
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:

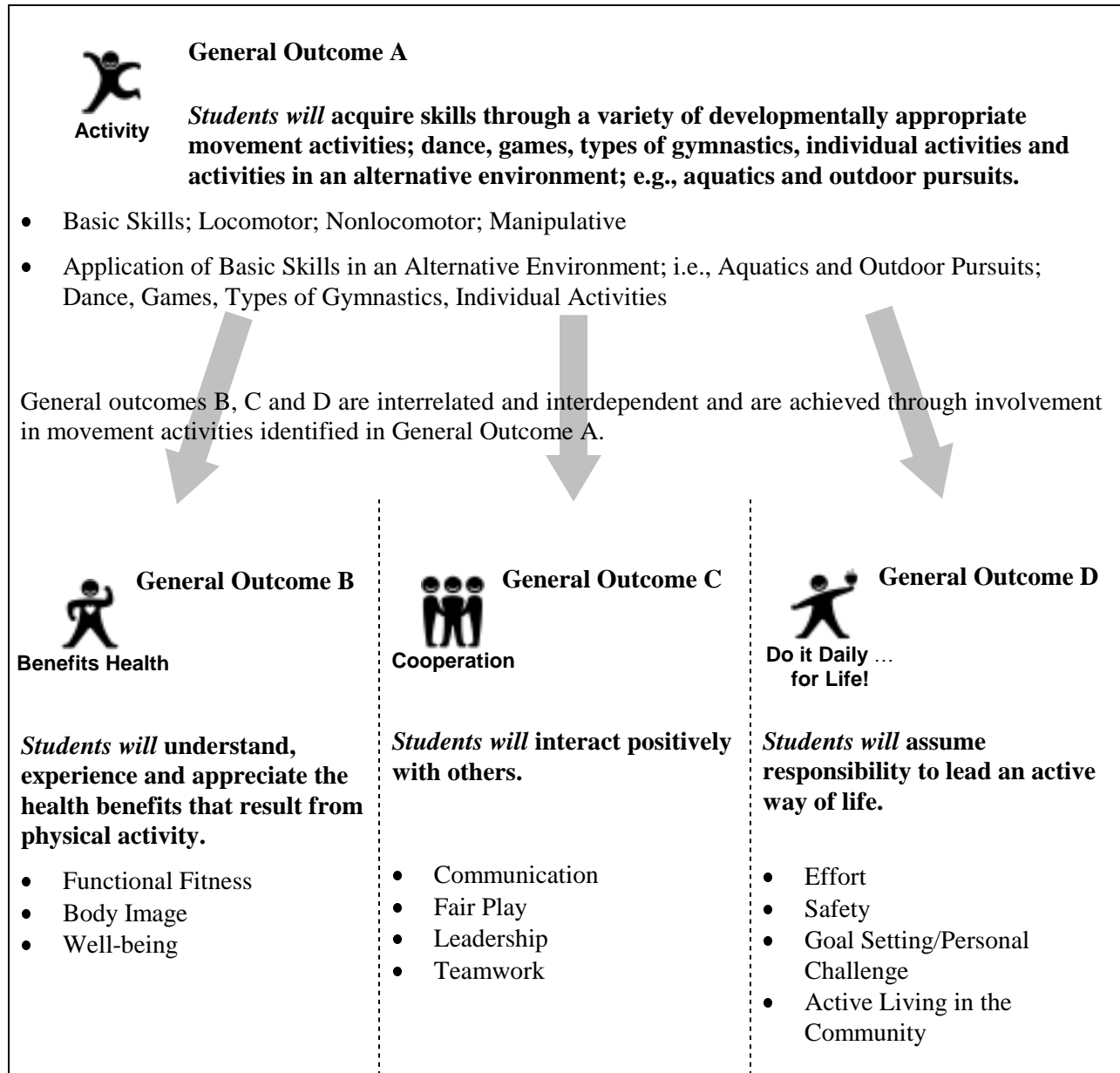
- dance
- games
- types of gymnastics
- individual activities
- activities in an alternative environment; e.g., aquatics and outdoor pursuits.

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



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.

Grade 4 [A4–]

Grade 5 [A5–]

Grade 6 [A6–]

Students will:

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

A4–1 select, perform and refine simple locomotor sequences

A5–1 select, perform and refine more challenging locomotor sequences

A6–1 select, perform and refine challenging locomotor sequences

A4–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

A5–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

A6–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance

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

A4–3 select, perform and refine simple nonlocomotor sequences

A5–3 select, perform and refine more challenging nonlocomotor sequences

A6–3 select, perform and refine challenging nonlocomotor sequences

A4–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

A5–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

A6–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance

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

A4–5 select, perform and refine ways to receive, retain and send an object with control

A5–5 select, perform and refine more challenging ways to receive, retain and send an object with control

A6–5 demonstrate ways to receive, retain and send an object with increasing accuracy

A4–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship

A5–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship

A6–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship

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



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.

Grade 7 [A7-]

Grade 8 [A8-]

Grade 9 [A9-]

Students will:

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

A7-1 demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance	A8-1 select, combine and perform specific locomotor skills in a variety of activities to improve personal performance	A9-1 apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance
A7-2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	A8-2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	A9-2 apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance

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

A7-3 demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance	A8-3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance	A9-3 apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance
A7-4 demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	A8-4 select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	A9-4 apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance

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

A7-5 demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity	A8-5 demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity	A9-5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity
A7-6 demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	A8-6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	A9-6 apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

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



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.

Physical Education 10 [A10–]

Physical Education 20 [A20–]

Physical Education 30 [A30–]

Students will:

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

A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A20–1 analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A30–1 analyze, evaluate and adapt performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A10–2 N/A

A20–2 N/A

A30–2 N/A

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

A10–3 apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A20–3 analyze, evaluate and modify performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A30–3 analyze, evaluate and adapt performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A10–4 N/A

A20–4 N/A

A30–4 N/A

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

A10–5 apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A20–5 analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A30–5 analyze, evaluate and adapt performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A10–6 N/A

A20–6 N/A

A30–6 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.



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.

Grade 4 [A4-]

Grade 5 [A5-]

Grade 6 [A6-]

Students will:

Application of Basic Skills in an Alternative Environment

A4-7 select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming

A5-7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering

A6-7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking

Application of Basic Skills in Dance

A4-8 select, perform and refine basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others

A5-8 demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others

A6-8 demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others

A4-9 demonstrate a creative process to develop dance sequences alone and with others

A5-9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli

A6-9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli

Application of Basic Skills in Games

A4-10 demonstrate critical thinking and problem-solving skills to modify games and achieve activity outcomes

A5-10 apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone

A6-10 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone

A4-11 demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games

A5-11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games

A6-11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games

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



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.

Grade 7 [A7-]

Grade 8 [A8-]

Grade 9 [A9-]

Students will:

Application of Basic Skills in an Alternative Environment

A7-7 demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering

A8-7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating

A9-7 apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing

Application of Basic Skills in Dance

A7-8 refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others

A8-8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others

A9-8 create, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others

A7-9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns

A8-9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns

A9-9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns

Application of Basic Skills in Games

A7-10 demonstrate activity-specific basic skills in a variety of games

A8-10 select, combine and perform activity-specific basic skills in a variety of games

A9-10 apply and refine activity-specific basic skills in a variety of games

A7-11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity

A8-11 be able to identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal

A9-11 create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal

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



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.

Physical Education 10 [A10–]

Physical Education 20 [A20–]

Physical Education 30 [A30–]

Students will:

Application of Basic Skills in an Alternative Environment

A10–7 adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills

A20–7 develop and combine more challenging activity-specific skills in a variety of environments; e.g., snorkelling progressing to scuba diving

A30–7 recommend and relate a choice of activity-specific skills in an alternative environment to meet activity goal; e.g., river canoeing versus flat water canoeing

Application of Basic Skills in Dance

A10–8 apply the principles of dance to improve performance

A20–8 develop and perform more complex dances

A30–8 develop, refine and perform more complex dances

A10–9 choreograph and perform dances for self and others; e.g., jazz, social and novelty

A20–9 choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty

A30–9 choreograph, perform and critique dance for self and others; e.g., jazz, social and novelty

Application of Basic Skills in Games

A10–10 adapt and improve activity-specific skills in a variety of games

A20–10 develop and refine activity-specific skills in a variety of games

A30–10 develop and further refine activity-specific skills in a variety of games

A10–11 select, plan and create games that incorporate simple and more challenging strategies and tactics

A20–11 apply the relationship among skills, rules and strategies in the creation and playing of games

A30–11 apply and analyze the relationship among skills, rules and strategies in the creation and playing of games

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 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 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.

Grade 4 [A4-]

Grade 5 [A5-]

Grade 6 [A6-]

Students will:

Application of Basic Skills in Types of Gymnastics

A4-12 select, perform and refine the basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships to develop a sequence

A5-12 apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics

A6-12 select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics

Application of Basic Skills in Individual Activities

A4-13 select, perform and refine basic skills in individual activities; e.g., cross country running

A5-13 select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack

A6-13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/ athletics

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



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.

Grade 7 **[A7-]**

Grade 8 **[A8-]**

Grade 9 **[A9-]**

Students will:

Application of Basic Skills in Types of Gymnastics

A7-12 demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic

A8-12 select and perform ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic

A9-12 apply and refine ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic

Application of Basic Skills in Individual Activities

A7-13 demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk

A8-13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g. wrestling

A9-13 apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities

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.

Physical Education 10

Physical Education 20

Physical Education 30

Students will:

Application of Basic Skills in Types of Gymnastics

A10–12 apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic

A20–12 apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group

A30–12 refine and transfer the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group

Application of Basic Skills in Individual Activities

A10–13 adapt and improve activity-specific skills in a variety of individual pursuits; e.g., resistance training, aerobics

A20–13 develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense

A30–13 recommend a choice of activity-specific skills in pursuing lifelong individual activities; e.g., cycling

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-]
<i>Students will:</i>			
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.



GENERAL OUTCOME B

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

**Grade 4
[B4-]**

**Grade 5
[B5-]**

**Grade 6
[B6-]**

Students will:

Functional Fitness

B4-1 identify the nutritional needs related to physical activity	B5-1 explain the relationship between nutritional habits and physical activity	B6-1 explain the relationship between nutritional habits and performance in physical activity
B4-2 demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity	B5-2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity	B6-2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
B4-3 experience movement, involving components of fitness	B5-3 identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities	B6-3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level

Body Image

B4-4 recognize and personally acknowledge individual and other attributes that contribute to physical activity	B5-4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities	B6-4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
B4-5 N/A	B5-5 N/A	B6-5 N/A

Well-being

B4-6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially	B5-6 infer positive benefits gained from specific physical activities	B6-6 identify and plan for personal positive benefits from specific physical activity
B4-7 demonstrate changes that take place in the body during physical activity	B5-7 describe how physical activity influences physical fitness and the body systems	B6-7 describe and chart individual fitness changes as a result of engaging in physical activity
B4-8 understand the connection between physical activity, stress management and relaxation	B5-8 understand the connection between physical activity, stress management and relaxation	B6-8 understand the connection between physical activity, stress management and relaxation

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.

Grade 7 [B7-]

Grade 8 [B8-]

Grade 9 [B9-]

Students will:

Functional Fitness

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| B7-1 analyze personal nutritional habits and how they relate to performance in physical activity | B8-1 monitor and analyze a personal nutrition plan that affects physical performance | B9-1 design, monitor and personally analyze nutrition programs that will affect physical performance |
| B7-2 demonstrate and evaluate ways to achieve a personal functional level of physical fitness | B8-2 demonstrate and monitor ways to achieve a personal functional level of physical fitness | B9-2 demonstrate, monitor and analyze ways to achieve a personal functional level of physical fitness |
| B7-3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth | B8-3 explain fitness components and principles of training, and formulate individual plans for personal physical fitness | B9-3 design and implement a personal fitness and activity plan, using the principles of training: frequency intensity, duration |

Body Image

- | | | |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| B7-4 identify different body types and how all types can contribute to, or participate positively in, physical activity | B8-4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images | B9-4 acknowledge and analyze the media and peer influences on body image |
| B7-5 discuss performance-enhancing substances as a part of the negative effect on physical activity | B8-5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity | B9-5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity |

Well-being

- | | | |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| B7-6 identify and explain the effects of exercise on the body systems before, during and after exercise | B8-6 analyze the personal effects of exercise on the body systems before, during and after exercise | B9-6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise |
| B7-7 interpret personal fitness changes as a result of physical activity | B8-7 monitor, analyze and assess fitness changes as a result of physical activity | B9-7 monitor, analyze and assess fitness changes as a result of physical activity |
| B7-8 understand the connection between physical activity, stress management and relaxation | B8-8 describe and perform appropriate physical activities for personal stress management and relaxation | B9-8 select and perform appropriate physical activities for personal stress management and relaxation |

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.

**Physical Education 10
[B10–]**

**Physical Education 20
[B20–]**

**Physical Education 30
[B30–]**

Students will:

Functional Fitness

B10–1 design, analyze and modify nutrition programs that will positively affect performance in physical activity

B20–1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition

B30–1 design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance

B10–2 demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness

B20–2 add to the variety of ways for achieving a personal functional fitness level

B30–2 appraise different activities and their effects on a personal functional level of fitness

B10–3 plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration

B20–3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity

B30–3 evaluate, monitor and adapt fitness plans for self and others, applying the principles of training

Body Image

B10–4 acknowledge and analyze the media and peer influences on body image

B20–4 interpret the impact of the media and peer influences on body image

B30–4 interpret and evaluate the impact of the media and peer influences on body image

B10–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

B20–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

B30–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

Well-being

B10–6 clarify the positive benefits that occur as a result of participation in physical activity

B20–6 analyze the positive benefits gained from physical activity

B30–6 predict the positive benefits gained from physical activity

B10–7 understand the consequences and risks associated with an inactive lifestyle; e.g., the benefits of a healthy heart versus the need for emergency cardiac care (CPR)

B20–7 understand the consequences and risks associated with an inactive lifestyle

B30–7 understand the consequences and risks associated with an inactive lifestyle

B10–8 select and perform appropriate physical activities for personal stress management and relaxation

B20–8 design and implement a plan for personal stress management

B30–8 monitor and evaluate the plan for personal stress management

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



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 C

Students will interact positively with others.

Grade 4 [C4-]

Grade 5 [C5-]

Grade 6 [C6-]

Students will:

Communication

C4-1 articulate and demonstrate respectful communication skills appropriate to context

C5-1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity

C6-1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences

C4-2 N/A

C5-2 N/A

C6-2 N/A

Fair Play

C4-3 identify and demonstrate etiquette and fair play

C5-3 demonstrate etiquette and fair play

C6-3 demonstrate etiquette and fair play

Leadership

C4-4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences

C5-4 select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences

C6-4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education

Teamwork

C4-5 participate cooperatively in group activities

C5-5 identify and demonstrate practices that contribute to teamwork

C6-5 describe and demonstrate practices that contribute to teamwork

C4-6 identify and demonstrate positive behaviours that show respect for self and others

C5-6 identify and demonstrate positive behaviours that show respect for self and others

C6-6 identify and demonstrate positive behaviours that show respect for self and others

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



GENERAL OUTCOME C

Students will interact positively with others.

Grade 7 [C7-]

Grade 8 [C8-]

Grade 9 [C9-]

Students will:

Communication

C7-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C8-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C9-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C7-2 identify positive active living role models

C8-2 discuss positive active living role models

C9-2 identify and discuss the positive behaviours that are demonstrated by active living role models

Fair Play

C7-3 demonstrate etiquette and fair play

C8-3 demonstrate etiquette and fair play

C9-3 demonstrate etiquette and fair play

Leadership

C7-4 identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education

C8-4 describe, apply and practise leadership and followership skills related to physical activity

C9-4 describe, apply, monitor and practise leadership and followership skills related to physical activity

Teamwork

C7-5 select and apply practices that contribute to teamwork

C8-5 recommend practices that contribute to teamwork

C9-5 develop practices that contribute to teamwork

C7-6 identify and demonstrate positive behaviours that show respect for self and others

C8-6 identify and demonstrate positive behaviours that show respect for self and others

C9-6 identify and demonstrate positive behaviours that show respect for self and others

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



GENERAL OUTCOME C

Students will interact positively with others.

Physical Education 10 [C10–]

Physical Education 20 [C20–]

Physical Education 30 [C30–]

Students will:

Communication

C10–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C20–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C30–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C10–2 discuss issues related to positive athletic/active living role models

C20–2 demonstrate an understanding of behaviour appropriate to positive active living role modelling

C30–2 discuss issues related to active living

Fair Play

C10–3 demonstrate etiquette and fair play

C20–3 demonstrate etiquette and fair play

C30–3 demonstrate etiquette and fair play

Leadership

C10–4 describe, apply, monitor and assess leadership and followership skills related to physical activity

C20–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community

C30–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community

Teamwork

C10–5 develop and apply practices that contribute to teamwork

C20–5 develop and apply practices that contribute to teamwork

C30–5 develop and apply practices that contribute to teamwork

C10–6 identify and demonstrate positive behaviours that show respect for self and others

C20–6 identify and demonstrate positive behaviours that show respect for self and others

C30–6 identify and demonstrate positive behaviours that show respect for self and others

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.



GENERAL OUTCOME D

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

**Grade 4
[D4–1]**

**Grade 5
[D5–]**

**Grade 6
[D6–]**

Students will:

Effort

D4–1 demonstrate a willingness to participate regularly in physical education class

D5–1 participate regularly in physical activity to develop components of health-related fitness and movement skills

D6–1 demonstrate enjoyment of participation through extended effort in physical activity

D4–2 demonstrate factors that encourage movement

D5–2 demonstrate factors that encourage movement

D6–2 identify and demonstrate strategies that encourage participation and continued motivation

Safety

D4–3 follow rules, routines and procedures for safety in a variety of activities

D5–3 identify and follow rules, routines and procedures for safety in a variety of activities

D6–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions

D4–4 participate in, and identify the benefits of, safe warm-up and cool-down activities

D5–4 participate in, and identify the benefits of, safe warm-up and cool-down activities

D6–4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities

D4–5 describe how to move safely in various environments; e.g., skating rink

D5–5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety

D6–5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating

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.

**Grade 7
[D7-]**

**Grade 8
[D8-]**

**Grade 9
[D9-]**

Students will:

Effort

- D7-1 participate regularly in, and identify the benefits of, an active lifestyle
- D7-2 identify and demonstrate strategies that encourage participation and continued motivation

- D8-1 participate regularly in, and identify and describe the benefits of, an active lifestyle
- D8-2 develop a personal plan that encourages participation and continued motivation

- D9-1 participate regularly in, and realize the benefits of, an active lifestyle
- D9-2 develop a personal plan that encourages participation and continued motivation

Safety

- D7-3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions
- D7-4 explain the benefits of, and demonstrate safe, warm-up and cool-down activities
- D7-5 recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for in-line skating, ball hockey

- D8-3 select and apply rules, routines and procedures for safety in a variety of activities
- D8-4 design and perform warm-up and cool-down activities
- D8-5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipment

- D9-3 select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions
- D9-4 analyze, design and perform warm-up and cool-down activities
- D9-5 design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games

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.

**Physical Education 10
[D10–]**

**Physical Education 20
[D20–]**

**Physical Education 30
D30–]**

Students will:

Effort

D10–1 demonstrate a commitment to an active lifestyle through participation in and out of class

D20–1 model an active lifestyle

D30–1 model an active lifestyle

D10–2 develop a personal plan that is self-motivating and encourages ongoing participation

D20–2 refine a personal plan that is self-motivating and encourages ongoing participation

D30–2 recommend future changes and modifications to one’s personal plan to maintain a healthy, active lifestyle

Safety

D10–3 select and apply rules, routines and procedures of safety in a variety of activities

D20–3 develop and apply safety standards and rules in a variety of activities

D30–3 develop and apply safety standards and rules in a variety of activities

D10–4 analyze, design and assess warm-up and cool-down activities

D20–4 analyze, design and assess warm-up and cool-down activities

D30–4 analyze, design and assess warm-up and cool-down activities

D10–5 define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others

D20–5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others

D30–5 apply the use of first aid principles and survival skills as they relate to physical activity; e.g., athletic training; and, recommend actions that will minimize potential hazards to self and others

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-]**

Students will:

Goal Setting/Personal Challenge

DK-6 participate in a class activity with a group goal; e.g., walk a predetermined distance

D1-6 participate in a class activity with a group goal; e.g., walk a predetermined distance

D2-6 practise setting a short-term goal related to positive effort to participate in a physical activity

D3-6 set and achieve a short-term goal to increase effort and participation in one area of physical activity

DK-7 make choices to be involved in a variety of movement experiences

D1-7 try a challenging movement experience based on personal abilities

D2-7 identify ways to change an activity to make it a challenge based on personal abilities

D3-7 identify ways to change an activity to make it a challenge based on personal abilities

Active Living in the Community

DK-8 describe appropriate places for children to play

D1-8 identify and experience safe places to play in the community

D2-8 identify types of physical activities people choose within the community

D3-8 describe types of physical activities people choose within the community and reasons for their choices

DK-9 make choices to be active

D1-9 make decisions to be active

D2-9 make appropriate movement choices considering personal space, safety, ability and the surrounding environment

D3-9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

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



Do it Daily ...
for Life!

GENERAL OUTCOME D

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

Grade 4 [D4–1]

Grade 5 [D5–]

Grade 6 [D6–]

Students will:

Goal Setting/Personal Challenge

- | | | |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| D4–6 set and achieve a long-term goal to increase effort and participation in one area of physical activity | D5–6 set long-term goals to improve personal performance based on interests and abilities | D6–6 set and modify goals to improve personal performance based on interests and abilities |
| D4–7 demonstrate different ways to achieve an activity goal that is personally challenging | D5–7 demonstrate different ways to achieve an activity goal that is personally challenging | D6–7 analyze and create different ways to achieve an activity goal that is personally challenging |

Active Living in the Community

- | | | |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| D4–8 identify how people, facilities and communities influence physical activity | D5–8 create a strategy to promote participation in physical activity within the school and the community | D6–8 examine factors that influence community decisions to support and promote physical activity |
| D4–9 make decisions to be active within group activities or individually | D5–9 identify factors made to be active within group or individual activities on a daily basis | D6–9 choose and actively participate in a new group or individual activity that encourages daily participation |

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.

Grade 7 [D7-]

Grade 8 [D8-]

Grade 9 [D9-]

Students will:

Goal Setting/Personal Challenge

D7-6 record and analyze personal goals based on interests and abilities

D8-6 monitor, revise and refine personal goals based on interests and abilities

D9-6 determine and articulate challenging personal and team goals based on interests and abilities

D7-7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging

D8-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group

D9-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group

Active Living in the Community

D7-8 identify local community programs that promote physically active lifestyles

D8-8 analyze community programs that promote a physically active lifestyle

D9-8 evaluate community programs that promote physically active lifestyles and how they meet local needs

D7-9 identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers

D8-9 analyze factors that affect choices of physical activity for life, and create personal strategies to overcome barriers

D9-9 develop strategies to counteract influences that limit involvement in physical activity

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.

Physical Education 10

Physical Education 20

Physical Education 30

Students will:

Goal Setting/Personal Challenge

D10–6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life

D20–6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges

D30–6 evaluate and revise short- and long-term activity goals that will continue to provide personal challenges

D10–7 N/A

D20–7 N/A

D30–7 N/A

Active Living in the Community

D10–8 investigate participation in community activity programs for all ages and the influences that affect participation

D20–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community

D30–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community

D10–9 demonstrate decision-making skills that reflect choices for daily activity within the school and the community

D20–9 evaluate the issues that affect decision making in relation to being active daily

D30–9 develop strategies to offset influences that limit involvement in physical activity

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