

Physical Education Program of Studies

Kindergarten to Grade 3

PHYSICAL EDUCATION

A. PROGRAM RATIONALE AND PHILOSOPHY

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.

Alberta's vision for education focuses on children and their ability to achieve their individual potential, creating a positive future for themselves, as well as enhancing their quality of life. The Kindergarten to Grade 12 physical education program contributes to the development of life skills for the personal management of health, for the use of physical activity as a strategy for managing life challenges, and for a setting within which to practise the ability to work with others. The program provides an equitable opportunity for all students to realize the benefits of participation in physical activity.

Education is a shared responsibility involving students, parents, teachers, the school and the community. Within each day, whether at home, school, or in the community, there is structured and unstructured time available for meeting the aim of the physical education program that contributes to student well-being. As the benefits of physical activity increase proportionally as a result of the time and intensity provided, consideration should be given to maximizing the amount of time available within the school context. An approach that is sensitive to developmental and culturally appropriate practice,

and that emphasizes enjoyable participation, is most likely to foster a desire in students to participate in lifelong physical activity.

Physical activity is vital to all aspects of normal growth and development, and the benefits are widely recognized. Students do not develop automatically the requisite knowledge, skills and attitudes that lead to active, healthy lifestyles. Such learning should begin in childhood. Schools and teachers can be prime facilitators in providing opportunities for the development of the desire for lifelong participation in physical activity.

Active Living

The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

Active living through physical education:

- creates a desire to participate
- focuses on lifetime activities promoting health-related fitness for life
- is about physical activity; and the nature, form, frequency and intensity of the activity are relative to each person's ability, needs aspirations and environment
- places physical activity within a broader perspective of total fitness and well-being that encompasses the entire experience of

movement—physical, mental, emotional and social dimensions

- is enhanced through opportunities to participate in such activities as intramural and interschool athletics and community-based sport and recreation activities
- is centred around learner needs; inclusive, individual and varied
- is supported when opportunities for making choices are provided
- is supportive of the relevance of physical activity within the community.

Benefits of Physical Education and Activity

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 benefits to the individual and the community. Below are some reasons why students need physical education on a regular basis.

- **Health**
Participation in physical activity can improve fitness—muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance—and reduce the risk factors related to heart disease, including obesity and high blood pressure. Regular physical activity increases bone density to create a stronger skeleton. It can be an outlet for releasing tensions and anxieties in the promotion of mental health.
- **Active Lifestyle**
Physical activity, over time, is beneficial to personal well-being. Physical education promotes personal responsibility for health and fitness and for students to develop a desire to participate for life.

- **Skill Development**
Physical education develops physical skills that allow for enjoyable and successful participation in movement activities. Students perceived competence is a key determinant for future involvement in physical activity.
- **Positive Interactions**
Interaction with others is an important aspect of most physical activities. Physical education provides a natural learning environment in which to develop cooperation and fair play skills. For example, students have opportunities to assume leadership, develop teamwork skills, officiate and take responsibility for their actions while playing.
- **Self-confidence and Self-esteem**
Physical activity can instill a strong sense of self-worth in students. They can become more confident, assertive and independent.
- **Goal Setting**
Physical education provides opportunities for students to practise goal setting as they participate.
- **Economic**
Physical activity can improve health, which reduces the cost of health care for individuals and the community.
- **Academic Achievement**
Time allocation for physical education programs does not limit academic achievement; in fact, it can contribute to increased achievement levels; i.e., active bodies/active minds.

Student Learning and Achievement

Students will meet the aim of the physical education program, to lead an active, healthy lifestyle, if they have developed a desire to participate regularly in physical activity. The aim can only be achieved by addressing the prescribed outcomes within an environment wherein students are emotionally and physically safe, the climate is

positive, and a variety of developmentally appropriate skill-building experiences are provided.

Curriculum experiences provide students with opportunities to develop the habit of being active daily, the skills to enjoy successful participation, and to realize the benefits resulting from activity. This is the focus of an “active living” approach.

There are many factors to be considered in providing a context wherein students can achieve. Planning will help to determine ways in which to provide a program that addresses the outcomes and meets the diverse needs of learners. Some of the factors to consider when planning include:

- activity that is relevant, meaningful and enjoyable
- student equity and diversity
- alignment of learning outcomes, instructional and assessment practices
- practices that apply the principles of learning
- experiences from all movement dimensions
- opportunities to practise and demonstrate growth and achievement
- elements of risk and challenge provided in a safe environment
- consideration of, and for, past related experiences
- time allocation
- teacher willingness and expertise
- diversity of instructional strategies
- focus on outcomes rather than dimensions
- facilities and equipment resources
- use of community resources
- use of technology
- assessment, evaluation and communication of student learning
- transference to lifelong participation in physical activity.

Exemptions

To meet the aim of the program it is recommended that a variety of movement experiences be provided in all the dimensions. In the following specified circumstances; however, exemptions may be warranted from one or more dimensions and/or a physical education course.

Category	Conditions for Exemption	Procedures	Other Experiences
INDIVIDUAL	Religious beliefs	<ul style="list-style-type: none"> • Statement in writing from parent to principal. 	<ul style="list-style-type: none"> • When exemption is granted, other activities consistent with the aim and outcomes of the program should be substituted, where appropriate.
INDIVIDUAL	Medical	<ul style="list-style-type: none"> • Certification to principal by medical practitioner with statement of activities in which the student is not able to participate. 	
CLASS, GRADE OR SCHOOL	Access to facilities	<ul style="list-style-type: none"> • Initiated by school authority or parent. • Approved by school authority. 	

B. GENERAL AND SPECIFIC OUTCOMES

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



Activity

- 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



Benefits Health

- understand, experience and appreciate the health benefits that result from physical activity



Cooperation

- interact positively with others



Do it Daily ... for Life!

- 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:

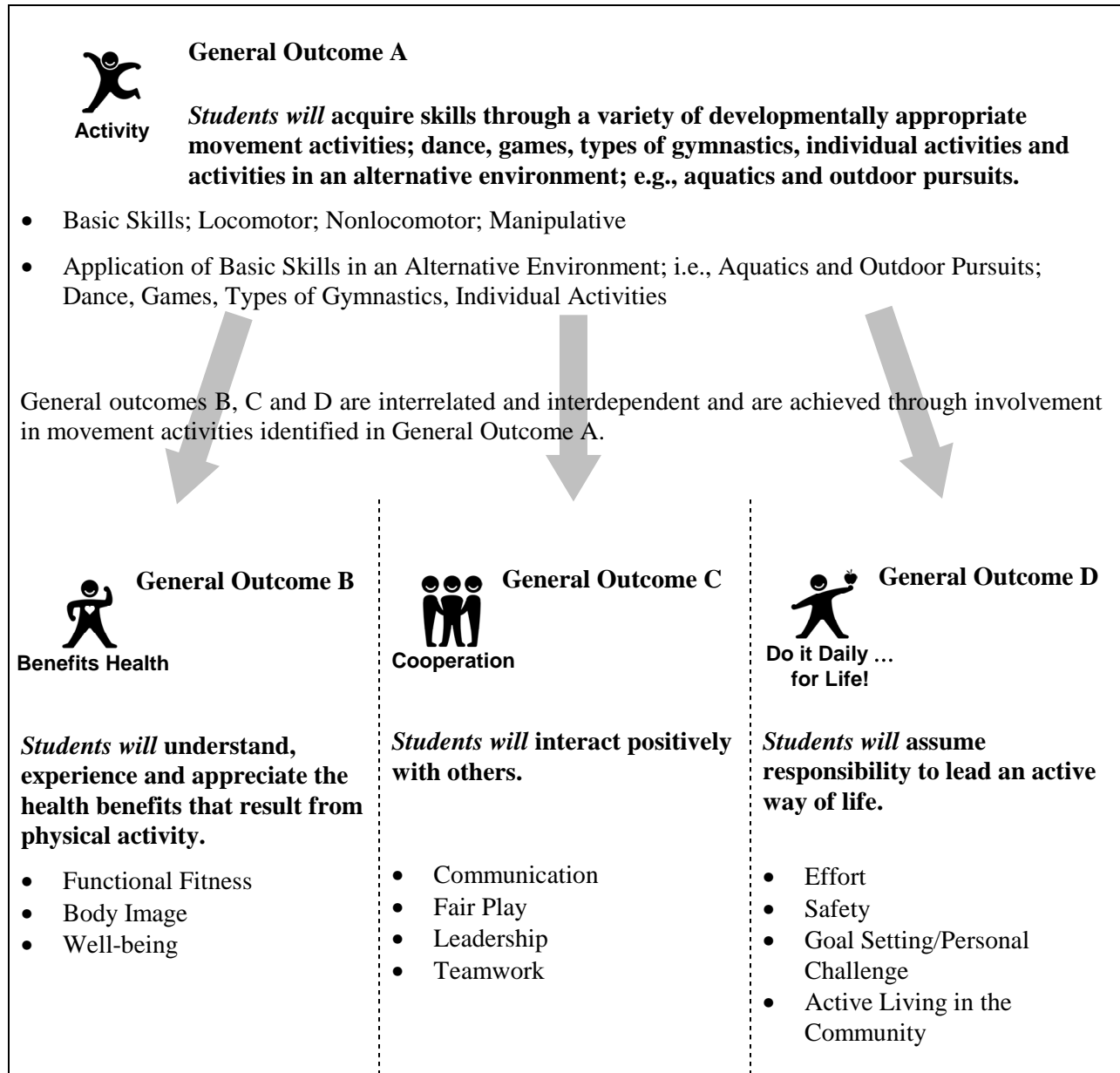
- dance
- games
- types of gymnastics
- individual activities
- activities in an alternative environment; e.g., aquatics and outdoor pursuits.

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.

GENERAL OUTCOMES

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.



SPECIFIC OUTCOMES



Activity

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.

Kindergarten [AK–]

Grade 1 [A1–]

Grade 2 [A2–]

Grade 3 [A3–]

Students will:

Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water

AK–1 experience and develop locomotor skills through a variety of activities	A1–1 perform locomotor skills through a variety of activities	A2–1 select and perform locomotor skills involved in a variety of activities	A3–1 respond to a variety of stimuli to create locomotor sequences
AK–2 N/A	A1–2 N/A	A2–2 N/A	A3–2 N/A

Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging

AK–3 experience and develop nonlocomotor skills through a variety of activities	A1–3 perform nonlocomotor skills through a variety of activities	A2–3 select and perform nonlocomotor skills involved in a variety of activities	A3–3 respond to a variety of stimuli to create nonlocomotor sequences
AK–4 N/A	A1–4 N/A	A2–4 N/A	A3–4 N/A

Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking

AK–5 experience and develop ways to receive, retain and send an object, using a variety of body parts and implements and through a variety of activities	A1–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others	A2–5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others	A3–5 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
AK–6 N/A	A1–6 N/A	A2–6 N/A	A3–6 N/A

All outcomes are achieved through active and safe participation in physical education.



Activity

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.

Kindergarten [AK–]

Grade 1 [A1–]

Grade 2 [A2–]

Grade 3 [A3–]

Students will:

Application of Basic Skills in an Alternative Environment

AK–7 experience the basic skills in a variety of environments; e.g., playground

A1–7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities

A2–7 select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course

A3–7 select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing

Application of Basic Skills in Dance

AK–8 experience movement to respond to a variety of stimuli; e.g., music

A1–8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music

A2–8 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

A3–8 select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others

AK–9 experience body awareness when performing dance activities

A1–9 demonstrate body awareness when performing dance activities

A2–9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others

A3–9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others

Application of Basic Skills in Games

AK–10 demonstrate body and space awareness when performing space awareness games

A1–10 demonstrate body and space awareness when performing space awareness games

A2–10 create and play body and space awareness games

A3–10 perform and play lead-up games and demonstrate elements of space awareness, effort and relationship

AK–11 demonstrate an understanding of basic rules and fair play

A1–11 demonstrate an understanding of basic rules and fair play for simple games

A2–11 apply basic rules and fair play while playing and learning the strategies of lead-up games

A3–11 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

All outcomes are achieved through active and safe participation in physical education.

SPECIFIC OUTCOMES



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.

Kindergarten [AK–]

Grade 1 [A1–]

Grade 2 [A2–]

Grade 3 [A3–]

Students will:

Application of Basic Skills in Types of Gymnastics

AK–12 experience educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships

A1–12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships

A2–12 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

A3–12 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

Application of Basic Skills in Individual Activities

AK–13 experience the basic skills of running, jumping, throwing in a variety of environments; e.g., field

A1–13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes

A2–13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching

A3–13 manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling

All outcomes are achieved through active and safe participation in physical education.



GENERAL OUTCOME B

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

**Kindergarten
[BK–]**

**Grade 1
[B1–]**

**Grade 2
[B2–]**

**Grade 3
[B3–]**

Students will:

Functional Fitness

BK–1 recognize appropriate nutritional habits	B1–1 identify healthy nutritional habits	B2–1 recognize that “energy” is required for muscle movement	B3–1 describe the concept of energy required for muscles
BK–2 recognize improvement in physical abilities	B1–2 demonstrate ways to improve personal growth in physical abilities	B2–2 describe ways to improve personal growth in physical abilities	B3–2 demonstrate and describe ways to improve personal growth in physical abilities
BK–3 experience cardio-respiratory activities	B1–3 experience and improve continued frequency of involvement in cardio-respiratory activities	B2–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities	B3–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities

Body Image

BK–4 recognize personal abilities while participating in physical activity	B1–4 recognize personal abilities while participating in physical activity	B2–4 identify personal physical attributes that contribute to physical activity	B3–4 describe personal physical attributes that contribute to physical activity
BK–5 N/A	B1–5 N/A	B2–5 N/A	B3–5 N/A

Well-being

BK–6 experience how physical activity makes one feel	B1–6 describe how physical activity makes you feel	B2–6 describe how the body benefits from physical activity	B3–6 describe the benefits of physical activity to the body
BK–7 experience the changes that take place in the body during physical activity	B1–7 recognize the changes that take place in the body during physical activity	B2–7 identify changes that take place in the body during physical activity	B3–7 describe the changes that take place in the body during physical activity
BK–8 understand the connections between physical activity and emotional well-being; e.g., feels good	B1–8 understand the connections between physical activity and emotional well-being; e.g., feels good	B2–8 understand the connections between physical activity and emotional well-being; e.g., feels good	B3–8 understand the connections between physical activity and emotional well-being; e.g., feels good

All outcomes are achieved through active and safe participation in physical education.

SPECIFIC OUTCOMES



GENERAL OUTCOME C

Students will interact positively with others.

Kindergarten [CK–]	Grade 1 [C1–]	Grade 2 [C2–]	Grade 3 [C3–]
<i>Students will:</i>			
Communication			
CK–1 begin to develop respectful communication skills appropriate to context	C1–1 develop and demonstrate respectful communication skills appropriate to context	C2–1 identify and demonstrate respectful communication skills appropriate to context	C3–1 describe and demonstrate respectful communication skills appropriate to context
CK–2 N/A	C1–2 N/A	C2–2 N/A	C3–2 N/A
Fair Play			
CK–3 identify and demonstrate etiquette and fair play	C1–3 identify and demonstrate etiquette and fair play	C2–3 identify and demonstrate etiquette and fair play	C3–3 identify and demonstrate etiquette and fair play
Leadership			
CK–4 experience different roles in a variety of physical activities	C1–4 identify different roles in a variety of physical activities	C2–4 accept responsibility for assigned roles while participating in physical activity	C3–4 accept responsibility for assigned roles while participating in physical activity
Teamwork			
CK–5 display a willingness to play alongside others	C1–5 display a willingness to play cooperatively with others in large and small groups	C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups	C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others
CK–6 N/A	C1–6 N/A	C2–6 N/A	C3–6 N/A

All outcomes are achieved through active and safe participation in physical education.



GENERAL OUTCOME D

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

Kindergarten [DK-]	Grade 1 [D1-]	Grade 2 [D2-]	Grade 3 [D3-]
<i>Students will:</i>			
Effort			
DK-1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	D1-1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	D2-1 express a willingness to participate regularly in physical education class	D3-1 express a willingness to participate regularly in physical education class
DK-2 participate with effort in physical activities	D1-2 demonstrate effort while participating in various activities	D2-2 identify personal factors that encourage movement	D3-2 describe factors that encourage movement and a personal feeling about movement
Safety			
DK-3 show a willingness to listen to directions and simple explanations	D1-3 show a willingness to listen to directions and simple explanations	D2-3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity	D3-3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity
DK-4 participate in safe warm-up and cool-down activities	D1-4 participate in safe warm-up and cool-down activities	D2-4 demonstrate and participate in safe warm-up and cool-down activities	D3-4 demonstrate and participate in safe warm-up and cool-down activities
DK-5 experience moving safely and sensitively through all environments; e.g., movement activities	D1-5 move safely and sensitively through all environments; e.g., space awareness activities	D2-5 demonstrate moving safely and sensitively in various environments; e.g., modified games	D3-5 tell about safe movement experiences in various environments; e.g., gymnastic equipment

All outcomes are achieved through active and safe participation in physical education.

