

ELEMENTARY SCHOOL

The legend employs four symbols: an arrow, a star, a shaded grey box and a shaded blue box. What is expected of the student is described as follows:

Student constructs knowledge with teacher guidance	→
Student applies knowledge by the end of the school year	*
Student reinvests knowledge	
These elements are not studied	

An arrow indicates that the teacher must be planned in a way that enables students to begin acquiring knowledge during the school year and continue or conclude this process in the following year, with ongoing systematic intervention from the teacher.

A star indicates that the teacher must plan for the majority of students to have acquired this knowledge by the end of the school year.

A shaded blue box indicates that the teacher must plan to ensure that this knowledge will be applied during the school year.

A shaded grey box means that this knowledge is not studied and will be studied in the subsequent school years

PERFORMS	Cycle 1		Cycle 2		Cycle 3	
	1	2	3	4	5	6
KNOWLEDGE						
A. Elements related to the body						
1. Identifies the main parts of the body	→	*				
2. Locates his/her body and main parts in space	→	*				
3. Names some sensations perceived by the body when it is moving or stationary	→	→	→	*		
B. Concepts of time and space						
1. Determine how much space is available	→	*				
2. Distinguishes different levels	→	*				
3. Identifies reference points	→	*				
4. Distinguishes different directions	→	*				
5. Estimates distances	→	*				
6. Recognizes duration	→	*				
7. Recognizes speed	→	*				
8. Recognizes rhythm	→	*				
C. Principles of balance						
1. Identifies his/her center of gravity	→	*				
2. Finds a few ways of maintaining his/her balance (number of body parts in contact with floor or surface, position of body parts used for support, surface used for support, etc.)	→	→	→	*		
D. Principles of coordination						
1. Explains a few different ways of coordinating movements (dissociation, linking of movements, flow, etc.)	→	→	→	*		
E. Types of support						
1. Names different types of support	→	*				
F. Types of grips						
1. Identifies grips based on the object used	→	→	→	*		
2. Identifies grips based on the apparatus used	→	→	→	*		
3. Identifies grips based on the implement used	→	→	→	*		
G. Vocabulary related to the equipment used						
1. Names objects	→	→	→	*		
2. Names apparatus	→	→	→	*		
3. Names the main parts of objects used for locomotor	→	→	→	*		
4. Names the main parts of implements			→	*		

PERFORMS	Cycle 1		Cycle 2		Cycle 3	
	1	2	3	4	5	6
MOTOR SKILLS						
A. Locomotor skills						
1. Moving about an area with and without obstacles						
a. Walks, crawls, skips, moves on all fours	*					
b. Runs, gallops, hops, performs standing long jump	→	*				
c. Goes around and through obstacles	→	*				
d. Performs side steps and cross-steps, spins	→	→	→	*		
e. Goes over obstacles	→	→	→	→	→	*
2. Moving about on apparatus						
a. Moves through low apparatus	→	*				
b. Moves through apparatus of various heights	→	→	→	*		
c. Climbs apparatus of various heights	→	→	→	*		
3. Moving about using objects						
a. Moves about using different objects	→	→	→	→	→	*
4. Running jumps						
a. Performs different running jumps	→	→	→	→	→	*
b. Performs jumps using apparatus or springing apparatus			→	→	*	
c. Performs different jumps over an obstacle using springing apparatus			→	→	→	*
5. Jumping rope						
a. Jumps rope (basic jumps)	→	→	*			
b. Jumps rope in different ways	→	→	→	*		
6. Floor rotations						
a. Performs a tuck forward roll	→	→	*			
b. Rolls in different ways	→	→	→	*		
c. Performs complex rotations		→	→	→	→	→
B. Nonlocomotor skills						
1. Balanced stances (postures) on the floor and on apparatus						
a. Maintains simple postures using different body parts for support	→	*				
b. Maintains simple postures on apparatus	→	→	*			
c. Maintains complex postures using different body parts for support			→	→	→	→
2. Rotations on the spot and on apparatus						
a. Turns his/her own axis on the floor	→	*				
b. Turns on his/her own axis in the air		→	→	*		
c. Turns on his/her own axis on apparatus			→	→	→	*

C. Manipulation skills						
1. Object manipulation						
a. Handles a variety of objects in different ways	→	*				
b. Handles a variety of objects used in specialized activities	→	→	→	*		
c. Dribbles with one hand						
i. On the spot and while moving	→	*				
ii. Through obstacles	→	→	→	*		
d. Dribbles with feet						
i. On the spot and while moving	→	→	*			
ii. Through obstacles			→	→	→	*
e. Juggles different patterns, using						
i. One object	→	*				
ii. Two objects	→	→	→	*		
iii. Three objects				→	→	→
f. Juggles different patterns while moving, using						
i. One object	→	*				
ii. Two objects			→	*		
iii. Three objects					→	→
Projecting objects without an implement						
a. Throws a variety of objects underhand at a target	→	*				
b. Throws a variety of objects overhand at a target	→	→	*			
c. Strikes or kick a variety of objects at a target	→	→	→	*		
d. Throws, strikes or kick a variety of objects used in specialized activities			→	→	→	→
2. Projecting objects with an implement						
a. Throws a variety of objects at a target using an implement			→	*		
b. Strikes a variety of objects at a target using an implement			→	→	→	*
c. Throws or strikes an objects using an implement for specialized activities			→	→	→	→
3. Receiving objects with or without an implement						
a. Catches a variety of objects using two hands	*					
b. Catches a variety of objects using one hand	→	*				
c. Catches an object using his/her foot in different ways	→	→	→	*		
d. Catches an object using an implement			→	→	→	*
e. Catches a variety of objects used in specialized activities			→	→	→	→

INTERACTS

	Cycle 1		Cycle 2		Cycle 3	
	1	2	3	4	5	6
KNOWLEDGE						
A. Principles of communication						
1. Names a few ways of being understood by others	→	→	→	*		
2. Names a few ways of being receptive to others' messages	→	→	→	*		
3. Names a few ways of sending out misleading signals during game play			→	→	→	*
B. Methods of communication						
1. Names different ways of communicating			→	*		
C. Principles of synchronization						
1. Indicates a few ways of synchronizing his/her movements (i.e. performing movements or actions in the right place at the right time)						
a. When throwing an object			→	→	*	
b. When Receiving an object			→	→	*	
2. Recognize different synchronization modes						
a. Simultaneous (i.e. performing identical; or different movements or actions at the same time)			→	*		
b. Successive (i.e. performing movements or actions one after the other)			→	*		
c. Alternating (i.e. repeating movements or actions in turns)			→	*		
d. Overlapping (i.e. performing a sequence of movements or actions starting at different time)					→	*
D. Roles						
1. Explains in his/her own words the main actions of an offensive (attacking) player			→	→	*	
2. Explains in his/her own words the main actions of a defensive player			→	→	*	
3. Explains in his/her own words the main actions of a team captain or leader			→	→	*	
4. Explains in his/her own words the main actions of a carrier			→	→	*	
5. Explains in his/her own words the main actions of a noncarrier			→	→	*	
6. Names the main positions occupied by players of a given activity			→	→	*	
7. Distinguishes the main types of support roles			→	→	*	

INTERACTS

	Cycle 1		Cycle 2		Cycle 3	
	1	2	3	4	5	6
STRATEGIES (ACTION RULES)						
A. Action rules in combat activities						
1. Names a few offensive action rules			→	→	→	*
2. Names a few defensive action rules			→	→	→	*
B. Action rules in duelling activities						
1. Names a few offensive action rules			→	→	→	*
2. Names a few defensive action rules			→	→	→	*
C. Action rules in group activities in a common space						
1. Names a few offensive action rules			→	→	→	*
2. Names a few defensive action rules			→	→	→	*
D. Action rules in group activities in separate spaces						
1. Names a few offensive action rules			→	→	→	*
2. Names a few defensive action rules			→	→	→	*

INTERAGIR

	Cycle 1		Cycle 2		Cycle 3	
	1	2	3	4	5	6
MOTOR SKILLS						
A. Cooperation movements or actions						
1. Cooperates with partner(s) while performing movements or actions in the right place at the right time						
a. Throws an object at a moving target	→	→	→	→	→	*
b. Receives an objects while moving	→	→	→	→	→	*
c. Projects an object at a moving target using an implement			→	→	→	→
d. Receives an object using an implement while moving			→	→	→	→
2. Synchronizes his/her movements or actions with partner(s)						
a. Adapts his/her actions to those of a partner according to different synchronization modes	→	→	→	*		
b. Adapts his/her actions to those of several partners according to different synchronization modes			→	→	→	*
c. Positions himself/herself, moves or manipulates objects taking into account his/her partner(s)	→	→	→	→	→	*
B. Opposition movements or actions						
1. Opposition movements or actions in combat activities (e.g. judo)						
1. Uses the space available			→	→	→	*
2. Throws the opponent off-balance			→	→	→	*
3. Reacts to movements or actions of the opponent			→	→	→	*
4. Blocks the opponent					→	*
5. Deceives the opponent using a feint					→	*
2. Opposition movements or actions in dueling activities in a common space (e.g. tag and chase games)						
a. Gets away from the opponent	→	→	*			
b. Reaches the opponent	→	→	→	*		
c. Dodges an attack by the opponent	→	→	→	*		
d. Deceives the opponent using a feint	→	→	→	→	→	*
3. Opposition movements or actions in duelling activities in separate spaces (e.g. badminton, mini-tennis)						
a. Uses the space available					→	→
b. Recovers the objects					→	→
c. Deceives the opponent using a feint						→
d. Catches the opponent wrongfooted						→
C. Cooperation-opposition movements or actions						
1. Cooperation-opposition movements or actions in group activities in a common space						
a. Attacks the other team's goal						
i. Throws or stikes the object, taking account the distance to the target			→	→	→	*
ii. Throws or stikes the object, taking account the opponents' position					→	→
b. Keeps the objects moving						
i. Passes to an open or unguarded player			→	*		

ii. Passes to the player in the best position in relation to the target				→	→	→
iii. Passes to the player in the best position in relation to opponents						→
iv. Counterattacks (reattacks quickly following a defensive action)						→
c. Moves the object toward						
i. Moves toward the target			→	*		
ii. Moves toward an open space			→	→	→	*
iii. counterattacks						→
d. Recovers the object						
i. Moves toward the point where the object will fall			→	*		
e. Gets free from an opponent or moves to an open space						
i. Moves into an open space			→	*		
ii. Moves into an open space in relation to partners			→	→	→	*
iii. Moves away from an opponent				→	→	→
f. Falls back						
i. Gets back in his/her defensive zone			→	→	*	
g. Guards a player						
i. Guards the carrier to prevent him/her from attacking the goal, passing the object to a teammate or moving it forward				→	→	→
ii. Guards the noncarrier to prevent him/her from receiving the object				→	→	→
h. Protects the goal (target)						
i. Positions himself/herself between the object (carrier) and the target			→	→	→	*
ii. Stops throws or shots				→	→	*
2. Cooperation-opposition movements or actions in group activities in separate spaces						
a. Keeps the object moving				→	→	*
b. Attacks by projecting the object into opponents' territory				→	→	*
c. Attacks by projecting the object into an open space in the opponents' territory					→	→
d. Protects his/her territory				→	→	*
e. Recovers the object				→	→	*

ADOPTS	Cycle 1		Cycle 2		Cycle 3	
	1	2	3	4	5	6
KNOWLEDGE (LIFESTYLE HABITS)						
A. Lifestyle habits						
1. Explains in his/her own word the concepts of lifestyle habits and health	→	*				
2. Names lifestyle habits that are conducive to health and well-being	→	→	→	*		
3. Names lifestyle habits that are detrimental to health and well-being	→	→	→	*		
B. Regular physical activity						
1. Describes a few psychological benefits of his/her physical activity experience			→	→	→	*
2. Describes a few physiological benefits of his/her physical activity experience			→	→	→	*
3. Describes a few social benefits linked to his/her physical activity experience			→	→	→	*
C. Safe participation in physical activity						
1. Explains in his/her own words the proper use of physical education equipment (light and heavy)						
a. Explains the importance of using equipment safely in according with the type of physical activity	→	→	→	*		
b. Names the safety rules for placing equipment	→	→	→	*		
c. Names the safety rules for putting away equipment	→	→	→	*		
2. Explains in his/her own words the importance of wearing appropriate clothing for a given physical activity or context	→	→	→	*		
3. Identifies a few exercises with a risk of injury	→	→	→	→	→	*
4. Recognizes potentially dangerous situations associated with a physical activity practised alone or with others						
a. Identifies potentially dangerous situations	→	→	→	*		
b. Identifies behaviours to adopt	→	→	→	*		
5. Names safety rules to observe in different physical activity settings	→	→	→	*		
6. Identifies the stages of a physical activity session						
a. Names the stages of a physical activity session	→	→	*			
b. Explains in his/her own words the importance of warming up before a physical activity			→	→	→	*
c. Explains in his/her own words the importance of cooling down after a physical activity			→	→	→	*
7. Explains in his/her own words the importance of pacing oneself, depending on the activity					→	*
D. Physical fitness (influencing factors)						
1. Flexibility						
a. Explains in his/her own words the importance of stretching	→	→	→	*		
b. Performs stretching exercises	→	→	→	→	→	*
c. Explains in his/her own words a few principles of stretching and safety			→	→	→	*
2. Posture						
a. Adopts proper posture while sitting on the floor and while standing	→	*				
b. Identifies postures that are beneficial		→	→	*		
c. Explains in his/her own word the importance of proper posture				→	→	*

3. Cardiovascular endurance						
a. Recognizes the level of intensity depending on the type of physical activity					→	*
b. Makes recommendations in his/her own words for improving or maintaining cardiovascular endurance					→	*
c. Explains in his/her own words the importance of cardiovascular exercise					→	*
d. Measures his/her rate at the wrist or neck					→	*
e. Explains in his/her own words the importance of measuring one's heart rate before, during and after physical activity					→	→
f. Explains in his/her own words how to pace oneself depending on the physical activity its duration, intensity or distance to be covered					→	→
4. Muscular strength and endurance						
a. Explains in his/her own words the importance of muscular exercises					→	*
b. Performs a few muscular exercises in the upper and lower limbs					→	→
c. Distinguishes between muscular exercises and cardiovascular exercises						→
E. Personal hygiene related to physical activity						
1. Explains in his/her own words the importance of changing one's clothes after engaging in physical activity					→	*
2. Explains in his/her own words the importance of washing one's clothes after engaging in physical activity					→	*
3. Explains in his/her own words the importance of washing oneself after engaging in physical activity					→	*
F. Relaxation and stress management						
1. Explains in his/her words a few benefits of relaxation	→	*				
2. Performs some physical relaxation exercises	→	→	→	*		
3. Performs a few mental relaxation exercises	→	→	→	*		
4. Explains positive and negative forms of stress in his/her own words					→	*
5. Names some sources of stress in everyday life					→	*
6. Explains in his/her own words the importance of managing one's stress					→	*
7. Names some stress management strategies					→	*

ADOPTS	Cycle 1		Cycle 2		Cycle 3	
	1	2	3	4	5	6
KNOWLEDGE (EFFECTS OF A SEDENTARY LIFESTYLE)						
A. Effects of sedentary lifestyle						
1. Explains in his/her own words what « sedentary lifestyle » means					→	*
2. Explains in his/her own words a few of the effects of a sedentary lifestyle on weight					→	*
3. Explains in his/her own words a few of the effects of a sedentary lifestyle on flexibility					→	*
4. Explains in his/her own words a few of the effects of a sedentary lifestyle on muscular mass					→	*
5. Explains in his/her own words a few of the effects of a sedentary lifestyle on cardiovascular endurance					→	*

ADOPTS	Cycle 1		Cycle 2		Cycle 3	
	1	2	3	4	5	6
KNOWLEDGE (ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY)						
A. Anatomy						
1. Distinguishes a bone from a muscle	→	*				
2. Locates the heart and lungs	→	→	→	*		
3. Identifies the main joints in the body	→	→	→	*		
B. Physiology						
1. Cardiovascular system						
a. Explains in his/her own words the main function of the cardiovascular system during physical activity			→	→	→	*
2. Respiratory system						
a. Explains in his/her own words the main function of the respiratory system during physical activity			→	→	→	*
3. Muscular system						
a. Explains in his/her own words the overall function of the muscular system during physical activity					→	*
4. Body's response to exercise						
a. Identifies the body response during or after physical activity			→	*		