

PHYSICAL EDUCATION PROGRAMMING GR1-9

OVERVIEW:

Physical education wellness curriculum uses a comprehensive, strengths-based focus that develops the whole individual and nurtures students in pursuing a healthy and active life.

In physical education and wellness, students are supported on their journey to achieve well-being as they learn about active living, movement skill development, growth and development, safety, nutrition, personal development, mental health, human reproduction, puberty, healthy relationships, and financial literacy.

Physical education supports well-being by developing movement skills and concepts, and an appreciation for active living that is valued and integrated into daily life. As students become physically literate, they develop the motivation, confidence, competence, and knowledge to value and take responsibility for participating in a wide range of physical activities throughout life.

Wellness education promotes the health of individuals and communities and provides students with opportunities to learn about various aspects of well-being. This enables students to make informed decisions that support personal and community well-being. As students mature, they acquire, understand, and apply health and wellness information that supports well-being in a variety of contexts.

CURRICULAR PROGRAMMING:

GRADES KINDER THROUGH 6

LINK: <https://curriculum.learnalberta.ca/curriculum/en/c/pde2>

Kindergarten

- Perform physical activities that provide personal enjoyment
- Spatial awareness helps people move safely during various physical activities
- Healthy relationships support social-emotional well-being
- Explore a variety of foods that help the body grow

- Personal boundaries can be communicated through words and actions
- Explore the value of Canadian coins and bills

Grade 1

- Changes in the body can result from participating in physical activity
- Demonstrate various ways of moving safely through space during physical activity
- Practise words and actions that support friendship
- Examine decision making in food selection
- Practise ways to express, request, obtain or refuse consent relating to personal boundaries
- Money has value and purpose in everyday living

Grade 2

- Participate in physical activities that require various levels of exertion and energy
- Utilize movement skills from one physical activity in another physical activity
- Reflect on how personal relationships are maintained or strengthened
- Explore recommendations from a variety of food guidelines to support nutritional decisions
- Decisions for safety include requesting, obtaining, giving or refusing consent
- Decisions about money include how much to spend, save and share

Grade 3

- Planning for active living is an important step for leading a healthy life
- Apply movement elements when engaging in physical activity
- Individuals in healthy relationships resolve conflict by sharing the responsibility in coming to fair solutions to problems
- Examine how food preparation techniques can affect the characteristics of common foods
- Consent is established by clearly requesting, obtaining and giving permission or communicating refusal in support of personal safety
- Discuss the importance of responsible spending and saving

Grade 4

- Participate in a variety of physical activities that develop various components of physical fitness
- Integrate elements of movement in various physical activities
- Individuals have the right to live in healthy, safe, and bully-free environments
- Describe changes that happen during puberty
- Identify sources of credible nutritional information to determine the requirements for balanced food choices
- Consent is critical to respecting the rights, feelings and belongings of others
- Consider a variety of factors when making decisions about spending money

Grade 5

- Describe internal and external factors that influence motivation to be physically active
- Combine movement skills to perform movement patterns in a variety of physical activities
- Perspectives can be shaped or shared using effective listening and communication skills
- Identify positive health practices during puberty
- Nutrition provides energy and nourishment to the body and supports body systems
- Responsibility includes respecting the acceptance or refusal of consent from another
- Examine factors that influence consumer choice

Grade 6

- Participate in a variety of moderate-to-vigorous physical activities that support training principles
- Demonstrate how movement patterns are applied across various physical activities
- Healthy relationships require consideration for different opinions, thoughts, feelings, beliefs and needs
- Thinking about the outcomes of risk-taking activities can inform decisions
- Examine how access affects nutrition choices in a variety of contexts
- Analyze the risks and benefits of borrowing money in a variety of situations

CURRICULAR PROGRAMMING:

GRADES 7 THROUGH 12

Physical education and wellness promotes the development of the whole individual and aims to nurture students in their pursuit of a healthy and active life. This subject combines the disciplines of physical education and health/wellness education and, through a healthy school community, promotes the holistic development of students in eight dimensions: physical, social, emotional, spiritual, environmental, financial, intellectual, and occupational.

While respecting the diversity of each student's unique strengths, talents, and goals, physical education and wellness seeks to empower all learners to positively engage with their peers and community. With a healthy mind, body, and spirit, students are empowered to experience success at school, with their families, and in their communities.

LINK: <https://education.alberta.ca/physical-education/program-of-studies/?searchMode=3>

LINK: https://www.learnalberta.ca/content/mychildlearning/grade8_physed.html

General & Specific Outcomes:

The four **general outcomes** upon which the Kindergarten to Grade 12 physical education program is based state that *students will*:

- acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits
- understand, experience and appreciate the health benefits that result from physical activity
- interact positively with others
- assume responsibility to lead an active way of life.

The general outcomes are interrelated and interdependent. Each is to be achieved through a variety of physical activities. Students must have the opportunity for participation in each of the following dimensions:

- movement (e.g. dance)
- games
- types of gymnastics
- individual activities
- activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Each general outcome includes **specific outcomes**, by grade, and at the senior high school level by course name. Students are expected to demonstrate these outcomes, to the best of their ability, by the end of each grade/course. Program planning requires consideration of student age, grade level, individual abilities and developmental readiness. Assessment, evaluation and communication of student

achievement requires consideration of such factors as practice time, individual growth and development, and overall improvement.

SAMPLE COURSE OUTLINE:

The aim of the HIGH SCHOOL Physical Education program is to enable individuals to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle. The program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

Strong evidence exists that physical activity contributes to the overall well being of individuals. People of all ages can substantially improve their health and quality of life by including a moderate amount of physical activity into their daily routines. Participation in physical activity contributes to physical, mental, and social well being providing health benefits to the individual.

This course will engage students in a balanced selection of activities with an emphasis on skilled development and fitness. Dimensions include: Cooperative Games; Team Sports; Individual Activities; Outdoor Pursuits; and Fitness.

Participation in this program will assist students to:

- develop skills and participate in athletic events
- develop an appreciation of one's own abilities in the areas of functional fitness and health
- develop respect for teammates, opponents, and officials

EVALUATION:

40%	Engagement-Effort-Attitude (As outlined by Alberta Education)
25%	Skills (As outline by Alberta Education)
20%	Leadership (As outlined by Alberta Education)
15%	Reports and Health Outcomes (As outlined by Alberta Education)

EXPECTATIONS:

1. All students are required and expected to change.
2. Classroom attendance is mandatory.

Physical Education Overview of Program of Studies

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement

activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

GENERAL OUTCOME B

Students will understand, experience and appreciate the health benefits that result from physical activity.

GENERAL OUTCOME C

Students will interact positively with others.

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

All outcomes are achieved through active and safe participation in PE.

TOPIC OUTLINE:

Unit A - Running and Fitness

Unit B - Volleyball

Unit C - Basketball

Unit D - Indoor Games

Unit E - Dance and Yoga

Unit F - Badminton

Unit G - Track and Field

Unit H - Football

Unit I - Soccer

Unit J - Baseball

Possible off-campus activities: Curling, Rock Climbing, Skiing, Hiking