



PRESCRIBED LEARNING OUTCOMES

Physical Education K to 7

Prescribed learning outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required attitudes, skills, and knowledge—what students are expected to know and be able to do—by the end of the specified subject and grade.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are addressed; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Physical Education K to 7 are presented by grade and by curriculum organizer and suborganizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Wording of Prescribed Learning Outcomes

All learning outcomes complete the stem, “It is expected that students will”

When used in a prescribed learning outcome, the word “including” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. These lists are not necessarily exhaustive, however; teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation “e.g.,” (for example) in a prescribed learning outcome indicates that the ensuing items are provided for illustrative purposes or clarification, and are **not required**. Presented in parentheses, the list of items introduced by “e.g.,” is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the learning outcome.

Domains of Learning

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Tables provided for each grade in the Classroom Assessment Model.



PRESCRIBED LEARNING OUTCOMES

By Grade

KINDERGARTEN

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy)
- A2 identify physical activities they enjoy doing
- A3 identify the importance of food as fuel for physical activity

Participation

- A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

- B1 perform movements in personal space while maintaining control
- B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)
- B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - walk
 - run
 - jump or hop
 - body roll (e.g., log roll, shoulder roll)
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - roll or slide an object toward a target
 - carry an object
 - two-handed throw of an object underhand toward a target

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)
- C2 follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)
- C3 work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)

GRADE 1

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends)
- A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)
- A3 identify choices they can make to be more physically active
- A4 describe the importance of choosing healthy food as fuel for physical activity
- A5 identify physical activities they feel they do well

Participation

- A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

- B1 move through general space while maintaining control (e.g., walking in a circle in the same direction)
- B2 change level of body position while maintaining control (e.g., high, medium, low)
- B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - skip
 - gallop or slide
 - two-foot stop
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - kick a stationary object
 - strike a stationary object with an implement
 - two-handed catch with trapping against body

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 describe why safety guidelines for physical activity are important
- C2 respond appropriately to instructions and safety guidelines when participating in physical activity
- C3 work co-operatively with others during physical activity (e.g., taking turns, encouraging others)

GRADE 2

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends)
- A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired)
- A3 describe the importance of food, water, and sleep as fuel for physical activity
- A4 identify physical abilities they would like to develop

Participation

- A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

- B1 move through general space, incorporating directional changes
- B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following:
 - rock and sway
 - swing
 - step turn
- B3 demonstrate proper ready position for locomotor movement skills
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - one-handed throw underhand
 - two-handed catch without trapping against body

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles)
- C2 follow established procedures and directions when participating in physical activity
- C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)

GRADE 3

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones
- A2 describe healthy nutritional choices for physical activity
- A3 identify choices people can make to be more active
- A4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)

Participation

- A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

MOVEMENT SKILLS

- B1 demonstrate an ability to balance in a variety of activities
- B2 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - running jump
 - leap
- B3 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - pull or push an object
 - kick an object to a stationary target
 - trap an object with the foot
 - dribble an object with hands
- B4 perform selected non-locomotor and locomotor movement skills in sequence

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate safe behaviours while participating in a variety of physical activities
- C2 demonstrate respect and encouragement for others during a variety of types of physical activity
- C3 demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)

GRADE 4

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)
- A2 identify the major muscles of the body that are involved in physical activity
- A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)
- A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)
- A5 identify opportunities for physical activity in a variety of settings

Participation

- A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities

MOVEMENT SKILLS

- B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects
- B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following:
 - one-handed catch underhand and overhand
 - strike a moving object with implement
 - strike an object with hand
 - one-handed throw overhand
 - dribble an object with feet
- B3 select non-locomotor, locomotor, and manipulative movements to create sequences

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate an ability to participate safely in specific physical activities
- C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, co-operative, accepting)
- C3 demonstrate leadership in selected physical activities

GRADE 5

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)
- A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility
- A3 analyse the relationship between nutrition and physical activity
- A4 set a personal goal for physical activity

Participation

- A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

MOVEMENT SKILLS

- B1 demonstrate preparation (ready position), movement, and follow-through phases of a selected activity
- B2 demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings
- B3 demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels
- B4 create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk
- C2 describe the importance of warmup and cooldown routines for specific activities (e.g., safety, efficiency, focus)
- C3 demonstrate fair play in physical activity
- C4 demonstrate leadership in physical activity

GRADE 6

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)
- A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities
- A3 analyse nutritional considerations for physical activity
- A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)
- A5 set personal goals for attaining and maintaining a physically active lifestyle

Participation

- A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

MOVEMENT SKILLS

- B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve
- B2 demonstrate offensive and defensive strategies in a variety of activity categories
- B3 demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)
- B4 apply a combination of learned skills to create original sequences, drills, challenges, or games

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warmup and cooldown appropriate to the activity)
- C2 model fair play when participating in physical activity
- C3 demonstrate leadership in respecting individual differences and abilities during physical activity

GRADE 7

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)
- A2 analyse the relationship between personal nutrition choices and participation in physical activity
- A3 assess their heart rate during physical activity in relation to target heart rate zones
- A4 design a plan for achieving physical activity goals

Participation

- A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

MOVEMENT SKILLS

- B1 apply learned movement skills in new and unfamiliar physical activities
- B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)
- B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 apply safe procedures for specific physical activities
- C2 model fair play in all aspects of physical activity
- C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)



PRESCRIBED LEARNING OUTCOMES

By Curriculum Organizer

ACTIVE LIVING

KNOWLEDGE

It is expected that students will:

Kindergarten

- A1 identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy)
- A3 identify the importance of food as fuel for physical activity
- A2 identify physical activities they enjoy doing

Grade 1

- A1 describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends)
- A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)
- A3 identify choices they can make to be more physically active
- A4 describe the importance of choosing healthy food as fuel for physical activity
- A5 identify physical activities they feel they do well

Grade 2

- A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends)
- A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired)
- A3 describe the importance of food, water, and sleep as fuel for physical activity
- A4 identify physical abilities they would like to develop

Grade 3

- A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones
- A2 describe healthy nutritional choices for physical activity
- A3 identify choices people can make to be more active
- A4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)

Grade 4

- A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)
- A2 identify the major muscles of the body that are involved in physical activity
- A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)
- A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)
- A5 identify opportunities for physical activity in a variety of settings

<p>Grade 5</p> <p>A1 describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)</p> <p>A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility</p> <p>A3 analyse the relationship between nutrition and physical activity</p> <p>A4 set a personal goal for physical activity</p>
<p>Grade 6</p> <p>A1 relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)</p> <p>A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities</p> <p>A3 analyse nutritional considerations for physical activity</p> <p>A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)</p> <p>A5 set personal goals for attaining and maintaining a physically active lifestyle</p>
<p>Grade 7</p> <p>A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)</p> <p>A2 analyse the relationship between personal nutrition choices and participation in physical activity</p> <p>A3 assess their heart rate during physical activity in relation to target heart rate zones</p> <p>A4 design a plan for achieving physical activity goals</p>

PARTICIPATION

<p><i>It is expected that students will:</i></p> <p>Kindergarten</p> <p>A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p>
<p>Grade 1</p> <p>A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p>
<p>Grade 2</p> <p>A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p>
<p>Grade 3</p> <p>A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p>
<p>Grade 4</p> <p>A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities</p>
<p>Grade 5</p> <p>A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility</p>

Grade 6

A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

Grade 7

A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

MOVEMENT SKILLS

Note: From Kindergarten to grade 4, specific non-locomotor, locomotor, and manipulative movement skills are identified in the prescribed learning outcomes. At grades 5 to 7, this foundation of skills is further developed in combinations, sequences, and new contexts. However, it is understood that movement skills are acquired over a number of years, and that teachers will continue to address various movement skills at multiple grades.

For additional support in relation to movement skills, refer to the Movement Skills for Any Grade section later in this document. Teachers may wish to use this section of the IRP when addressing non-locomotor, locomotor, and manipulative movement skills that are not included in the prescribed learning outcomes of a particular grade.

It is expected that students will:

Kindergarten

- B1 perform movements in personal space while maintaining control
- B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)
- B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - walk
 - run
 - jump or hop
 - body roll (e.g., log roll, shoulder roll)
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - roll or slide an object toward a target
 - carry an object
 - two-handed throw of an object underhand toward a target

Grade 1

- B1 move through general space while maintaining control (e.g., walking in a circle in the same direction)
- B2 change level of body position while maintaining control (e.g., high, medium, low)
- B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - skip
 - gallop or slide
 - two-foot stop
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - kick a stationary object
 - strike a stationary object with an implement
 - two-handed catch with trapping against body

Grade 2

- B1 move through general space, incorporating directional changes
- B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following:
 - rock and sway
 - swing
 - step turn
- B3 demonstrate proper ready position for locomotor movement skills
- B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - one-handed throw underhand
 - two-handed catch without trapping against body

Grade 3

- B1 demonstrate an ability to balance in a variety of activities
- B2 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
 - running jump
 - leap
- B3 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:
 - pull or push an object
 - kick an object to a stationary target
 - trap an object with the foot
 - dribble an object with hands
- B4 perform selected non-locomotor and locomotor movement skills in sequence

Grade 4

- B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects
- B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following:
 - one-handed catch underhand and overhand
 - strike a moving object with implement
 - strike an object with hand
 - one-handed throw overhand
 - dribble an object with feet
- B3 select non-locomotor, locomotor, and manipulative movements to create sequences

Grade 5

- B1 demonstrate preparation (ready position), movement, and follow-through phases of a selected activity
- B2 demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings
- B3 demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels
- B4 create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills

Grade 6

- B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve
- B2 demonstrate offensive and defensive strategies in a variety of activity categories
- B3 demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)
- B4 apply a combination of learned skills to create original sequences, drills, challenges, or games

Grade 7

- B1 apply learned movement skills in new and unfamiliar physical activities
- B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)
- B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)

SAFETY, FAIR PLAY, AND LEADERSHIP

It is expected that students will:

Kindergarten

- C1 identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)
- C2 follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)
- C3 work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)

Grade 1

- C1 describe why safety guidelines for physical activity are important
- C2 respond appropriately to instructions and safety guidelines when participating in physical activity
- C3 work co-operatively with others during physical activity (e.g., taking turns, encouraging others)

Grade 2

- C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles)
- C2 follow established procedures and directions when participating in physical activity
- C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)

Grade 3

- C1 demonstrate safe behaviours while participating in a variety of physical activities
- C2 demonstrate respect and encouragement for others during a variety of types of physical activity
- C3 demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)

Grade 4

- C1 demonstrate an ability to participate safely in specific physical activities
- C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, co-operative, accepting)
- C3 demonstrate leadership in selected physical activities

Grade 5

- C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk
- C2 describe the importance of warmup and cooldown routines for specific activities (e.g., safety, efficiency, focus)
- C3 demonstrate fair play in physical activity
- C4 demonstrate leadership in physical activity

Grade 6

- C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warmup and cooldown appropriate to the activity)
- C2 model fair play when participating in physical activity
- C3 demonstrate leadership in respecting individual differences and abilities during physical activity

Grade 7

- C1 apply safe procedures for specific physical activities
- C2 model fair play in all aspects of physical activity
- C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)

