

Physical Education Standards & Benchmarks

1. The student is a skilled performer in a variety of movement activities.

By the end of Grade 2	By the end of Grade 5	By the end of Grade 8	By the end of Grade 10	By the end of Grade 12
Performs such locomotor skills as the run, jump, hop, gallop, skip, and slide using developmentally appropriate learning techniques.	Climbs at least 2m on a rope.			
Performs the non-locomotor skills of weight transfer, balance, twist, and turn.	Skips over a self-turned rope for a consecutive number of trials.			
Creates a repeatable movement pattern that incorporates pathways, directions, and levels.		Creates a repeatable pattern of rhythm with locomotor and non-locomotor movements.	Proficiently performs individual movement skills in sequence and in a repeatable pattern.	
Executes an overhand throw using correct form.	Throws a ball with force and accuracy while maintaining correct form.			
Catches a self-tossed ball.	Catches a ball overhand thrown from a distance.	Receives a ball while moving through space during a small-sided game.		
Demonstrates the ability to apply a range of skills and strategies in a tag game.	Demonstrates the ability to dodge in a game situation.			
Uses different body parts to maintain control of an object.	Kicks a ball with force and accuracy while maintaining correct form.	Travels through space while dribbling a ball and being guarded by an opponent.	Manipulates an object with proficiency when playing an individual sport (i.e. Badminton or Shot Put).	
	Strikes a ball with a racket or paddle for a consecutive number of trials. Accurately volleys a ball to a target while maintaining proper form	Accurately hits an object to a target area. Demonstrates appropriate form and accuracy when shooting or hitting an object. Accurately passes a ball while moving through space during a small-sided game.	Manipulates an object with different levels of force while maintaining accuracy, proper form, and sustainability during a dual sport.	
		Uses appropriate offensive and defensive techniques while participating in a small sided game.	Utilizes appropriate offensive/defensive techniques and strategies while participating in dual activities.	
Mounts a piece of gym equipment and maintains balance, and dismounts from the object without losing control.	Performs a variety of individual and partner gymnastics activities with control.			
	Participates appropriately in lead-up and small-sided games.		Applies locomotion, travelling, positioning, manipulative skills, and stability in combination and sequence while performing team sports.	
	Follows the appropriate steps while performing a teacher-taught folk dance.			

2. The student exhibits a physically active lifestyle and maintains a health-enhancing level of physical fitness.

By the end of Grade 2	By the end of Grade 5	By the end of Grade 8	By the end of Grade 10	By the end of Grade 12
Participates in physical education and moderate to vigorous activities on a regular basis.	Participates in physical education and moderate to vigorous activities on a regular basis.	Participates in physical education and moderate to vigorous activities on a regular basis.	Participates in physical education and moderate to vigorous activities on a regular basis.	
Participates in at least one outdoor activity.	Participates in at least one outdoor activity.	Demonstrates the ability to participate in team/dual/individual activities that require cardio-respiratory endurance, muscular strength, and flexibility.	Demonstrates the ability to participate in team/dual/individual activities that require cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility.	

3. The student has the knowledge to develop a personalized physical activity or health-related fitness program.

By the end of Grade 2	By the end of Grade 5	By the end of Grade 8	By the end of Grade 10	By the end of Grade 12
Identifies likes/dislikes/strengths/weaknesses related to movement activities.	Knows how to improve weaknesses in a movement or fitness activity.	Develops a limited plan to improve performance in multiple aspects of sport/fitness.	Develops a plan to improve performance in multiple aspects of sport/fitness.	
Selects a personally enjoyable activity and participates in that activity on a regular basis	Identifies outcomes of regular participation in physical activity.			

4. The student has the knowledge of concepts and principles related to physical activity and health-related fitness.

By the end of Grade 2	By the end of Grade 5	By the end of Grade 8	By the end of Grade 10	By the end of Grade 12
Understands the basic effects of exercise.	Understands the multiple effects of exercise.			
Utilizes a basic fitness vocabulary.			Incorporates a fitness vocabulary into a personalized physical activity plan.	
Demonstrates knowledge of proper technique/form when executing simple motor tasks.	Demonstrates knowledge of proper technique/form when executing complex motor tasks.			
Identifies healthy foods and good nutrition patterns.		Incorporates basic concepts of Nutrition and Hydration into personalized health program.	Incorporates complex concepts of nutrition and hydration into a personalized health program.	
Explains the importance of general safety rules.	Identifies space and safety rules for particular activities.	Follows safety rules inherent to particular sports/activities.		
	Implements self-designed games and rules.	Knows basic rules of particular sports/activities.	Knows advanced rules of particular sports/activities.	
		Knows basic strategies of particular sports/activities.	Knows advanced strategies of particular sports/activities.	
	Understands appropriate warm-up and cool-down activities.			
		Demonstrates proper hygiene.		
			Identifies and corrects errors in own performance.	

5. The student demonstrates cooperation, fairness, and respect while participating in movement and health-related fitness activities.

By the end of Grade 2	By the end of Grade 5	By the end of Grade 8	By the end of Grade 10	By the end of Grade 12
Works cooperatively with others.	Works cooperatively with others during competitive situations.			
Handles equipment responsibly.	Handles equipment responsibly.	Handles equipment responsibly.		Handles equipment responsibly.
Shares equipment with others.				
Follows simple teacher directions.	Follows complex teacher directions.			Adheres to teacher directions.
Respects the personal space of other students.	Identifies principles of self-control.	Accepts decisions of officials without argument.		Maintains self-control when winning and losing.
	Displays care, empathy and consideration for others.	Respects and appreciates diversity.		Respects and acknowledges the ideas of others.
	Demonstrates courtesy and etiquette in-group situations.	Understands and engages in conflict resolution techniques		Encourages others with positive comments.

6. The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

By the end of Grade 2	By the end of Grade 5	By the end of Grade 8	By the end of Grade 10	By the end of Grade 12
Identifies a variety of preferred PE activities.		Tries new activities.	Identifies reasons for preferred activities, attempts new activities based on such reasons and encourages others to participate in physical activity.	
Appreciates the benefits that accompany cooperation and sharing.				
	Celebrates personal successes and achievements as well as those of others.			
	Designs a game, gymnastic or dance sequence that is personally interesting.			
		Feels satisfaction when engaging in physical activity.		
		Recognizes physical activity as a vehicle for self-expression.	Recognizes that physical activity can provide a positive social environment for activities with others.	