strategies and tactics to participate in a variety of activities.					
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Specific Curriculum Outcome	2.1 explore a variety of tactics that can be used in simple games and activities.	2.1 demonstrate a variety of tactics that can be used in simple games and activities.	2.1 refine a variety of tactics that can be used in simple games and activities.	2.1 extend existing tactics that can be used in a variety of games and activities.	2.1 integrate tactics in a variety of games and activities.	2.1 select appropriate tactics in a variety of games and activities.

Well-being

General Curriculum Outcome	Students will develop knowledge, skills and values required to achieve and maintain well-being.					
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Specific Curriculum Outcome	3.1 explore emotional and social skills that apply to the learning and performance of physical activity, and;	3.1 recognize emotional and social skills that apply to the learning and performance of physical activity, and;	3.1 demonstrate emotional and social skills that apply to the learning and performance of physical activity, and;	3.1 apply emotional and social skills to the learning and performance of physical activity, and;	3.1 select emotional and social skills that apply to the learning and performance of physical activity, and;	3.1 model emotional and social skills that apply to the learning and performance of physical activity, and;
	3.2 explore physical fitness concepts to improve well-being.	3.2 demonstrate physical fitness concepts and principles to improve well-being.	3.2 refine knowledge of physical fitness concepts and principles to improve well-being and performance.	3.2 apply physical fitness concepts and principles to improve well-being and performance.	3.2 analyze physical fitness concepts and principles to improve well-being and performance.	3.2 apply physical fitness concepts and principles to construct personal wellness plans.

4. Curriculum Outcomes

Movement Skills and Concepts

GCO 1	Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments.
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By the end of Kindergarten, students will:

SCO 1.1a	explore body and space awareness as it relates to movement;	
Concepts and Content (learning focus)	I Can Statements	
<p>Movement Concepts – body awareness (general, personal); space awareness (directions, levels, pathways, extensions (large, small); identification of body parts linked to movement (shoulder, arm, elbow, wrist, knee, ankle, etc.)</p> <p>Movement Possibilities: games (i.e: Simon Says); hula hoop activities, tag games, movement to music, mimicking animal movements, etc.</p>	<p>I can move in personal space safely. I can move in general space safely. I can follow simple instructions or rules. I can name different body parts. I can move different body parts in various ways. I can create shapes like a ball or pencil with my body. I can move at different levels and in different directions.</p>	
Resources		
<p>Rubrics: Kindergarten Data Collection Sheet</p> <p>Videos: General and Personal Space Hula Hoop Twister Exploring Dance: Movement, Space</p>	<p>Websites: Physical Education Assessment Playing for Life Resources (AUS) Sharing Dance Classroom Resources</p> <p>Apps: Clipstro (iOS) Coaches' Eye</p>	<p>Documents: UDL Lesson Plan Do you know your body? Lesson Plan(US) Movement Framework NB HOP Manual for Teachers Movement Variables Poster Series Basic Movement Skills Development</p> <p>Resource: Movement Exploration Games (AUS)</p>

SCO 1.1b	explore effort and relationships concepts across a variety of movement activities;	
Concepts and Content	I Can Statements	
<p>Movement Concepts: effort (time, force and flow) and relationships (body parts, individual and partners, equipment (in/out, over/under, around /through, etc.), sound (i.e.: stop/start signal, music, etc.)</p> <p>Movement Possibilities: moving to music, mimicking animal movements, follow the leader type games, landing in gymnastics, etc.</p>	<p>I can move fast and slow, speed up and slow down. I can land loudly and softly. I can lead and I can follow. I can move in/out, over /under, around/through. I can respond to sound cues.</p>	
Resources		
<p>Rubrics: Kindergarten Data Collection Sheet</p> <p>Video: Sesame Street Grover Around</p>	<p>Websites: Playing for Life Resources (AUS)</p>	<p>Documents: UDL Lesson Plan Movement Framework NB Obstacle Course Activity (PDF) Snowflake Dance (PDF) HOP Manual for Teachers Movement Variables Poster Series Basic Movement Skills Development</p> <p>Resource: Movement Exploration Games (AUS)</p>

SCO 1.2		explore a variety of movement principles related to stability skills;	
Concepts and Content		I Can Statements	
Movement Concepts: principles related to balance (base of support) Movement Possibilities: ready position, line walk, balance on variety of objects		I can start and stop while maintaining my balance. I can balance for 3 seconds on different parts of my body (foot, bum, belly, back, one hand/one foot). I can keep my balance on different objects. I can walk on a line. I can show a ready position.	
Resources			
Rubrics: Kindergarten Data Collection Sheet		Websites: Slide Share FMS Posters Playing for Life Resources (AUS) Movement Wheel Steps Resources (AUS)	
Video : FMS Balance 60 min Kids Cub Yoga Alphabet for Kids		Documents: UDL Lesson Plan Movement Framework NB Developing FMS – Focus: Balance Sport New Zealand - Balance HOP Manual for Teachers Movement Variables Poster Series Basic Movement Skills Development	
		Assessment Tool: Balance Cues	
		Resource : Fundamental Movement Skills – PHE Canada Series Movement Exploration Games (AUS)	

SCO 1.3		explore a variety of fundamental locomotor skills, and;	
Concepts and Content		I Can Statements	
<p>Movement Concepts:: force generation: use arms and legs,</p> <p>Movement Possibilities: run, hop, jump, push (wheelchair), gallop, leap, wheeling (wheelchair), climbing; educational gymnastics activities</p>		<p>I can run. (Inclusive component: I can wheel.)</p> <p>I can hop in one place on each foot.</p> <p>I can jump from two feet to two feet. (Inclusive component: I can push far in one go (add picture of wheelchair.)</p> <p>I can gallop.</p> <p>I can leap.</p> <p>I can rock back and forth on my back.</p> <p>I can do a pencil roll.</p>	
Resources			
<p>Rubrics: Kindergarten Data Collection Sheet</p> <p>Assessment Tool: Locomotor Cues</p>		<p>Websites: Let's Play - Wheeling Slide Share FMS Posters First Nations Inspired DPA Activities Steps Resources (AUS)</p> <p>App : Junior PE Games Coaches' Eye Replay it! (Google Chrome) Hudl Technique</p>	
<p>Documents: Locomotor Skills with Locomotion Dance Lesson Plan HOP Manual for Teachers Movement Variables Poster Series Basic Movement Skills Development</p> <p>Resource: Fundamental Movement Skills – PHE Canada Series</p>			

SCO 1.4	explore a variety of fundamental manipulative skills.	
Concepts and Content	I Can Statements	
<p>Movement Concepts: force generation (stepping forward with opposite foot for sending an object); force absorption (cushioning or absorbing when receiving an object)</p> <p>Movement Possibilities: pushing or pulling objects; twirling objects (i.e. hula hoops); juggling scarves; parachute play; rolling a ball; throwing; catching; carrying/dribbling/controlling an object with hands, feet and implement; kicking, etc.</p>	<p>I can roll a ball underhand with two hands. I can roll a ball underhand with one hand. I can throw an object underhand with two hands. (object = beanbag, ball, rubber chicken, etc.) I can throw an object underhand with one hand. I can catch with two hands. I can control an object with hands, feet or equipment. I can kick a ball.</p>	
Resources		
<p>Rubrics: Kindergarten Data Collection Sheet</p>	<p>Websites: Slide Share FMS Posters Kinovea (Video Analysis Software) Steps Resources (AUS)</p> <p>Apps: Coaches' Eye Replay it! (Google Chrome) Hudl Technique</p>	<p>Documents: UDL Lesson Plan UDL Lesson Plan HOP Manual for Teachers Basic Movement Skills Development</p> <p>Assessment Tool: Manipulative Cues</p>

Movement Strategies and Tactics

GCO 2: Students will develop strategies and tactics to participate in a variety of activities.

By the end of Kindergarten, students will:

SCO 2.1	explore a variety of tactics that can be used in simple games and activities.	
Concepts and Content		I Can Statements
<p>Movement Concepts:</p> <p>Tactics for tag games: varying pathways, speed, direction or level to avoid getting tagged</p> <p>Tactics for target games: adjusting distance to a target</p> <p>Movement Possibilities: various tag games; various target games related to modified versions of Boccia, Curling, Bowling (Knock Down, Target 5, pinwheel, etc.)</p>		<p>I can find one safe way to avoid getting tagged.</p> <p>I can find one safe way to tag others.</p> <p>I can stay inside the lines.</p> <p>I can move closer or further away to hit a target.</p>
Resources		
<p>Rubrics: Kindergarten Data Collection Sheet</p> <p>Video:</p>	<p>Websites: PlaySport Playing for Life Resources (AUS) Kinovea (Video Analysis Software)</p> <p>Apps: Coaches' Eye Replay it! (Google Chrome) Hudl Technique</p>	<p>Document: UDL Lesson Plan</p> <p>Assessment Tool: Check List Tag Games</p>

GCO 3	Students will develop knowledge, skills and values required to achieve and maintain well-being.
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By the end of Kindergarten, students will:

SCO 3.1	explore emotional and social skills that apply to the learning and performance of physical activity, and;	
Concepts and Content		I Can Statements
<p>Feelings resulting from participating in physical activity; characteristics of sharing; positive social interaction (communication, cooperation); persistency and effort; verbal and non-verbal cues for improving movement skills and patterns</p> <p>Movement Possibilities: cooperative games, individual challenges, etc.</p>		<p>I can tell how I feel after physical activity. I can share equipment and space with others. I can play fair. I can work with a partner. I can practice without stopping (persistency) to learn a new skill. I can try really hard to do my best during physical activity. I can use cues from my teacher to get better. I can follow class rules.</p>
Resources		
<p>Rubrics: Kindergarten Data Collection Sheet</p>	<p>Websites: Zones of Regulations Superflex</p> <p>Assessment Tool: 4 Star Effort</p>	<p>Document: UDL Lesson Plan</p> <p>Resource: Cooperative Play Activity Cards (AUS)</p>

SCO 3.2	explore physical fitness concepts to improve well-being.	
Concepts and Content	I Can Statements	
<p>Benefits of physical activity; cardiovascular endurance, different body parts (heart, lungs, muscles, bones) used in various physical activities</p> <p>Principles of fitness: intensity (low and high)</p> <p>Possibilities: reflection before and after moving; use of images, Apps, etc. to show heart and lungs, movement activities demonstrating the difference between slow and fast pace</p>	<p>I can show where my heart is and feel it beat (fast and slow).</p> <p>I can show where my lungs are located.</p> <p>I can feel my heart and lungs working harder when I move quickly.</p> <p>I can tell the difference between a slow and fast pace.</p>	
Resources		
<p>Rubrics: Kindergarten Data Collection Sheet</p> <p>Video: Living Lung</p>	<p>App: Virtual Heart Living Lung</p>	<p>Documents: UDL Lesson Plan Effects of Exercise Poster</p>

Movement Skills and Concepts

GCO 1:	Students will develop competency in a variety of movement concepts and skills in different diverse range of activities and environments.
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By the end of Grade 1, students will:

SCO 1.1.a	demonstrate body and space awareness as it relates to movement;	
Concepts and Content (learning focus)	I Can Statements	
Movement Concepts: body awareness (general, personal) , space awareness (directions, levels, pathways, extensions) Movement Possibilities: games (i.e: Simon Says); hula hoop activities, tag games, movement to music, mimicking animal movements, yoga, etc.	I can move in general space at different speeds under control. I can move through general space changing direction quickly. I can make up shapes (letters and numbers) using different body parts. I can move at different levels and in different directions at various speeds.	
Resources		
Rubrics: Grade 1 Grade 1 Data Collection Sheet	Websites: Playing for Life Resources (AUS) Kinovea (Video Analysis Software) Sharing Dance Classroom Resources	Documents: UDL Lesson Plan Movement Variables Poster Series Basic Movement Skills Development
Videos: Ophea's Instructional Dance Body Movement and Space - Dance Elements of Dance Beaches, Bridges & Boats	App: Yoga Studio	Resources: Movement Exploration Games (AUS) First Nations, Métis & Inuit Content & Perspectives Integration (Sask.)

SCO 1.1.b demonstrate effort and relationship concepts across a variety of movement activities;	
Concepts and Content	I Can Statements
<p>Movement Concepts: effort (time, force and flow) and relationships (body parts, individual and partners, equipment (in/out, over/under, around /through, alongside, etc.), sound (i.e.: music, beat, patterns etc.)</p> <p>Movement Possibilities: moving to music, mimicking animal movements, follow the leader type games, obstacle courses, etc.</p>	<p>I can safely move fast and slow, speed up and slow down depending on what is in or around the playing space.</p> <p>I can lead and I can follow.</p> <p>I can move in/out, over /under, around/through and alongside.</p> <p>I can move to a variety of sound cues.</p> <p>I can follow a rhythm.</p>
Resources	
<p>Rubrics: Grade 1 Grade 1 Data Collection Sheet</p>	<p>Websites: Playing for Life Resources (AUS) Kinovea (Video Analysis Software)</p> <p>App: Head Over Heels About Gymnastics</p>
<p>Documents: UDL Lesson Plan Movement Variables Poster Series Basic Movement Skills Development</p> <p>Resource: Movement Exploration Games(AUS)</p>	

SCO 1.2 demonstrate a variety of movement principles related to-stability skills;	
Concepts and Content	I Can Statements
<p>Movement Concepts: principles related to balance (base of support)</p> <p>Movement Possibilities: balance on variety of objects, ready position, start/stop activities or games, line walk</p>	<p>I can start and stop while maintaining my balance.</p> <p>I can balance for 3 seconds on different parts of my body (foot, bum, belly, back, one hand/one foot) creating different body shapes.</p> <p>I can walk forward and backward on a line.</p> <p>I can walk on uneven surfaces.</p> <p>I can show a ready position.</p>
Resources	
<p>Rubrics: Grade 1 Grade 1 Data Collection Sheet</p> <p>Video: Yoga Alphabet</p>	<p>Websites: Slide Share FMS Posters Kinovea (Video Analysis Software) Steps Resources (AUS)</p> <p>App: Yoga Studio</p>
<p>Documents: Developing FMS Balance (UK) Movement Variables Poster Series</p> <p>Assessment Tool: Balance Cues</p>	

SCO 1.3	demonstrate a variety of fundamental locomotor skills, and;	
Concepts and Content	I Can Statements	
<p>Movement Concepts: force generation: use arms and legs, knees and ankles to propel upward and forward</p> <p>Movement Possibilities: Locomotor (run, hop, jump (push - wheelchair), gallop, leap, wheeling, climbing); sliding, rolling forward and sideways gymnastics, athletics, tag games, various movement games, climbing activities</p>	<p>I can run at different speeds. (Inclusive component: I can wheel at different speeds.)</p> <p>I can hop (left foot and right foot).</p> <p>I can jump far using two feet.</p> <p>I can jump high using two feet. (Inclusive Component: I can push far in one go.)</p> <p>I can gallop switching my lead foot.</p> <p>I can leap switching my lead foot.</p> <p>I can slide both ways.</p> <p>I can do a forward roll.</p> <p>I can do an egg roll.</p> <p>I can climb one meter off the ground.</p>	
Resources		
<p>Rubrics: Grade 1 Grade 1 Data Collection Sheet</p> <p>Video: Frogs & Fish</p>	<p>Websites: Let's Play - Wheeling Slide Share FMS Posters Kinovea (Video Analysis Software) Steps Resources (AUS)</p> <p>Apps: Junior PE Games Coaches' Eye Replay it! (Google Chrome) Hudl Technique</p>	<p>Document: Basic Movement Skills Development</p> <p>Assessment Tool: Locomotor Cues</p>

SCO 1.4	demonstrate a variety of fundamental manipulative skills.	
Concepts and Content	I Can Statements	
<p>Movement Concepts: force generation (stepping towards target and following through for sending an object); force absorption (cushioning or absorbing when receiving an object)</p> <p>Movement Possibilities: pushing or pulling objects; twirling objects (i.e. hula hoops); juggling scarves; parachute play; rolling a ball, throwing, catching, carrying/dribbling/controlling an object with hands, feet and implement, striking (one hand, kicking);</p>	<p>I can roll a ball underhand with one hand and hit a target. I can throw an object underhand with one hand and hit a target. I can catch an object at a high level with two hands. I can catch an object at a low level with two hands. I can control an object by keeping it close to my body while moving. I can kick a ball and hit a target.</p>	
Resources		
Rubrics: Grade 1 Grade 1 Data Collection Sheet	Websites: Slide Share FMS Posters Kinovea (Video Analysis Software) Steps Resources (AUS)	Document: UDL Lesson Plan Basic Movement Skills Development
Videos: Treasure Grab	Apps: Junior PE Games Coaches' Eye Replay it! (Google Chrome) Hudl Technique	Assessment Tool: Manipulative Cues

Movement Strategies and Tactics

GCO 2: Students will develop strategies and tactics to participate in a variety of activities.

By the end of Grade 1, students will:

SCO 2.1	demonstrate a variety of tactics that can be used in simple games and activities;	
Concepts and Content	I Can Statements	
<p>Movement Concepts:</p> <p>Tactics for tag games: varying pathways, speed, direction or level (to avoid being tagged)</p> <p>Tactics for target games (decrease distance to target, vary size of object or implement)</p> <p>Movement Possibilities: various tag games; various target games related to modified versions of boccia, curling games, bowling, Bull's Eye, Target Toss, etc.</p>	<p>I can avoid getting tagged.</p> <p>I can tag others.</p> <p>I can find ways to be successful when using equipment.</p> <p>I can find ways to successfully hit a target.</p>	
Resources		
<p>Rubrics: Grade 1 Grade 1 Data Collection Sheet</p>	<p>Websites: PlaySport Playing for Life Resources (AUS) Kinovea (Video Analysis Software)</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Hudl Technique</p>	<p>Documents: UDL Lesson Plan</p>

Well-being**GCO 3****Students will develop knowledge, skills and values required to achieve and maintain well-being.**

By the end of Grade 1, students will:

SCO 3.1	recognize emotional and social skills that apply to the learning and performance of physical activity, and;	
Concepts and Content	I Can Statements	
<p>Feelings resulting from participating in physical activity; characteristics of sharing; positive social interaction (communication, cooperation); persistency and effort; verbal and non-verbal cues for improving movement skills and patterns</p> <p>Possibilities: cooperative games, individual and partner challenges</p>	<p>I can describe how I feel when participating in physical activity. I can notice different emotions when trying new activities or challenges. I can cooperate with others. I can speak nicely to others. I can keep practicing a new skill. I can use cues from my teacher to get better. I can move safely through a variety of physical activity indoors or outdoors.</p>	
Resources		
Rubrics: Grade 1 Grade 1 Data Collection Sheet	Websites: Zones of Regulation Superflex	Resource: Cooperative Play Activity Cards (AUS)
Assessment Tool: 4 Star Effort		

SCO 3.2	demonstrate physical fitness concepts and principles to improve well-being.	
Concepts and Content	I Can Statements	
<p>Benefits of physical activity; cardiovascular endurance, muscular strength; physiological effects linked to physical activity;</p> <p>Principles of fitness: intensity (low and high); time (short, long)</p> <p>Possibilities: explore climb, hang, push, pull to discover importance of muscular strength; run/walk or move at different intensities and duration</p>	<p>I can describe why physical activity is important to my well-being. I can tell the difference between a slow heart rate and a fast heart rate. I can feel my heart rate in different places. I can describe what happens to my lungs when I inhale and exhale. I can describe the relationship between intensity and time. I can tell why it is important to have strong muscles.</p>	
Resources		
<p>Rubrics: Grade 1 Grade 1 Data Collection Sheet</p> <p>Documents: UDL Lesson Plan Effects of Exercise Poster An Incredible Machine The Human Heart (USA) Respiratory System Poster Heart Rate and Intensity Poster Relationship between Intensity and Time</p>		

Movement Skills and Concepts

GCO 1:	Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments.
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By the end of Grade 2, students will:

SCO 1.1	link movement concepts to various movements;	
Concepts and Content (learning focus)	I Can Statements	
<p>Movement Concepts – space awareness (directions, levels, pathways, extensions); effort (time, force and/or flow) and relationships (individual and partners, equipment (over/under, around /through, alongside, behind, in front of, mounting, dismounting, etc.), sound i.e.: music, beat, pattern, etc.) and themes (words, poems, stories)</p> <p>Movement Possibilities: creative dance; cultural or traditional dance; educational gymnastics activities, and games</p>	<p>I can move in general space at different speeds while avoiding others and obstacles.</p> <p>I can move through general space changing direction quickly with control.</p> <p>I can create shapes with others, using our bodies.</p> <p>I can move at different levels and in different directions at various speeds.</p> <p>I can move over /under, around/through and alongside equipment of different heights.</p> <p>I can move in various ways on and off equipment.</p> <p>I can move to a variety of sound cues.</p> <p>I can move to a beat.</p> <p>I can follow dance steps and movement patterns.</p>	
Resources		
<p>Rubrics: Grade 2 Grade 2 Data Collection Sheet</p> <p>Videos: Ophea's Instructional Dance Body Movement and Space - Dance Elements of Dance</p>	<p>Websites: Playing for Life Resources (AUS) Kinovea (Video Analysis Software) Sharing Dance Classroom Resources</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Hudl Technique</p>	<p>Documents: UDL Lesson Plan Movement Variables Poster Series Basic Movement Skills Development</p> <p>Resources: Movement Exploration Games(AUS) First Nations, Métis & Inuit Content & Perspectives Integration (Sask.)</p>

SCO 1.2	refine a variety of movement principles related to stability skills;	
Concepts and Content	I Can Statements	
<p>Movement Concepts: stability (balance, ready position, line walk); balance (bases of support; center of gravity; counter balance)</p> <p>Movement Possibilities: ready position; start/stop activities or games; line walk; balance on variety of objects (BOSU ball, slack lines, foam rollers, balance board, wobble board, squishy steppers, balance pods, etc.)</p>	<p>I can start and stop while maintaining my balance.</p> <p>I can balance for 5 seconds on different parts of my body (foot, bum, belly, back, one hand/one foot) creating different body shapes.</p> <p>I can balance on one foot for five seconds and change the position of other body parts while still keeping my balance.</p> <p>I can maintain my balance on unsteady surfaces.</p>	
Resources		
<p>Rubrics: Grade 2 Grade 2 Data Collection Sheet</p>	<p>Websites: Slide Share FMS Posters Kinovea (Video Analysis Software) Steps Resources (AUS)</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Hudl Technique</p>	<p>Documents: Developing FMS Balance (UK) Movement Variables Poster Series Basic Movement Skills Development</p> <p>Assessment Tool: Balance Cues</p>

SCO 1.3	refine a variety of fundamental locomotor skills, and;	
Concepts and Content	I Can Statements	
<p>Movement Concepts: dynamic balance, force generation (adjustment of arms and legs; uses arms and legs for forceful movement in jumping); sequencing (moving body parts in appropriate order)</p> <p>Movement Possibilities: jumping on/off objects like a bench or small apparatus, galloping, leaping, skipping, wheeling (wheelchair), climbing, rolling);</p>	<p>I can gallop at different speeds. I can jump on and off different objects. I can leap over different objects. I can skip. I can do a forward shoulder roll. I can do a backward shoulder roll. I can climb one and half meter off the ground.</p>	
Resources		
<p>Rubrics: Grade 2 Grade 2 Data Collection Sheet</p>	<p>Websites: Slide Share FMS Posters Kinovea (Video Analysis Software) Steps Resources (AUS)</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Hudl Technique</p>	<p>Document: Basic Movement Skills Development</p> <p>Assessment Tool: Locomotor Cues</p>

SCO 1.4	refine a variety of fundamental manipulative skills.	
Concepts and Content	I Can Statements	
<p>Movement Concepts : force generation for sending (stepping towards target and following through, weight transfer); balance for receiving (ready position with hands up, hips towards target, knees bent, adjust body position), range of motion (extend arms); force absorption for receiving (cushioning of object); object control: maintain contact point; look forward</p> <p>Movement Possibilities: pushing or pulling objects; turning objects (i.e. hula hoops, skipping ropes); juggling scarves; guiding (ribbon) parachute play; picking up, placing, carrying, rolling a ball, throwing, catching, carrying/dribbling/controlling an object with hands, feet and implement, striking (one hand, two hands, kicking);</p>	<p>I can roll a small ball underhand with one hand and hit a small target. I can throw an object underhand with one hand to a moving partner. I can catch an object at various levels and different distances with two hands. I can control an object by keeping it close to my body, moving in various directions. I can hit an object with my hand. I can hit an object with one hand on a paddle. I can hit an object with two hands using a stick or bat. I can kick a ball and hit a target from farther distances. I can manipulate (push, pull, carry; etc.) different objects.</p>	
Resources		
<p>Rubrics: Grade 2 Grade 2 Data Collection Sheet</p>	<p>Websites: Slide Share FMS Posters Kinovea (Video Analysis Software) Steps Resources (AUS)</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Hudl Technique</p>	<p>Document: Basic Movement Skills Development</p> <p>Assessment Tool: Manipulative Cues</p>

Movement Strategies and Tactics

GCO 2: Students will develop strategies and tactics to participate in a variety of activities.

By the end of Grade 2, students will:

SCO 2.1	refine a variety of tactics that can be used in simple games and activities;	
Concepts and Content	I Can Statements	
<p>Tactics for tag games: varying pathways, speed, direction or level; increasing or decreasing space; use fakes</p> <p>Tactics for target activities or games : move closer to a target when sending an object; use larger targets, vary size of object or implement</p> <p>Tactics for net/wall activities or games: vary the shot, vary the force; vary the placement of an object</p> <p>Tactics for combative style activities: throw opponent off balance, limit space, limit opponent's action</p> <p>Movement Possibilities: various tag games; various target games related to modified versions of boccia, curling, bowling (21, croquet, pinwheel, etc.); net/wall games related to modified versions of tennis, badminton, volleyball, sitting volleyball (Squish, Serve it Up, Keep It Up, etc.) various combative type games (knee fencing, finger fencing, crab wrestle, etc.)</p>	<p>I can change direction quickly to avoid getting tagged.</p> <p>I can avoid getting trapped.</p> <p>I can force others into getting trapped.</p> <p>I can use fakes in games.</p> <p>I can find ways to successfully hit a target.</p> <p>I can find ways to score a point.</p>	
Resources		
<p>Rubrics: Grade 2 Grade 2 Data Collection Sheet</p> <p>Video: Lobster Ball</p>	<p>Websites: PlaySport Playing for Life Resources (AUS) Kinovea (Video Analysis Software) Chasing and Fleeing Games Unit Combative Games</p>	<p>Documents: UDL Lesson Plan Combative Type Games NBPES</p>

Well-being**GCO 3****Students will develop knowledge, skills and values required to achieve and maintain well-being.**

By the end of Grade 2, students will:

SCO 3.1	demonstrate emotional and social skills that apply to the learning and performance of physical activity, and;	
Concepts and Content	I Can Statements	
<p>Feelings resulting from participating in physical activity; persistency and effort; positive social interaction (communication, cooperation, respect); verbal and non-verbal cues for improving movement skills and patterns;</p> <p>Movement Possibilities: cooperative games, individual and small group challenges</p>	<p>I can list 3 positive feelings that I get from participating in physical activities.</p> <p>I can regulate my emotions when trying new activities or challenges.</p> <p>I can cooperate with others.</p> <p>I can give positive feedback.</p> <p>I can give cues to others to help them get better.</p> <p>I can show persistence when learning a new skill.</p> <p>I can stay positive even when I lose.</p> <p>I can move safely through a variety of physical activity indoors or outdoors.</p>	
Resources		
<p>Rubrics: Grade 2 Grade 2 Data Collection Sheet</p>	<p>Websites: Zones of Regulation Superflex Kinovea (Video Analysis Software)</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Hudl Technique</p>	<p>Documents: UDL Lesson Plan Effects of Exercise Poster Effort Assessment Tool</p> <p>Resource: Cooperative Play Activity Cards (AUS)</p>

SCO 3.2	refine knowledge of physical fitness concepts and principles to improve well-being and performance.	
Concepts and Content		I Can Statements
<p>Benefits of physical activity; cardiovascular endurance, muscular strength; physiological effects linked to physical activity;</p> <p>Principles of fitness: intensity (low and high); time (short, long)</p>		<p>I can list two benefits of physical activity. I can count my heart beats for 10 seconds. I can tell the difference between a slow heart rate/breathing and a fast heart rate/breathing I can list 3 ways to speed up my heart rate and breathing. I can pace myself for 2 minutes. I can identify which muscles help me jump, climb, hang, push, and pull.</p>
Resources		
<p>Rubrics: Grade 2 Grade 2 Data Collection Sheet</p>		<p>Documents: UDL Lesson Plan How to Take Your Pulse Target Heart Rate Zones by Age Benefits of PA Poster Heart Rate and Intensity Poster Relationship between Intensity and Time</p>

Movement Skills and Concepts

GCO 1: Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments.

By the end of Grade 3, students will:

SCO 1.1	develop movement concepts with a variety of movement activities	
Concepts and Content (learning focus)	I Can Statements	
<p>Movement Concepts: effort (time, force and/or flow) and relationships (individual and partners, equipment, (over/under, around /through, alongside, behind, in front of, mounting, dismounting, etc.), sound i.e.: music, beat, pattern, etc.) and themes (words, poems, stories)</p> <p>Movement Possibilities: creative dance, traditional/cultural dances, social dances, educational gymnastic activities and routines, rhythmic gymnastics activities</p>	<p>I can follow dance steps. I can perform movement sequences.</p>	
Resources		
<p>Rubrics: Grade 3 Grade 3 Data Collection Sheet</p> <p>Video: Ophea's Instructional Dance Elements of Dance</p>	<p>Websites: Playing for Life Resources (AUS) Kinovea (Video Analysis Software) Sharing Dance Classroom Resources</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>	<p>Document: UDL Lesson Plan Elements of Dance Movement Variables Poster Series Basic Movement Skills Development</p> <p>Resource: Movement Exploration Games (AUS) First Nations, Métis & Inuit Content & Perspectives Integration (Sask.)</p>

SCO 1.2	explore movement principles related to balance on a variety of steady and unsteady surfaces, and;	
Concepts and Content	I Can Statements	
<p>Movement Concepts: Principles of balance (bases of support; center of gravity, counter balance); Balance regulators (eyes, ears, foot receptors)</p> <p>Movement Possibilities: steady surfaces (i.e.: floor, balance beam, balance pods, etc.); unsteady surfaces (i.e.: BOSU ball, exercise ball; balance board, foam roller; squishy pods, board rock);</p>	<p>I can vary my base of support to maintain balance. I can move my center of gravity up or down to maintain balance. I can adjust body parts to maintain balance. I can maintain my balance for 3 seconds on steady surfaces. I can maintain my balance for 3 seconds on unsteady surfaces.</p>	
Resources		
<p>Rubrics: Grade 3 Grade 3 Data Collection Sheet</p>	<p>Websites: Passport For Life Slide Share FMS Posters Kinovea (Video Analysis Software)</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>	<p>Document: Balance Regulators Biomechanical Principles Movement Variables Poster Series Basic Movement Skills Development</p> <p>Assessment Tool: Balance Cues</p>

SCO 1.3	combine a variety of fundamental locomotor and manipulative skills.	
Concepts and Content	I Can Statements	
<p>Movement Concepts: balance/centre of gravity; dynamic balance; force generation (arm swinging, crouching, lean forward, wind up); force absorption (bend knees when landing; follow through in throwing and striking); skill sequencing (connecting skills fluently with no hesitation); summation of forces (use more body parts, right sequence – larger stronger core muscles to smaller muscles in extremities, timing, greatest range of motion for the movement);</p> <p>Movement Possibilities: run and jump; run and leap; shuffle and run; step and hop; step and skip; climb and jump, run and throw; shuffle and catch; run and kick; etc.;</p>	<p>I can connect two locomotor skills with smooth transition. I can connect two locomotor skills to a beat or rhythm (i.e. music). I can run and jump or leap. I can run and roll an object. I can run and throw an object overhand. I can shuffle and catch. I can run and kick.</p>	
Resources		
<p>Rubrics: Grade 3 Grade 3 Data Collection Sheet</p> <p>Video: Passport for Life Intro Passport for Life Advanced Kick Passport for Life Throw and Catch Passport for Life Run, Stop, Return</p>	<p>Websites: Passport For Life Slide Share FMS Posters Striking and Fielding Summative Assessment Kinovea (Video Analysis Software)</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>	<p>Document: Basic Movement Skills Development</p>

Movement Strategies and Tactics

GCO 2: Students will develop strategies and tactics to participate in a variety of activities.

By the end of Grade 3, students will:

SCO 2.1	extend existing tactics that can be used in a variety of games and activities.	
<p>Concepts and Content</p> <p>Tactics for target games: shot selection; tactics for fielding/striking games: using open spaces; tactics for net/wall games: creating space (varying force, angle and/or direction to gain an advantage; using width & length of playing area); tactics for combative activities/games: throwing opponent off balance, fakes, countering a fake, maintaining balance (creating a foothold); tactics for invasion games: creating space (selecting appropriate offensive tactics with or without on object; playing with one player up as in 2v1), reducing space (marking)</p> <p>Movement Possibilities: various target games related to modified versions of boccia, curling, bowling; net/wall games related to modified versions of tennis, badminton, volleyball, sitting volleyball (Keep It Up, Up, Up and Away, etc.); various combative type games; various invasion games related to soccer, basketball, hockey, (Mother Earth Defenders, Protect the Pinnie, etc.</p>	<p>I Can Statements</p> <p>I can direct an object towards a target. I can regularly hit or throw an object into space to get on base. I can vary the distance and force of my shots. (i.e.: near, far; soft, hard) I can vary the direction of my shots (i.e.: right, left, high, low) I can move into space to receive a pass. I can move to get away from a defender. I can find ways to approach an opponent. I can attempt to intercept a pass.</p>	
<p>Resources</p>		
<p>Rubrics: Grade 3 Grade 3 Data Collection Sheet</p> <p>Videos: Beanbag Bocce (Target Games) Lobster Ball (Net & Wall Games) TGfU Net Games Invasion Games Assessment</p>	<p>Websites: PlaySport Playing for Life Resources (AUS) The Physical Educator Kinovea (Video Analysis Software) Combative Games</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>	<p>Documents: UDL Lesson Plan Target Games Assessment Combative Type Games NBPES TGfU Model</p>

Well-being

GCO 3	Students will develop knowledge, skills and values required to achieve and maintain well-being.
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By the end of Grade 3, students will:

SCO 3.1	apply emotional and social skills to the learning and performance of physical activity;	
Concepts and Content	I Can Statements	
<p>Factors that affect motivation for participating in activity: persistence and effort, positive social interaction (communication, cooperation, respect); verbal and non-verbal cues for improving movement skills and patterns</p> <p>Movement Possibilities: cooperative games, individual, small group and team challenges</p>	<p>I can examine factors that affect participation and activity choices. I can use appropriate emotional reactions when trying new activities or challenges. I can cooperate with others to achieve a common goal or task. I can encourage others. I can use cues from others. I can observe others and give them feedback. I can be persistent when learning a new skill. I can be safe in a variety of physical activities.</p>	
Resources		
<p>Rubrics: Grade 3 Grade 3 Data Collection Sheet</p>	<p>Websites: Zones of Regulations Kinovea (Video Analysis Software)</p> <p>Apps: Bam Video Delay Replay it! (Google Chrome) Coaches' Eye Hudl Technique</p>	<p>Documents: UDL Lesson Plan Cooperation Self-Assessment Tool Peer Teaching Self-Assessment Tool Effort Assessment Tool Emotion/Effort Self-Assessment Tool</p> <p>Resource: Cooperative Play Activity Cards (AUS)</p>

SCO 3.2	apply physical fitness concepts and principles to improve health and performance.	
Concepts and Content	I Can Statements	
<p>Benefits of physical activity; cardiovascular endurance, muscular strength, muscular endurance, flexibility, physiological effects linked to physical activity;</p> <p>Principles of fitness: elements that affect intensity (speed/pace – slow, medium, fast)</p>	<p>I can compare changes in heart rate before, during, and after physical activity.</p> <p>I can describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.</p> <p>I can list 4 normal body reactions to moderate to vigorous physical activity.</p> <p>I can tell the difference between a relaxed muscle and a flexed muscle.</p> <p>I can name some muscles used in certain movement.</p> <p>I can show safe flexibility exercises.</p> <p>I can move at a slow, medium or fast pace depending on the activity.</p>	
Resources		
<p>Rubrics: Grade 3 Grade 3 Data Collection Sheet</p>	<p>Websites: Passport For Life</p> <p>App: Heart and Lungs Lab App (iOS)</p>	<p>Documents: UDL Lesson Plan Target Heart Rate Zones by Age Effects of Exercise Poster</p>

Movement Skills and Concepts

GCO 1: Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments.

By the end of Grade 4, students will:

SCO 1.1	apply movement concepts to a variety of movement activities;	
Concepts and Content (learning focus)	I Can Statements	
<p>Movement concepts: effort (time, force and/or flow) and relationships (individual and partners, equipment, (over/under, around /through, alongside, behind, in front of, mounting, dismounting, etc.), sound i.e.: music, beat, pattern, etc.) and themes (words, poems, stories); body and space</p> <p>Movement possibilities: creative dance, traditional and cultural dances, social dances, rhythmic gymnastics activities, educational gymnastics activities, jump rope</p>	<p>I can make up my own dance. I can put together rhythmical sequences in a variety of social and cultural dances. I can build my own movement sequences with or without equipment.</p>	
Resources		
<p>Rubrics: Grade 4 Grade 4 Data Collection Sheet</p> <p>Videos: Ophea's Instructional Dance Elements of Dance</p>	<p>Website: Passport For Life Playing for Life Resources (AUS) Kinovea (Free Video Analysis Software) Sharing Dance Classroom Resources</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>	<p>Document: UDL Lesson Plan Physical Education Grades 1-5, First Nations, Métis & Inuit Content & Perspectives Integration (Sask.) Elements of Dance Movement Variables Poster Series Basic Movement Skills Development</p> <p>Resource: Movement Exploration Games (AUS)</p>

SCO 1.2	identify movement principles related to balance on a variety of steady surfaces, unsteady surfaces and moving objects, and;	
Concepts and Content	I Can Statements	
<p>Movement Concepts: principles for static and dynamic balance (bases of support; center of gravity, counter balance); balance regulators (eyes, ears, foot receptors)</p> <p>Movement Possibilities: steady surfaces (i.e.: floor, balance beam, balance pods, etc.); unsteady surfaces (i.e.: BOSU ball, exercise ball; balance board, foam roller; squishy pods, board rock); moving objects (Spooner Board, seesaws, Waveboard, skateboard, unicycle, snow scooters, etc.)</p>	<p>I can explain various ways to maintain my balance. I can maintain my balance for 3 seconds on stationary or moving objects by:</p> <ul style="list-style-type: none"> ▪ widening my base of support; ▪ lowering my center of gravity by bending my knees; ▪ focussing eyes forward; ▪ extending body parts to help counterbalance; ▪ tightening my muscles to hold my balance ▪ keeping my back in a neutral position 	
Resources		
<p>Rubrics: Grade 4 Grade 4 Data Collection Sheet</p>	<p>Websites: Passport For Life Slide Share FMS Posters Kinovea (Free Video Analysis Software)</p>	<p>Document: Balance Regulators Biomechanical Principles Basic Movement Skills Development</p>
<p>Video: Passport for Life Intro</p>	<p>Apps: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>	<p>Assessment Tool: Balance Cues</p>

SCO 1.3	explore combinations of fundamental locomotor skills and manipulative skills in various movement contexts.	
<p>Concepts and Content</p> <p>Movement Concepts: balance/centre of gravity; dynamic balance; force generation (arm swinging, crouching, lean forward, wind up); force absorption (bend knees when landing; follow through in throwing and striking); skill sequencing (connecting skills fluently with no hesitation); summation of forces (use more body parts, right sequence – larger stronger core muscles to smaller muscles in extremities, timing, greatest range of motion for the movement);</p> <p>Movement Possibilities: jump rope, run and jump; run and leap; shuffle and run; step and hop; step and skip; climb and jump, run and throw, shuffle and catch, run and kick, etc., for examples: obstacle courses, various dance, educational gymnastics activities, track and field, low-organized games, small-sided games and lead-up games for soccer, basketball, etc.</p>	<p>I Can Statements</p> <p>I can experiment with activity specific equipment (for example: tchoukball, Frisbees, volleyballs, basketballs, kinball, racquets, jump rope).</p> <p>I can connect together two skills in a variety of activity specific contexts (for example: crow hop and throw; shuffle and pass in volleyball, dribble and shoot in basketball; run and catch in ultimate chicken).</p>	
<p>Resources</p>		
<p>Rubrics: Grade 4 Data Collection Sheet</p> <p>Websites: Passport for Life Kinovea (Free Video Analysis Software)</p> <p>Document: Basic Movement Skills Development</p> <p>Video: Passport for Life Intro Passport for Life Advanced Kick Passport for Life Throw and Catch Passport for Life Run, Stop, Return</p> <p>App: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>		

Movement Strategies and Tactics

GCO 2: Students will develop strategies and tactics to participate in a variety of activities.

By the end of Grade 4, students will:

SCO 2.1	integrate tactics in a variety of games and activities.	
<p>Concepts and Content</p> <p>Tactics for target games: shot selection, blocking an opponent; tactics for fielding/striking games: using open spaces, increasing the amounts of points the offensive team scores, fielders cover the playing area and work as a cohesive unit; tactics for net/wall games: creating space (varying force, angle and/or direction to gain an advantage; using width & length of playing area); using offensive tactic/shot to move opponent out of position); tactics for combative activities/games: throwing opponent off balance, fakes, countering a fake, maintaining balance; tactics for invasion games: creating space (selecting appropriate offensive tactics with or without on object; playing with one player up as in 2v1), reducing space (marking), gaining possession</p> <p>Movement Possibilities: various target games related to modified versions of boccia, curling, bowling; net/wall games related to modified versions of tennis, badminton, volleyball, sitting volleyball; various combative type games; various invasion games related to soccer, basketball, hockey, etc.</p>	<p>I Can Statements</p> <p>I can select the right throw to hit a target. I can select the right time to stay on base. I can relay an object to a teammate to get an opponent out. I can return to my ready position. I can vary the distance of my shots. (i.e.: near, far) I can vary the direction of my shots (i.e.: right, left, high, low) I can place myself in an appropriate position to provide support. I can guard an opponent.</p>	
<p>Resources</p>		
<p>Rubrics: Grade 4 Grade 4 Data Collection Sheet</p> <p>Video: TGfU – Lesson Demonstration Tchoukball TGfU</p>	<p>Websites: Move, Think, Learn Series PlaySport The Physical Educator Playing for Life Resources (AUS) Kinovea (Video Analysis Software)</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Dartfish EasyTag (IOS) Bam Video Delay</p>	<p>Documents:</p>

Well-being

GCO 3	Students will develop knowledge, skills and values required to achieve and maintain well-being.
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By the end of Grade 4, students will:

SCO 3.1	select emotional and social skills that apply to the learning and performance of physical activity, and	
Concepts and Content	I Can Statements	
<p>Factors that affect motivation for participating in activity; persistence and effort; positive social interaction (communication, cooperation, respect); verbal and non-verbal cues for improving movement skills and patterns</p> <p>Movement Possibilities: cooperative games, individual, small-sided, team challenges</p>	<p>I can identify the factors that increase my participation and activity choices.</p> <p>I can choose appropriate emotional reactions when trying new activities or challenges.</p> <p>I can respond appropriately to winning and losing.</p> <p>I can accept responsibility for my performance without blaming others.</p> <p>I can choose strategies to work effectively with others.</p> <p>I can observe others and give them feedback.</p> <p>I can observe my performance and make corrections.</p> <p>I can use feedback from others to improve my performance.</p> <p>I can be persistent when learning a new skill.</p> <p>I can select safe practices in a variety of physical activities.</p>	
Resources		
<p>Rubrics: Grade 4 Grade 4 Data Collection Sheet</p>	<p>Websites: Passport For Life Kinovea (Video Analysis Software)</p>	<p>Documents: UDL Lesson Plan Good Practice Helps Me Improve Self- Assessment Cooperation Self-Assessment Tool Peer Teaching Self-Assessment Tool Emotion/Effort Self-Assessment Tool Dealing with Losing Self Eva</p>
<p>Video:</p>	<p>App: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>	<p>Resource: Cooperative Play Activity Cards (AUS)</p>

SCO 3.2	analyze physical fitness concepts and principles to improve well-being and performance.	
Concepts and Content	I Can Statements	
<p>Benefits of physical activity; cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition, physiological effects linked to physical activity;</p> <p>Principles of fitness: elements that affect intensity (speed/pace – slow, medium, fast), frequency</p> <p>Goal setting</p>	<p>I can monitor my fitness progress.</p> <p>I can interpret my fitness progress and set goals for improvement.</p> <p>I can review the number of times that I am active, to reach my fitness goals.</p>	
Resources		
<p>Rubrics: Grade 4 Grade 4 Data Collection Sheet</p> <p>Websites: Passport For Life At My Best</p> <p>Documents: UDL Lesson Plan Exertion Level Poster Moving Ahead (Regina Catholic Schools) Target Heart Rate Zones by Age</p> <p>Video: Passport for Life Intro Passport for Life Fitness Skills Plank Passport for Life Fitness Skills Lateral Bound Passport for Life Fitness Skills: Four Stations Circuit Passport for Life Goal Setting</p>		

Movement Skills and Concepts

GCO 1: Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments.

By the end of Grade 5, students will:

SCO 1.1	refine movement concepts with a variety of movement activities;	
Concepts and Content (learning focus)	I Can Statements	
<p>Movement Concepts: effort and relationships (individual and partners, equipment, sound i.e.: music, beat, pattern, etc.) and themes (words, poems, stories); body and space</p> <p>Movement possibilities: creative dance, traditional, social, cultural dances; rhythmic gymnastics activities, educational gymnastics activities</p>	<p>I can demonstrate fluid transitions between my dance steps. I can demonstrate fluid movement sequences with or without equipment.</p>	
Resources		
<p>Rubrics: Grade 5 Grade 5 Data Collection Sheet</p> <p>Videos: Ophea's Instructional Dance Elements of Dance</p>	<p>Websites: Passport For Life Playing for Life Resources (AUS) Kinovea (Video Analysis Software) Sharing Dance Classroom Resources Brain Dance</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>	<p>Documents: UDL Lesson Plan 1 UDL Lesson Plan 2 Elements of Dance Movement Variables Poster Series Basic Movement Skills Development</p> <p>Resource: Movement Exploration Games (AUS) First Nations, Métis & Inuit Content & Perspectives Integration (Sask.)</p>

SCO 1.2	apply movement principles related to balance on a variety of steady surfaces, unsteady surfaces and moving objects, as well as, movement sequences;	
Concepts and Content	I Can Statements	
<p>Movement Concepts: movement principles for static and dynamic balance: bases of support ; center of gravity, counter balance; Balance regulators (eyes, ears, foot receptors)</p> <p>Movement Possibilities: steady surfaces (i.e.: floor, balance beam, balance pods, etc.); unsteady surfaces (i.e.: BOSU ball, exercise ball; balance board, foam roller; squishy pods, board rock); moving objects (Spooner Board, seesaws, Bongo Board, Rolo Board, Waveboard, skateboard, unicycle, snow scooters, etc.); partner balances</p>	<p>I can explain various ways to maintain my balance. I can maintain my balance for 5 seconds on stationary or moving objects by:</p> <ul style="list-style-type: none"> ▪ widening my base of support; ▪ lowering my center of gravity by bending my knees; ▪ focussing eyes forward; ▪ extending body parts to help counterbalance; ▪ tightening my muscles to hold my balance ▪ keeping my back in a neutral position <p>I can explain the importance of having a focus point to maintain balance. I can provide cues to my partner on how to maintain balance. Working in a small group or with a partner, I can maintain my balance for 3-5 seconds. I can maintain my balance as I finish my movement sequence.</p>	
Resources		
<p>Rubrics: Grade 5 Grade 5 Data Collection Sheet</p> <p>Videos: Passport for Life Intro Passport for Life Advanced Kick Passport for Life Throw and Catch Passport for Life Run, Stop, Return</p>	<p>Websites: Passport For Life Slide Share FMS Posters Kinovea (Video Analysis Software)</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>	<p>Documents: Balance Regulators Biomechanical Principles Basic Movement Skills Development</p> <p>Assessment Tool: Balance Cues</p>

SCO 1.3	apply combinations of fundamental locomotor skills and manipulative skills to more complex movement contexts;	
Concepts and Content	I Can Statements	
<p>Movement Concepts: balance/centre of gravity; dynamic balance; force generation (arm swinging, crouching, lean forward, wind up); force absorption (bend knees when landing; soft touch when catching, follow through in throwing and striking); skill sequencing (connecting skills fluently with no hesitation); summation of forces (use more body parts, right sequence – larger stronger core muscles to smaller muscles in extremities, timing, greatest range of motion for the movement);</p> <p>Movement Possibilities: jump rope, run and jump; run and leap; shuffle and run; step and hop; step and skip; climb and jump, run and throw, shuffle and catch, run and kick, etc., for examples: obstacle courses, various dance, educational gymnastics activities, track and field, low-organized games, small-sided games and lead-up games for soccer, basketball, etc.</p>	<p>I can use appropriate skills with activity specific equipment (for example tchoukball, Frisbees, volleyballs, basketballs, kin-ball, rackets, jump rope).</p> <p>I can use a combination of skills in a variety of activity specific contexts fluidly (for example: serve and return to ready position; move to position, catch, crow hop and throw; strike and return to ready position; strike and run).</p>	
Resources		
<p>Rubrics: Grade 5 Grade 5 Data Collection Sheet</p> <p>Videos: Kin-ball Tchoukball Passport for Life Intro</p>	<p>Websites: Slide Share FMS Posters Kinovea (Video Analysis Software) Soccer Juggling</p> <p>Apps: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>	<p>Documents: UDL Lesson Plan Basic Movement Skills Development</p>

Movement Strategies and Tactics

GCO 2: Students will develop strategies and tactics to participate in a variety of activities.

By the end of Grade 5, students will:

SCO 2.1	select appropriate tactics in a variety of games and activities.	
Concepts and Content	I Can Statements	
<p>Tactics for target games: shot selection; defending a target; tactics for fielding/striking games: using open spaces, scoring, covering; tactics for net/wall games: creating space (varying force, angle and/or direction to gain an advantage; using width & length of playing area); using offensive tactic/shot to move opponent out of position); tactics for combative activities/games: throwing opponent off balance, fakes, countering a fake, maintaining balance, protection; tactics for invasion games: creating space (selecting appropriate offensive tactics with or without on object; playing with one player up as in 2v1) reducing space (marking); changing size and shape of a defender; gaining possession, communication</p> <p>Movement Possibilities: various target games related to modified versions of boccia, curling, bowling; net/wall games related to modified versions of tennis, badminton, volleyball, sitting volleyball; various combative type games; various invasion games related to soccer, basketball, hockey, etc.</p>	<p>I can make basic choices on where to best place an object to reach a target.</p> <p>I can choose individual strategies to defend a target.</p> <p>I can place an object into open space.</p> <p>I can position myself to receive an object.</p> <p>I can move to get away from a defender.</p> <p>I can provide support to a teammate.</p> <p>I can use verbal and non-verbal cues to communicate to my teammates.</p> <p>I can limit passes or shots from my opponents by lifting my arms up.</p> <p>I can place myself between the carrier and the goal/target when defending.</p>	
Resources		
<p>Rubrics: Grade 5 Grade 5 Data Collection Sheet</p>	<p>Websites: PlaySport The Physical Educator Move, Think, Learn Series Playing for Life Resources (AUS) Kinovea (Video Analysis Software) TGfU Project Combative Games</p>	<p>Documents: UDL Lesson Plan Part 1 UDL Lesson Plan Part 2</p>

Grade 5

GCO 2: Students will develop strategies and tactics to participate in a variety of activities.

Videos: [TGfU Lesson Demo](#)
[Tchoukball TGfU](#)

Apps: [Replay it! \(Google Chrome\)](#)
[Dartfish EasyTag \(IOS\)](#)
[Coaches' Eye](#)
[Bam Video Delay](#)
[Hudl Technique](#)

Well-being**GCO 3****Students will develop knowledge, skills and values required to achieve and maintain well-being.**

By the end of Grade 5, students will:

SCO 3.1	model emotional and social skills that apply to the learning and performance of physical activity, and;	
Concepts and Content	I Can Statements	
<p>Factors that affect motivation for participating in activity: persistence and effort; positive social interaction (communication, cooperation, respect); verbal and non-verbal cues, visual imagery for improving movement skills and patterns</p> <p>Movement Possibilities: cooperative games, individual, small-sided, team challenges</p>	<p>I can display the factors that increase my participation and activity choices.</p> <p>I can respond appropriately to the emotional reactions of others during activities or challenges.</p> <p>I can act appropriately whether I win or lose.</p> <p>I can plan strategies with others to accomplish a common goal.</p> <p>I can observe others and give them accurate feedback.</p> <p>I can visualize what a quality performance looks like to improve my individual skills.</p> <p>I can act respectfully and safely in a variety of physical activities.</p>	
Resources		
<p>Rubrics: Grade 5 Grade 5 Data Collection Sheet</p>	<p>Websites: Passport For Life Kinovea (Video Analysis Software)</p>	<p>Documents: UDL Lesson Plan Cooperation Self-Assessment Tool Peer Teaching Self-Assessment Tool Emotion/Effort Self-Assessment Tool Dealing with Losing Self Eva</p>
<p>Video: Passport for Life Intro</p>	<p>Apps: Replay it! (Google Chrome) Coaches' Eye Bam Video Delay Hudl Technique</p>	<p>Resource: Cooperative Play Activity Cards (AUS)</p>

SCO 3.2		apply physical fitness concepts and principles to construct personal wellness plans.	
Concepts and Content		I Can Statements	
<p>Benefits of physical activity; cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition, physiological effects linked to physical activity;</p> <p>Principles of fitness: elements that affect intensity (speed/pace – slow, medium, fast); frequency</p> <p>Goal setting</p>		<p>I can create my own personal wellness plans.</p> <p>I can track my progress on my own personal wellness plans.</p>	
Resources			
<p>Rubrics: Grade 5 Grade 5 Data Collection Sheet</p>		<p>Websites: Passport For Life At My Best</p>	<p>Documents: UDL Lesson Plan Personal Workout Plan Personal Wellness Plan Exertion Level Poster Moving Ahead Regina Catholic Schools Target Heart Rate Zones by Age Pumping It UP – Grade 5-9 resource (AB) Moving Ahead with Fitness</p>
<p>Videos: Passport for Life Intro Passport for Life Fitness Skills Plank Passport for Life Fitness Skills Lateral Bound Passport for Life Fitness Skills: Four Stations Circuit Passport for Life Goal Setting</p>			

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