

Physical Education

Curriculum: ABCD's of Physical Education, Guide to Implementation K-12 (Alberta Learning, 2000)

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

A – General Outcome A- Activity

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 (i.e. aquatics and outdoor pursuits.)

- Basic Skills, Locomotor, Nonlocomotor, Manipulative
- Application of Basic Skills in an Alternative Environment

General outcomes B,C,D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

B – General Outcome B- Benefits Health

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

- Functional Fitness
- Body Image
- Well-being

C – General Outcome C- Cooperation

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

D – General Outcome D- Do it Daily. . .For Life

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

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

Physical Education

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments. All learning outcomes are met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

Grade 1 – Specific Outcomes



General Outcome A: Activity

A1– Basic Skills

- 1 perform locomotor skills through a variety of activities
- 2 N/A
- 3 perform nonlocomotor skills through a variety of activities
- 4 N/A
- 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others
- 6 N/A

Application of Basic Skills

- 7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities
- 8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music
- 9 demonstrate body awareness when performing dance activities
- 10 demonstrate body and space awareness when performing space awareness games
- 11 demonstrate an understanding of basic rules and fair play for simple games
- 12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships
- 13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes



General Outcome B: Benefits Health

B1– Functional Fitness

- 1 identify healthy nutritional habits
- 2 demonstrate ways to improve personal growth in physical abilities
- 3 experience and improve continued frequency of involvement in cardio-respiratory activities

Body Image

- 4 recognize personal abilities while participating in physical activity
- 5 N/A

Well-being

- 6 describe how physical activity makes you feel

- 7 recognize the changes that take place in the body during physical activity
- 8 understand the connections between physical activity and emotional well-being; e.g., feels good



General Outcome C: Cooperation

C1– Communication

- 1 develop and demonstrate respectful communication skills appropriate to context

- 2 N/A

Fair Play

- 3 identify and demonstrate etiquette and fair play

Leadership

- 4 identify different roles in a variety of physical activities

Teamwork

- 5 display a willingness to play cooperatively with others in large and small groups
- 6 N/A



General Outcome D: Do it Daily...for Life!

D1– Effort

- 1 show a willingness to participate regularly in short periods of activity with frequent rest intervals
- 2 demonstrate effort while participating in various activities

Safety

- 3 show a willingness to listen to directions and simple explanations
- 4 participate in safe warm-up and cool-down activities
- 5 move safely and sensitively through all environments; e.g., space awareness activities

Goal Setting/Personal Challenge

- 6 participate in a class activity with a group goal; e.g., walk a predetermined distance
- 7 try a challenging movement experience based on personal abilities

Active Living in the Community

- 8 identify and experience safe places to play in the community
- 9 make decisions to be active

Grade 2 – Specific Outcomes



General Outcome A: Activity

A2–

Basic Skills

- 1 select and perform locomotor skills involved in a variety of activities
 - 2 N/A
 - 3 select and perform nonlocomotor skills involved in a variety of activities
 - 4 N/A
 - 5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others
 - 6 N/A
- ##### Application of Basic Skills
- 7 select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course
 - 8 demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship
 - 9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others
 - 10 create and play body and space awareness games
 - 11 apply basic rules and fair play while playing and learning the strategies of lead-up games
 - 12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence
 - 13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching



General Outcome B: Benefits Health

B2–

Functional Fitness

- 1 recognize that “energy” is required for muscle movement
- 2 describe ways to improve personal growth in physical abilities
- 3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities

Body Image

- 4 identify personal physical attributes that contribute to physical activity
- 5 N/A

Well-being

- 6 describe how the body benefits from physical activity
- 7 identify changes that take place in the body during physical activity
- 8 understand the connections between physical activity and emotional well-being; e.g., feels good



General Outcome C: Cooperation

C2–

Communication

- 1 identify and demonstrate respectful communication skills appropriate to context
- 2 N/A

Fair Play

- 3 identify and demonstrate etiquette and fair play

Leadership

- 4 accept responsibility for assigned roles while participating in physical activity

Teamwork

- 5 display a willingness to play cooperatively with others of various abilities, in large or small groups
- 6 N/A



General Outcome D: Do it Daily...for Life!

D2–

Effort

- 1 express a willingness to participate regularly in physical education class
- 2 identify personal factors that encourage movement

Safety

- 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity
- 4 demonstrate and participate in safe warm-up and cool-down activities
- 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

Goal Setting/Personal Challenge

- 6 practise setting a short-term goal related to positive effort to participate in a physical activity
- 7 identify ways to change an activity to make it a challenge based on personal abilities

Active Living in the Community

- 8 identify types of physical activities people choose within the community
- 9 make appropriate movement choices considering personal space, safety, ability and the surrounding environment

Grade 3 – Specific Outcomes



General Outcome A: Activity

A3–

Basic Skills

- 1 respond to a variety of stimuli to create locomotor sequences
- 2 N/A
- 3 respond to a variety of stimuli to create nonlocomotor sequences
- 4 N/A
- 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways
- 6 N/A

Application of Basic Skills

- 7 select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing
- 8 select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others
- 9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others
- 10 perform and play lead-up games and demonstrate elements of space awareness, effort and relationship
- 11 demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games
- 12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence
- 13 manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling



General Outcome B: Benefits Health

B3–

Functional Fitness

- 1 describe the concept of energy required for muscles
- 2 demonstrate and describe ways to improve personal growth in physical abilities
- 3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities

Body Image

- 4 describe personal physical attributes that contribute to physical activity
- 5 N/A

Well-being

- 6 describe the benefits of physical activity to the body
- 7 describe the changes that take place in the body during physical activity
- 8 understand the connections between physical activity and emotional well-being; e.g., feels good



General Outcome C: Cooperation

C3–

Communication

- 1 describe and demonstrate respectful communication skills appropriate to context
- 2 N/A

Fair Play

- 3 identify and demonstrate etiquette and fair play

Leadership

- 4 accept responsibility for assigned roles while participating in physical activity

Teamwork

- 5 display a willingness to share ideas, space and equipment when participating cooperatively with others
- 6 N/A



General Outcome D: Do it Daily...for Life!

D3–

Effort

- 1 express a willingness to participate regularly in physical education class
- 2 describe factors that encourage movement and a personal feeling about movement

Safety

- 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity
- 4 demonstrate and participate in safe warm-up and cool-down activities
- 5 tell about safe movement experiences in various environments; e.g., gymnastic equipment

Goal Setting/Personal Challenge

- 6 set and achieve a short-term goal to increase effort and participation in one area of physical activity
- 7 identify ways to change an activity to make it a challenge based on personal abilities

Active Living in the Community

- 8 describe types of physical activities people choose within the community and reasons for their choices
- 9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

Exemptions from Physical Education

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certification from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

Physical Education Online

<http://www.learning.gov.ab.ca/physicaleducationonline>

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- *Program of Studies—The general outcomes and grade specific outcomes for K–12.*
- *Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.*
- *Home Education—This portion is designed for parents and teachers to use with 7 to 10 students who may be enrolled in an online or home education physical education course.*