



Physical Education Scope and Sequence Grades 3 - 5

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The Units provides a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standard and benchmarks mean.
- The progressions provides valuable information for pre assessment as well as information on what follows.

PHYSICAL EDUCATION STANDARDS

Standard 1: *Learners demonstrate competency in a variety of motor skills and movement patterns*

Standard 2: *Learners apply knowledge of concepts, principles, strategies and tactics related to movement and performance*

Standard 3: *Learners demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Standard 4: *Learners exhibit responsible personal and social behavior that respects self and others*

Grade 3-5 Units

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| Cooperative Games | Creative Movement 1 | Swimming 1 | Ball Skills 1 | Swimming 2 | Ball Skills 2 | Creative Movement 2 |
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Standard 1: Learners demonstrate competency in a variety of motor skills and movement patterns

| Benchmarks | Performance Indicators | | |
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| | Grade 3 | Grade 4 | Grade 5 |
| 1.1 Locomotor: Demonstrates developmentally appropriate use of the various Locomotor skills as shown below | | | |
| 1.1a. Uses skills such as hopping, galloping, running, sliding, skipping, leaping | Leaps using a mature pattern (1.E1.3) | - Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences (1.E1.4) | - Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance (1.E1.5a) - Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments (1.E1.SC) - Combines travelling with manipulative skills for execution to a target (e.g. scoring in soccer, hockey, basketball) (1.E1.SC) |
| 1.1b. Can run, jog and pace self over a distance | - Travels showing differentiation between sprinting and running (1.E2.3) | - Runs for distance using a mature pattern (1.E2.4) | - Uses appropriate pacing for a variety of running distances (1.E2.5) |
| 1.1c. Is able to jump, and land in both horizontal and vertical planes as appropriate | - Jumps and lands in the horizontal and vertical planes using a mature pattern (1.E3.3) | - Uses spring and step take-offs and landings specific to gymnastics (1.E.4) | - Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics and small-sided practice tasks/games environments (1.E3.5) |
| 1.1d Incorporates dance movement and sequences into physical activity | - Performs teacher selected and developmentally appropriate dance steps and movement patterns (1.E5.3) | - Combines locomotor movement patterns and dance steps to create and perform an original dance (1.E5.4) | Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (1.E5.5) |

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| 1.1e Is able to use combinations of locomotor skills | - Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (1.E6.3) | - Combines travelling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small-sided practice tasks (1.E6.4) | N/A |
| *Swimming | <ul style="list-style-type: none"> • Back float, 30 seconds in deep water • Swim front crawl with streamline glide and rotary breathing 25m • Swim back crawl with streamline glide 25m • Swim full elementary back stroke 15m • Swim breaststroke kick with basic sculling motion 15m • Dolphin kick and body motion for butterfly 10m • Turn at the wall while swimming • Tread water in deep water, 45 seconds | <ul style="list-style-type: none"> • Back float, 1 minute in deep water • Swim front crawl with streamline glide and rotary breathing 25m • Swim back crawl with streamline glide 25m • Swim full elementary back stroke 25m • Swim breaststroke 25m • Basic butterfly with dolphin kick and body motion 25m • Turn at the wall while swimming • Tread water in deep water with no hands, 30 secs • Tread water in deep water with 2 different kicks, 45 secs | <ul style="list-style-type: none"> • Back float, 3 minutes in deep water • Standing dive from the side • Perform a head-first surface dive • Swim front crawl with streamline glide and rotary breathing 50m • Swim back crawl with streamline glide 50m • Swim full elementary back stroke 25m • Swim breaststroke 50m • Swim butterfly 25m • Swim sidestroke scissors kick 15m. • Touch turn at the wall while swimming • Flip turn at the wall while swimming • Tread water in deep water with no hands, 1 minute • Tread water in deep water with 2 different kicks, 2 minutes |
| 1.2 Non-Locomotor (Stability): | | | |
| Demonstrates developmentally appropriate use of the various non locomotor skills a shown below | | | |
| 1.2a Demonstrates balance and transfer of weight | - Balances on different bases of support, demonstrating muscle tension and extensions of free body parts (1.E7.3) | - Balances on different bases of support on apparatus, demonstrating levels and shapes (1.E7.4) | - Combines balance and transferring weight in a gymnastics sequence or dance with a partner (1.E7.5) |
| 1.2b Uses a range of weight transfer skills and rolling | - Transfers weight from feet to hands for momentary weight support (1.E8.3) | - Transfers weight from feet to hands varying speed and using large extensions (e.g mule kick, handstand, cartwheel) (1.E8.4) | - Transfers weight in gymnastics and dance environments (1.E8.5) |

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| 1.2c Is able to curl and stretch, twist and bend as instructed | - Moves into and out of gymnastics balances with curling, twisting and stretching actions (1.E10.3) | - Moves into and out of balances on apparatus with curling, twisting and stretching actions (1.E10.4) | - Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided practice tasks/game environments (1.E10.5) |
| 1.2d Uses a combination of non locomotor skills | - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance (1.E11.3) | - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner (1.E11.4) | - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group (1.E11.5) |
| 1.2e Balances and uses weight transfer in coordination with movement concepts | - Combines balance and weight transfers with movement concepts to create and perform a dance (1.E12.3) | - Combines balance and weight transfers with movement concepts to create a gymnastics sequence with and without equipment/apparatus (1.E12.4) | - Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment/apparatus (1.E12.5) |
| 1.3 Manipulative: Demonstrates a developmentally appropriate range of coordinated ball skills | | | |
| 1.3a. Can demonstrate both underhand and overarm throws | - Throws underhand to a partner or target with reasonable accuracy (E13.4) - Throws overarm demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force (1.E14.3) | - Throws overarm using a mature pattern in non-dynamic environments (1.E14.4a) - Throws overarm to a partner or at a target with accuracy at a reasonable distance (1.E14.4b) | - Throws (underhand and overarm) using a mature pattern in non-dynamic environments with different size and types of objects (1.E13.5a) - Throws (both underhand and overarm) to a large target with accuracy (1.E13.5b) |
| 1.3b. Is able to pass with hands | - N/A | - Throws to a moving partner with reasonable accuracy in a non-dynamic environment (1.E15.4) | - Throws with accuracy, both partners moving (1.E15.5a) - Throws with reasonable accuracy in dynamic, small-side practice tasks (1.E15.5b) |

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| <p>1.3c. Catches balls thrown in a variety of ways</p> | <ul style="list-style-type: none"> - Catches a gently tossed or well-thrown hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (1.E16.3) | <ul style="list-style-type: none"> - Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment (1.E16.4) | <ul style="list-style-type: none"> - Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a non-dynamic environment (1.E16.5a) - Catches with accuracy, both partners moving (1.E16.5b) - Catches with reasonable accuracy in dynamic, small-sided practice tasks (1.E16.5c) |
| <p>1.3d. Demonstrates dribbling/ball control with hands</p> | <ul style="list-style-type: none"> - Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (1.E17.3) | <ul style="list-style-type: none"> - Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (1.E17.4a) - Dribbles in general space with control of ball and body while increasing and decreasing speed (1.E17.4b) | <ul style="list-style-type: none"> - Combines hand dribbling with other skills during one-on-one practice tasks (1.E17.5) |
| <p>1.3e. Demonstrates dribbling/ball control with feet</p> | <ul style="list-style-type: none"> - Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (1.E18.3) | <ul style="list-style-type: none"> - Dribbles with fee in general space with control of ball and body while increasing and decreasing speed (1.E18.4) | <ul style="list-style-type: none"> - Combines foot dribbling with other skills in one-on-one practice tasks (1.E18.5) |
| <p>1.3f. Passes and receives ball with feet</p> | <ul style="list-style-type: none"> - Receives and passes a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass (1.E19.3) | <ul style="list-style-type: none"> - Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment (1.E19.4a) - Receives and passes a ball with the outsides of the fee to a stationary partner, “giving: on reception before returning the pass (1.E19.4b) | <ul style="list-style-type: none"> - Passes with the feet, using a mature pattern, as both partners travel (1.E19.5a) - Receives a pass with the feet, using a mature pattern, as both partners travel (1.E19.5b) |
| <p>1.3g. Dribbles in combination with other skills</p> | <ul style="list-style-type: none"> - N/A | <ul style="list-style-type: none"> - Dribbles with hand/feet in combination with other skills (e.g. passing, receiving, shooting). (1.E20.4) | <ul style="list-style-type: none"> - Hand/foot dribbles with mature patterns in a variety of small-sided game forms (1.E20.5) |
| <p>1.3h. Uses appropriate kicking skills</p> | <ul style="list-style-type: none"> - Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the | <ul style="list-style-type: none"> - Kicks along the ground and in the air, and punts using mature patterns (1.E21.4) | <ul style="list-style-type: none"> - Demonstrates mature patterns in kicking and punting in small-sided practices task environments (1.E21.5) |

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| | <p>five critical elements of a mature pattern for each (1.E21.3a)</p> <ul style="list-style-type: none"> - Uses a continuous running approach and kicks a stationary ball for accuracy (1.E21.3b) | | |
| <p>1.3i. Uses volleying in underhand striking skills</p> | <ul style="list-style-type: none"> - Volleys and object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating three of the five critical elements of a mature pattern (1.E22.3) | <ul style="list-style-type: none"> - Underhand-volleys, using a mature pattern, in a dynamic environment (e.g. 2 square, 4 square, handball (1.E22.4) | <ul style="list-style-type: none"> - N/A |
| <p>1.3j. Uses volleying overhead ball skills</p> | <ul style="list-style-type: none"> - N/A | <ul style="list-style-type: none"> - Strikes/volleys with a two hand overhead pattern, sending a ball upward while demonstrating four of the five critical elements of a mature pattern (1.E23.4) | <ul style="list-style-type: none"> - Strikes/volleys a ball using a two-hand overhead pattern, sending it upward to a target (1.E23.5) |
| <p>1.3k. Is able to strike using a short implement</p> | <ul style="list-style-type: none"> - Strikes an object with a short handled implement, sending it forward over a low net or to a wall (1.E24.3a) - Strikes an object with a short handled implement while demonstrating three of the five critical elements of a mature pattern (1.E24.4b) | <ul style="list-style-type: none"> - Strikes an object with a short handled implement while demonstrating a mature pattern (1.E24.4a) - Strikes an object with a short handled implement, alternating hits with a partner over a low net or against a wall (1.E24.4b) | <ul style="list-style-type: none"> - Strikes an object consecutively, with a partner, using a short handled implement, over a net or against a wall, in either a competitive or cooperative game environment (1.E24.5) |
| <p>1.3l. Is able to strike using a long implement</p> | <ul style="list-style-type: none"> - Strikes a ball with a long handled implement, sending it forward, while using proper grip for the implement (e.g. hockey stick, golf club). Note: Use batting tee or ball tossed by teacher for batting (1.E25.3) | <ul style="list-style-type: none"> - Strikes a ball with a long handled implement, sending it forward, while using proper grip for the implement (e.g. hockey stick, golf club, bat, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through) (1.E25.4) | <ul style="list-style-type: none"> - Strikes a pitched ball with a bat using a mature pattern (1.E25.5a) - Combines striking with a long implement (e.g. bat, hockey stick) with receiving and traveling skills in a small sided game (1.E25.b) |

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| 1.3m. Combines manipulative and locomotor skills | - N/A | - Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small sided practice task environments (1.E26.4) | - Combines manipulative skills and traveling for execution to a target (e.g. Scoring in soccer, hockey and basketball) (1.E26.5) |
| 1.3n. Jumps rope to an appropriate developmental level | - Performs intermediate jump-rope skills (e.g. variety of tricks, running in/out of long rope) for both long and short ropes (1.E27.3) | - Creates a jump-rope routing with either a short or long rope (1.E27.4) | - Creates a jump-rope routine with a partner, using either a short or long rope (1.E27.5) |

| Standard 2: Learners Apply concepts, principles, strategies and tactics related to movement and performance | | | |
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| Benchmarks | Performance Indicators | | |
| | Grade 3 | Grade 4 | Grade 5 |
| 2.1 Movement Concepts: Identify, develop and use skills that demonstrate an understanding of space, levels, speed, force and direction as detailed below | | | |
| 2.1a Understands how to move efficiently in space | - Recognizes the concept of open spaces in a movement context (2.E1.3) | - Applies the concept of open spaces to combination skills involving traveling, (e.g. dribbling, traveling). (2.E1.4a) - Applies the concept of closing spaces in small sided practice tasks (2.E1.4b) - Dribbles in general space with changes in direction and speed (2.E1.4c) | - Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments (2.E1.5) |
| 2.1b Explore different pathways, shapes, levels | - Recognizes locomotor skills specific to a wide variety of physical activities (2.E2.4) | - Combines movement concepts with skills in small sided practice tasks, gymnastics and dance environments (2.E2.4) | - Combines movement concepts with skills in small sided practice tasks/games/ environments, gymnastics and dance with self-directions (2.E2.5) |

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| <p>2.1c Uses appropriate speed, direction, force</p> | <ul style="list-style-type: none"> - Combines movement concepts (direction, levels, force, time) with skills as directed by the teachers (2.E3.3) | <ul style="list-style-type: none"> - Applies the movement concepts of speed, endurance and pacing for running (2.E3.4a) - Applies the concepts of direction and force when striking an object with a short handled implement sending it toward a designated target (2.E3.4b) | <ul style="list-style-type: none"> - Applies movement concepts to strategy in game situations (2.E3.5a) - Applies concepts of direction and force to strike and object with a long handled implement (2.E3.5b) - Analyzes movement situations and applies movement concepts (e.g. force, direction, speed, pathways, extensions) in small sided practice task/game environments, dance and gymnastics (2.E3.5c) |
| <p>2.1d. Uses appropriate alignment and muscular tension</p> | <ul style="list-style-type: none"> - Employs the concept of alignment in gymnastics and dance (2.E4.3a) - Employs the concept of muscular tension with balance in gymnastics and dance (E4.3b) | <p>N/A</p> | <p>N/A</p> |
| <p>2.1e Uses appropriate Strategies and tactics</p> | <ul style="list-style-type: none"> - Applies simple strategies/tactics in chasing activities (2.E5.3a) - Applies simple strategies in fleeing activities (2.E5.4b) | <ul style="list-style-type: none"> - Applies simple offensive strategies/tactics in chasing and fleeing activities (2.E5.4a) - Applies simple defensive strategies/tactics in chasing and fleeing activities (2.E5.4b) - Recognizes the type of kicks needed for different games/sports situations (2.E5.4c) | <ul style="list-style-type: none"> - Applies basic offensive and defensive strategies/tactics in invasion small sided practice tasks (2.E5.5a) - Applies basic offensive and defensive strategies/tactics in net/wall small sided practice tasks (2.E5.5b) - Recognizes the type of throw, volley or striking action needed for different games/sports situations (2.E5.5c) |

Standard 3: Learners demonstrate the knowledge and skill required to achieve and maintain a health-enhancing level of physical activity and fitness

| Benchmarks | Performance Indicators | | |
|---|--|--|---|
| | Grade 3 | Grade 4 | Grade 5 |
| 3.1 Uses physical activity assessment to enhance understanding of personal fitness, and to demonstrate improvement | | | |
| 3.1a. Showing physical activity knowledge | <ul style="list-style-type: none"> - Charts participation in physical activities outside physical education class (E1.3a) - Identifies physical activity benefits as a way to become healthier (3.E1.3b) | <ul style="list-style-type: none"> - Analyzes opportunities for participating in physical activity outside physical education class (3.E1.4) | <ul style="list-style-type: none"> - Charts and analyzes physical activity outside physical education class for fitness benefits of activities (3.E1.5) |
| 3.1b Engaging in physical activity | <ul style="list-style-type: none"> - Engages in physical activities of physical education class without teacher prompting (3.E2.3) | <ul style="list-style-type: none"> - Actively engages in the activities of physical education class, both teacher directed and independent (3.E2.4) | <ul style="list-style-type: none"> - Actively engages in all the activities of the physical education program (3.E2.5) |
| 3.1c Showing fitness knowledge | <ul style="list-style-type: none"> - Describes the concepts of fitness and provides examples of physical activity to enhance fitness (3.E3.3) - Recognizes the importance of warm-up and cool down relative to vigorous physical activity (3.E4.3) | <ul style="list-style-type: none"> - Identifies the components of health-related fitness 5 (3.E3.4) - Demonstrates warm-up and cool down relative to the cardio-respiratory fitness assessment (3.E4.4) | <ul style="list-style-type: none"> - Differentiates between skill-related and health-related fitness 6 3.(E3.5) - Identifies the need for warm-up and cool-down relative to various physical activities (3.E4.5) |
| 3.1d Using assessment and program planning | <ul style="list-style-type: none"> - Demonstrates with teacher direction the health-related fitness components (3.E5.3) | <ul style="list-style-type: none"> - Completes fitness assessments (pre and post) (3.E5.4a) - Identifies areas of needed remediation from personal test⁶ and with teacher assistance, identifies strategies for progress in those areas (3.E5.4b) | <ul style="list-style-type: none"> - Analyzes results of fitness assessment (pre and post) comparing results to fitness components for good health (3.E5.5a) - Designs a fitness plan to address ways to use physical activity to enhance fitness (3.E5.5b) |
| 3.1e Understanding nutrition | <ul style="list-style-type: none"> - Identifies food that are beneficial for per and post physical activity (3.E6.3) | <ul style="list-style-type: none"> - Discusses the importance of hydration and hydration choices relative to physical activities (3.E6.4) | <ul style="list-style-type: none"> - Analyzes the impact of food choices relative to physical activity, youth sports and personal health (3.E6.5) |

Standard 4: Learners exhibit responsible personal and social behavior that respects self and others

| Benchmarks | Performance Indicators | | |
|--|---|---|---|
| | Grade 3 | Grade 4 | Grade 5 |
| 4.1 Takes responsibility for and exhibits behaviors that demonstrate safe, responsible, cooperative and respectful behaviors in relation to physical activities | | | |
| 4.1a. Demonstrates personal responsibility | <ul style="list-style-type: none"> - Exhibits personal responsibility in teacher directed activities (4.E1.3) - Works independently for extended periods of time (4.E2.3) | <ul style="list-style-type: none"> - Exhibits responsible behavior in independent group situations (4.E1.4) - Reflects on personal social behavior in physical activity (4.E2.4) | <ul style="list-style-type: none"> - Engages in physical activity with responsible interpersonal behavior (e.g. peer to peer, student to teacher, student to referee) (4.E1.5) - Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (4.E2.5a) - Exhibits respect for self with appropriate behavior while engaging in physical activity (4.E2.5c) |
| 4.1b Accepts feedback | <ul style="list-style-type: none"> - Accepts and implements specific corrective teacher feedback (4.E3.3) | <ul style="list-style-type: none"> - Listens respectfully to corrective feedback from others (e.g. peers, adults) (4.E3.4) | <ul style="list-style-type: none"> - Gives corrective feedback respectfully to peers (4.E3.5) |
| 4.1c Works with others | <ul style="list-style-type: none"> - Works cooperatively with others (4.E4.3a) - Praises others for their success in movement performance 4.(E4.3b) | <ul style="list-style-type: none"> - Praises the movement performance of others both more and less-skilled (4.E4.4a) - Accepts “players” of all skill levels into the physical activity (4.E4.4b) | <ul style="list-style-type: none"> - Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (4.E4.5) |
| 4.1d Observes rules and etiquette | <ul style="list-style-type: none"> - Recognizes the role and etiquette in physical activity with peers (4.E5.3) | <ul style="list-style-type: none"> - Exhibits etiquette and adherence to rules in a variety of physical activities (4.E5.4) | <ul style="list-style-type: none"> - Critiques the etiquette involved in rules of various game activities (4.E5.5) |
| 4.1e Observes and understands safe behavior/procedures | <ul style="list-style-type: none"> - Works independently and safely in physical education (4.E6.3) | <ul style="list-style-type: none"> - Works safely with peers and equipment in physical activity settings (4.E6.4) | <ul style="list-style-type: none"> - Applies safety principles with age-appropriate physical activities (E6.5) |

Standard 5: Learners recognize the value of physical activity for health, enjoyments, challenge, self-expression and/or social interaction

| Benchmarks | Performance Indicators | | |
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| | Grade 3 | Grade 4 | Grade 5 |
| 5.1 Health Considers the importance of physical activity in relation to health | - Discusses the relationship between the physical activity and good health (5.E1.3) | - Examines the health benefits of participating in physical activity (5.E1.4) | - Compares the health benefits of participating in selected physical activities (5.E1.5) |
| 5.2 Challenge Demonstrates understanding of the need to challenge oneself on a personal level with regards to fitness and health | - Discusses the challenge that comes from learning a new physical activity (5.E2.3) | - Rates the enjoyment of participating in challenging and mastered physical activities (5.E2.4) | - Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (5.E2.5) |
| 5.3 Self Expression/Enjoyment Understands and exhibits enjoyment and enthusiasm for physical activities | - Reflects on the reasons for enjoying selected physical activities (5.E3.3) | - Ranks the enjoyment of participating in different physical activities (5.E3.4) | - Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5.E3.5) |
| 5.4 Social interaction Is cognizant of the positive social benefits of engaging in physical activity | - Describes the positive social interactions that come when engaged with others in physical activity (5.E4.3) | - Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (5.E4.4) | - Describes the social benefits gained from participating physical activity (e.g. recess, youth sport) (5.E4.5) |