



Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2022-2023 Vertical Alignment Matrix

Physical Education – Kindergarten - Grade 4

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
(1) Movement patterns and movement skills – non-locomotor skills.									
The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:									
Balance and weight transfer	(A) maintain balance while bearing weight using different bases of support	(A) maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions	(A) demonstrate maintaining balance standing on one foot while placing the free leg in a variety of different positions for eight seconds	(A) demonstrate moving in and out of a balanced position with control during dynamic activities	(A) transfer body weight over, under, and on equipment with good control	(A) maintain balance and transfer body weight with control during dynamic activities and lead-up games	(A) demonstrate balance with control during dynamic activities and games	(A) move between positions with controlled balance during dynamic activities, game situations, and sports	(A) combine and apply balance with control during dynamic activities, game situations, and sports
Bending, stretching, twisting, and curling	(B) practice bending, stretching, twisting, and curling while maintaining balance	(B) demonstrate bending, stretching, twisting, curling, and swaying while maintaining balance	(B) differentiate between bending, stretching, twisting, curling, pushing, pulling, and swaying	(B) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities	(B) move into and out of various combinations of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities	(B) perform a combination of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities	(B) demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games	(B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports	(B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports



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	(2) Movement patterns and movement skills – locomotor skills.								
	The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:								
Hopping, galloping, running, sliding, skipping leaping	(A) practice proper foot patterns and form and maintain balance while hopping, galloping, running, sliding, skipping, and walking	(A) practice proper foot patterns and maintain balance while hopping, galloping, running, sliding, and skipping	(A) practice and apply correct technique while hopping, galloping, running, sliding, and skipping	(A) demonstrate correct technique while hopping, galloping, running, sliding, skipping, and leaping	(A) demonstrate and apply correct technique in a variety of locomotor skills during dynamic activities	(A) demonstrate and apply correct technique in a variety of locomotor skills and combinations during lead-up activities	(A) perform a variety of locomotor skills and combinations during dynamic activities and games	(A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities	(A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities
Jumping and landing	(B) practice correct technique while jumping in place, forward and backward, and side to side	(B) practice correct technique while jumping in place, forward and backward, side to side, and quarter turns while maintaining balance	(B) demonstrate correct jumping and landing technique while consecutively jumping in place, forward and backward, side to side, half turns, and in tuck position	(B) demonstrate correct jumping and landing technique from different heights	(B) demonstrate correct jumping and landing technique while performing a long jump and a full turn jump	(B) demonstrate correct jumping and landing technique while performing a long jump and a full turn jump in both directions	(B) demonstrate correct jumping and landing technique during dynamic activities, game situations, and sports	(B) apply correct jumping and landing technique during dynamic activities, game situations, and sports	(B) combine correct jumping and landing technique during dynamic activities, game situations, and sports
Brain-based learning	(C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of two skills	(C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of three skills	(C) demonstrate basic balancing, cross lateralization, and sequencing of three skills with repetition	(C) demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of three skills with repetition	(C) demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of four skills with repetition	(C) demonstrate advanced balancing to include equipment, cross lateralization during increasingly complex movements, and sequencing of four or more skills with repetition	(C)	(C)	(C)
Sensory integration and vestibular activation	(D) spin and roll at different levels, speeds, and positions	(D) spin and roll at different levels, speeds, and positions	(D) spin and roll at different levels, speeds, and positions	(D) spin and roll with control at different levels, speeds, and positions with manipulatives	(D) spin and roll with control at different levels, speeds, and positions with manipulatives	(D)	(D)	(D)	(D)



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	(3) Movement patterns and movement skills – manipulative skills.								
	The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:								
Throwing	(A) self-toss an object and throw underhand with opposite foot forward	(A) demonstrate key elements of self-tossing and throwing underhand while stepping with the opposite foot forward to a target	(A) demonstrate key elements in underhand throwing to a partner and overhand throwing to a target with opposite foot forward	(A) demonstrate key elements in underhand and overhand throwing to a partner with accuracy	(A) practice the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during dynamic activities	(A) demonstrate the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during games and activities	(A) demonstrate correct technique when throwing to a moving target	(A) apply correct throwing techniques with distance, power, and accuracy while both partners are moving during dynamic activities, game situations, and sports	(A) combine appropriate throwing techniques during game situations and sports
Catching	(B) catch a self-dropped ball before it bounces twice and catch a self-tossed object before it hits the ground	(B) demonstrate key elements of catching an accurately and softly thrown large ball and a self-tossed object	(B) demonstrate key elements when catching an accurately and softly thrown large ball without trapping against the body	(B) demonstrate key elements when catching an accurately and softly thrown large ball with a partner without trapping against the body	(B) practice the key elements of catching a ball at a variety of levels above and below the waist	(B) demonstrate the key elements of catching while moving during games and activities	(B) demonstrate correct catching technique from different levels and trajectories with a variety of objects	(B) apply correct catching technique with a variety of objects from different levels and trajectories during dynamic activities, game situations, and sports	(B) apply appropriate catching technique from different levels and trajectories with an implement during game situations and sports
Hand dribbling	(C) practice dribbling with one hand	(C) practice dribbling continuously with one hand while stationary using preferred hand	(C) demonstrate key elements of hand dribbling while walking	(C) demonstrate key elements of hand dribbling while slowly jogging and maintaining ball control	(C) demonstrate key elements of hand dribbling with dominant and non-dominant hand while changing both speed and direction	(C) demonstrate key elements of hand dribbling with either hand when stationary while protecting the ball from a defender during dynamic activities and lead-up games	(C) demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control	(C) apply offensive and defensive patterns in game strategies while hand dribbling	(C) perform, without cue, key elements in hand dribbling during game situations and sports



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Foot dribbling	(D) tap a ball using the inside of the foot	(D) tap or dribble a ball using the inside of the foot while walking	(D) dribble a ball with control using both feet while walking	(D) dribble a ball with control using both feet while slowly jogging	(D) dribble a ball with control alternating feet while changing both speed and direction with a partner	(D) combine foot dribbling with other skills during dynamic activities and lead-up games	(D) demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations	(D) apply offensive and defensive foot dribbling strategies during game situations and sports	(D) perform, without cue, key elements in foot dribbling during game situations and sports
Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
(3) Movement patterns and movement skills – manipulative skills.									
The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:									
Kicking/punting	(E) kick a stationary ball from a stationary position	(E) approach and kick a stationary ball	(E) kick a moving ball using a continuous running approach	(E) kick a moving ball on the ground and in the air using a continuous running approach	(E) identify and demonstrate the key elements in kicking patterns, including body position, weight transfer, and follow-through	(E) demonstrate appropriate form when kicking and punting during dynamic activities and lead-up games	(E) demonstrate correct technique in kicking and punting with accuracy during dynamic activities and lead-up games	(E) Apply correct technique in kicking and punting with control, distance, and accuracy during game situations and sports	(E) apply correct technique in kicking and punting during game situations and sports with control, distance, and accuracy
Volleying	(F) volley a lightweight object to self	(F) volley a lightweight object to self and partner	(F) volley a lightweight object with consecutive hits to self or partner	(F) demonstrate correct technique in volleying to a wall or partner and over an object or net	(F) demonstrate correct technique in underhand and overhead volleying to a wall, net, or partner	(F) demonstrate correct technique in volleying in dynamic activities and lead-up games	(F) demonstrate correct technique in volleying to a target with control and accuracy	(F) apply correct technique in volleying with both control and accuracy during game situations and sports	(F) perform, without cue, key elements in volleying during game situations and sports
Striking	(G) strike a lightweight object using hand or short-handled implement	(G) strike an object using a short-handled implement, projecting the object upward	(G) strike a stationary object off the ground or an elevated surface with a hand or short- or long-handled implement consecutively	(G) demonstrate correct technique when striking a moving object over a low net or to a wall with a hand or short- or long-handled implement	(G) demonstrate correct technique when striking an object with a hand or short- or long-handled implement with a partner	(G) demonstrate correct technique when striking an object with a hand or short- or long-handled implement in dynamic activities and lead-up games	(G) demonstrate correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games	(G) apply correct technique when striking an object with speed, accuracy, force, and distance during game situations and sports	(G) perform, without cue, key elements in striking during game situations and sports



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Jumping rope	(H) jump at least once with a self-turned rope	(H) jump consecutively with a self-turned rope	(H) jump forward and backward with a self-turned rope	(H) jump a self-turned rope using a variety of basic skills	(H) jump a self-turned rope using a variety of intermediate skills	(H) jump a self-turned rope in a routine using a variety of advanced skills	(H) create and perform a jump rope routine using a variety of advanced skills	(H) create and perform a jump rope routine using a variety of skills that require agility, speed, and endurance	(H) create and perform a jump rope routine with a partner or a small group using a variety of skills that include agility, speed, and endurance
Jumping rope	(I) demonstrate swinging a long rope back and forth with a partner	(I) turn a long rope	(I) demonstrate turning and jumping a long rope	(I) enter and exit a turned long rope using basic jumping skills	(I) demonstrate entering and exiting a turned long rope using intermediate jumping skills	(I) demonstrate entering and exiting a turned long rope using advanced jumping skills	(I)	(I)	(I)



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	(4) Movement patterns and movement skills – spatial and body awareness.								
	The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speeds, direction and force. The student is expected to:								
Spatial awareness	(A) differentiate between personal and general space while moving to simple rhythms and maintaining balance	(A) move in personal and general space to rhythms and beats while maintaining balance	(A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and general space	(A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and open space	(A) demonstrate the appropriate use of open space and closing space during dynamic activities	(A) demonstrate the appropriate use of open space and closing space in small groups during dynamic activities and lead-up games	(A) demonstrate the appropriate use of open space and closing space during dynamic activities, games, and sports	(A) execute the appropriate use of open space and closing space during dynamic activities, games, and sports	(A) perform, without cue, the appropriate use of open space and closing space during dynamic activities, games, and sports
Pathways, shapes, and levels	(B) demonstrate a variety of pathways, shapes, and levels while maintaining balance	(B) travel over, under, around, and through using a variety of pathways, shapes, and levels	(B) combine pathways, shapes, and levels into simple sequences	(B) combine pathways and levels into various movement patterns in a wide variety of physical activities	(B) demonstrate appropriate use of pathways and levels during dynamic activities and lead-up games	(B) apply appropriate use of pathways and levels in small groups during dynamic activities and lead-up games	(B) apply speed, direction, and force with a long-handled implement during dynamic activities, games, and sports	(B) execute the appropriate use of speed, direction, and force with or without an implement during dynamic activities, games, and sports	(B) perform, without cue, the appropriate speed, direction, and force with or without an implement during dynamic activities, games, and sports
Speed, direction, and force	(C) demonstrate clear contrast when moving in different speeds and directions while maintaining balance	(C) differentiate between fast and slow speeds, strong and light force, and various directions	(C) combine speed and direction as directed by the teacher	(C) combine speed, direction, and force as directed by teacher	(C) apply speed, direction, and force during dynamic activities and lead-up games	(C) apply speed, direction, and force with a short-handled implement during dynamic activities and lead-up games	(C)	(C)	(C)



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	(5) Movement patterns and movement skills – rhythmic activities.								
	The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to:								
Rhythms	(A) mirror and follow teacher movement and basic rhythm patterns	(A) mirror and follow teacher movement and basic rhythm patterns in four counts	(A) demonstrate simple rhythmic sequences using various locomotor and coordination skills in eight counts	(A) demonstrate various rhythmic combinations of locomotor skills of eight counts in repeatable patterns when leading or following a partner	(A) demonstrate a rhythmic routine with appropriate steps and movement patterns individually or in a group	(A) create rhythmic routines in counts of eight using basic steps and coordinated movement patterns individually or in a group	(A) perform rhythmic routines with intermediate steps and movement patterns	(A) perform rhythmic routines with advanced steps and movement patterns with a partner.	(A) create and perform with a small group a rhythmic routine with varying tempos using advanced steps and movement patterns



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	(6) Performance strategies – games and activities.								
	The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:								
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(A) demonstrate the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games while maintaining appropriate space and speed	(A) apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games	(A) apply the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games at low, middle, and high levels with appropriate speed and direction	(A) combine the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games	(A) explain fundamental components and strategies of dynamic activities and lead-up games	(A) identify and demonstrate the relationships among a variety of game skills, including preparation, movement, follow-through, and recovery, used in net or wall, invasion, target, fielding, or striking games	(A) demonstrate offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games	(A) apply offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports	(A) perform, without cue, offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(B) practice the correct techniques for motor development skills following teacher direction	(B) identify and follow teacher instructions to improve performance for specific motor development skills	(B) participate in appropriate drills and activities to enhance the learning of specific motor development skills	(B) demonstrate specific movement skills to improve performance in designated dynamic activities	(B) practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group	(B) demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or group	(B) demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals	(B) apply combinations or sequences of game skills to achieve individual or team goals	(B) perform, without cue, combinations or sequences of game skills to achieve individual or team goals
Rules/Terminology	(C) demonstrate safe practices by following rules, procedures, and directions during class and activities	(C) demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance	(C) demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance	(C) explain and follow rules, procedures, and safe practices during games and activities	(C) exhibit appropriate sporting behavior during independent games and activities	(C) engage appropriately in physical activity, sporting behavior, and game etiquette without teacher cue	(C) demonstrate appropriate sporting behavior with teammates, opponents, and officials	(C) demonstrate self-responsibility and appropriate sporting behavior in game situations and sports	(C) follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played without cue



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(7) Performance strategies – outdoor and recreational pursuits.									
The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to:									
Outdoor and Adventure skills	(A) discuss outdoor recreation, health, and fitness activities in school and the community	(A) identify outdoor recreation, health, and fitness activities in school and the community	(A) describe outdoor recreation, health, and fitness activities in school and the community	(A) participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses	(A) participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet	(A) participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses	(A) participate in self-selected, organized outdoor recreational skills, activities, and games	(A) demonstrate a variety of correct techniques for outdoor recreational skills, activities, and games	(A) engage in a variety of self-selected outdoor recreational activities and games



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	(8) Health, physical activity, and fitness – fitness principles.								
	The physically literate student demonstrates and recognizes a health enhancing, physically-active lifestyle. The student is expected to:								
Fitness principles	(A) discuss the immediate effect of physical activity on the heart and lungs	(A) identify the immediate effect of physical activity on the heart and lungs	(A) list the benefits of regular physical activity on the heart and lungs	(A) describe the benefits of regular physical activity, including stress management	(A) describe the benefits of regular physical activity on overall health and wellness	(A) describe the benefits of moderate to vigorous physical activity on overall health and wellness	(A) describe the long-term benefits of moderate to vigorous physical activity on overall health and wellness	(A) analyze the long-term benefits of moderate to vigorous physical activity on overall health and wellness	(A) perform a variety of lifelong physical activities and explain their effects on overall health and wellness
Fitness principles	(B) describe the importance of daily active play	(B) explain the importance of warm-ups and cool-downs for physical activity	(B) define frequency and endurance as it relates to physical activities	(B) identify the importance of frequency and intensity during endurance activities	(B) demonstrate frequency and intensity during endurance activities	(B) describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness	(B) describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness in relation to aerobic and anaerobic activities	(B) apply basic frequency, intensity, time, and type (FITT) principle in a variety of aerobic and anaerobic activities	(B) perform basic frequency, intensity, time, and type (FITT) principle in a variety of self-selected aerobic and anaerobic activities
Fitness principles	(C) participate in exercises that promote health-related fitness	(C) demonstrate exercises that promote health-related fitness	(C) demonstrate correct technique of exercises that promote health-related fitness	(C) explain and demonstrate the correct techniques of health-related fitness components	(C) identify and demonstrate the components of health- and skill-related fitness	(C) differentiate between health-related and skill-related fitness components	(C) describe health-related and skill-related fitness components and their impact on personal fitness	(C) apply health-related and skill-related fitness components and explain how each component impacts personal fitness	(C) develop and analyze a personal fitness plan using health-related and skill-related fitness components



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	(9) Health, physical activity, and fitness – analyze data.								
	The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:								
Analyze data (performance goals)	(A) describe the importance of goal setting	(A) develop a health-related goal with teacher guidance	(A) develop health-and skill-related goals with teacher guidance	(A) describe the importance of setting personal fitness goals in improving health-related fitness	(A) develop personal fitness goals for health-related fitness	(A) analyze personal fitness goals for self-improvement	(A) develop an individual fitness plan using personal fitness goals	(A) create a collaborative physical fitness plan to target areas for improvement in health- related fitness	(A) create and implement a personal physical fitness plan and analyze the results for effectiveness
Analyze data (performance goals)	(B) identify how to measure improvement in physical skills such as counting the number of times a student can hop while maintaining balance	(B) explain how to measure improvement in physical skills with or without a measuring tool	(B) identify how to measure improvement and track progress in physical skills with a measuring tool	(B) identify how to measure improvement and track progress for health-related fitness	(B) track progress and analyze data for health-related fitness activities	(B) track progress and analyze data, with teacher guidance, to target areas needing improvement	(B) analyze results of fitness assessments to identify strategies for self-improvement	(B) monitor and evaluate personal fitness goals and make appropriate changes for improvement	(B) evaluate personal fitness goals and make appropriate changes for improvement



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(10) Health, physical activity, and fitness – nutrition and hydration.									
The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:									
Correlation between food and energy	(A) recognize that eating a variety of foods produces energy for physical activity	(A) identify healthy foods that produce energy for physical activity	(A) identify the types of food that produce energy to enhance physical activity	(A) differentiate between healthy and unhealthy foods and their impact on sustainable energy for physical activity	(A) examine the relationship between nutrition and optimal physical performance	(A) identify healthy foods that enhance physical activity	(A) identify macronutrients, including carbohydrates, fats, and proteins, and examine their relationship to optimal physical performance	(A) evaluate healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance	(A) develop a healthy food choice plan that enhances physical performance
Hydration	(B) identify the best source of hydration during physical activity	(B) identify different hydration options, including water, that enhance physical activity	(B) explain the need for proper hydration to enhance physical activity	(B) differentiate between water and processed sugar or high-calorie drinks and their impact on sustainable energy for physical activity	(B) explain the importance of proper hydration before, during, and after physical activity	(B) explain the importance of proper hydration before, during, and after physical activity	(B) identify how environmental temperature and humidity each contribute to dehydration and heat illness	(B) analyze and determine the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate and sodium content	(B) determine hydration needs, without cue, based on physical performance and environmental factors



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(11) Health, physical activity, and fitness – environmental awareness and safety practices.									
The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:									
Proper attire and equipment safety	(A) identify proper clothing and footwear for physical activity	(A) identify proper clothing, footwear, and safety equipment for a variety of physical activities	(A) explain how proper attire and safety equipment promote safe participation and prevent injury in a variety of physical activities	(A) select proper attire and safety equipment that promote safe participation and prevent injury in a variety of physical activities	(A) work independently to select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and lead-up games	(A) describe and select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and games	(A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports	(A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports	(A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports
Sun, bike, aquatics, air quality, pedestrian safety	(B) identify safety precautions, including pedestrian, water, sun, and cycling safety, with teacher guidance	(B) identify and describe safety precautions, including pedestrian, water, sun, and cycling safety with teacher guidance	(B) identify and explain safety precautions, including pedestrian, water, sun, cycling, and skating safety	(B) exhibit correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety	(B) apply correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety	(B) demonstrate correct safety precautions, including water, sun, cycling, skating, and scooter safety	(B) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety	(B) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety	(B) perform, without cue, the correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety



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	(12) Social and emotional health – personal responsibility and self-management.								
	The physically literate student demonstrates competency in personal responsibility. The student is expected to:								
Personal responsibility and self-management	(A) give examples of consequences resulting from personal actions	(A) describe how personal actions may have positive or negative consequences	(A) differentiate between the positive and negative consequences of personal actions	(A) explain that personal actions have consequences for self and others	(A) accept and take responsibility for personal actions that affect self and others	(A) accept and take responsibility for personal actions that affect self and others during dynamic activities and lead-up games	(A) explain the importance of and accept responsibility for personal actions that affect self and others during game situations and sports	(A) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports	(A) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports
Personal responsibility and self-management	(B) demonstrate respect for differences and similarities in abilities of self and others	(B) demonstrate respect for differences and similarities in the abilities of self and others	(B) explain and demonstrate respect for differences and similarities in abilities of self and others	(B) demonstrate respect for differences and similarities in abilities of self and others	(B) demonstrate respect for differences and similarities in abilities of self and others	(B) accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games	(B) explain the importance of and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games	(B) analyze self-management skills to demonstrate self-control of impulses and emotions, without cue, during game situations and sports	(B) evaluate self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports
Personal responsibility and self-management	(C) identify personal impulses and emotions with teacher guidance	(C) identify personal impulses and emotions with teacher guidance	(C) identify self-management skills to control personal impulses and emotions	(C) explain and demonstrate self-management skills to control personal impulses and emotions	(C) demonstrate self-management skills to control personal impulses and emotions during dynamic activities and lead-up games	(C) apply self-management skills to demonstrate self-control of impulses and emotions during dynamic activities and lead-up games	(C) apply self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports	(C)	(C)



Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2022-2023 Vertical Alignment Matrix

Physical Education – Kindergarten - Grade 8

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	(13) Social and emotional health – resolving conflict and social interaction.								
	The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:								
Conflict resolution	(A) demonstrate respect and cooperation through words and actions with teacher guidance	(A) demonstrate respect for and cooperation between self and others through words and actions with teacher guidance	(A) identify the causes of problems and propose solutions with teacher guidance	(A) demonstrate respect and cooperation through words and actions during various group activities	(A) discuss ways to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding	(A) explain the importance of and demonstrate how to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding	(A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding	(A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding	(A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding
Social Interaction	(B) communicate feelings and thoughts appropriately with teacher guidance	(B) communicate feelings and thoughts appropriately with teacher guidance	(B) communicate feelings and thoughts appropriately without cue	(B) identify the feelings of others	(B) identify effective communication to enhance healthy interactions while settling disagreements	(B) identify and describe effective communication to enhance healthy interactions while settling disagreements	(B) explain and demonstrate effective communication to enhance healthy interactions while settling disagreements	(B) communicate effectively to enhance healthy interactions while settling disagreements	(B) communicate effectively to enhance healthy interactions while settling disagreements
Social Interaction	(C)	(C)	(C)	(C)	(C) demonstrate respect for the feelings of others	(C) identify and describe the concepts of empathy and mutual respect for the feelings of others	(C) demonstrate empathy and mutual respect for the feelings of others	(C) demonstrate empathy and mutual respect for the feelings of others	(C) demonstrate empathy and mutual respect for the feelings of others



Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2022-2023 Vertical Alignment Matrix

Physical Education – Kindergarten - Grade 8

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	(14) Social and emotional health – perseverance.								
	The physically literate student perseveres while addressing challenges. The student is expected to:								
Perseverance and accepting challenges	(A) explain why some physical activities are challenging	(A) explain how, with practice, challenges in physical activities can turn into successes	(A) explain how practicing challenging physical activities can build confidence and minimize frustration when learning skills	(A) explain how practicing challenging physical activities can build confidence and minimize frustration when learning a variety of new skills	(A) identify ways to accept individual challenges and use self-management skills to persevere in a positive manner when learning a variety of new skills	(A) discuss the importance of accepting individual challenges and use self-management skills to persevere in a positive manner during dynamic activities and lead-up games	(A) discuss the importance of accepting individual challenges and demonstrate self-management skills to persevere in a positive manner during game situations and sports	(A) develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports	(A) develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports



Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2022-2023 Vertical Alignment Matrix

Physical Education – Kindergarten - Grade 8

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
(15) Social and emotional health – accepting and providing constructive feedback.									
The physically literate student accepts and provides constructive feedback. The student is expected to:									
Accepting and providing constructive feedback	(A) listen respectfully and respond appropriately to corrective feedback with teacher guidance	(A) listen respectfully and respond appropriately to corrective feedback with teacher guidance	(A) listen respectfully and respond appropriately to specific corrective feedback with teacher guidance	(A) listen respectfully to make appropriate changes in performance based on feedback	(A) listen respectfully to make appropriate changes in performance based on feedback from teacher and peers	(A) apply appropriate changes to performance based on feedback from peers	(A) analyze feedback to make appropriate changes to improve performance	(A) provide constructive feedback to peers following teacher guidelines to improve performance	(A) provide constructive feedback to peers using a positive tone to improve performance



Elementary Curriculum and Development

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2022-2023 Vertical Alignment Matrix

Physical Education – Kindergarten - Grade 8

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	(16) Lifetime wellness – application of lifetime wellness.								
	The physically literate student identifies the value and lifetime wellness. The student is expected to:								
Values and engages in physical activity	(A) participate in moderate to vigorous physical activity on a regular basis	(A) participate in moderate to vigorous physical activity on a regular basis	(A) participate in moderate to vigorous physical activity on a regular basis	(A) differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available	(A) differentiate among types of and participate in moderate to vigorous physical activities for a sustained period of time on a regular basis using technology when available	(A) differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available	(A) develop a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	(A) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	(A) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis
Values and engages in physical activity	(B) identify physical activity for personal enjoyment with teacher guidance	(B) describe physical activity for personal enjoyment with teacher guidance	(B) identify and select physical activities for personal enjoyment	(B) select and participate in physical activity for personal enjoyment	(B) participate in a variety of physical activities in the school and community for personal enjoyment	(B) analyze the level of personal enjoyment in a variety of activities in the school and community	(B) describe how participation in a variety of physical activities builds confidence and increases personal enjoyment	(B) evaluate self-selected physical activities for personal enjoyment	(B) participate in self-selected physical activities for personal enjoyment