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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Conditions for Exemption</th>
<th>Procedures</th>
<th>Other Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIVIDUAL</td>
<td>Religious beliefs</td>
<td>- Statement in writing from parent to principal.</td>
<td>When exemption is granted, other activities consistent with the aim and outcomes of the program should be substituted, where appropriate.</td>
</tr>
<tr>
<td>INDIVIDUAL</td>
<td>Medical</td>
<td>- Certification to principal by medical practitioner with statement of activities in which the student is not able to participate.</td>
<td></td>
</tr>
<tr>
<td>CLASS, GRADE OR SCHOOL</td>
<td>Access to facilities</td>
<td>- Initiated by school authority or parent.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Approved by school authority.</td>
<td></td>
</tr>
</tbody>
</table>
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:

- acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits

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

- interact positively with others

- assume responsibility to lead an active way of life.

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

- 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.

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.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment; i.e., Aquatics and Outdoor Pursuits; Dance, Games, Types of Gymnastics, Individual Activities

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

General Outcome B

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

- Functional Fitness
- Body Image
- Well-being

General Outcome C

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D

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

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[AK–]</strong></td>
<td><strong>[A1–]</strong></td>
<td><strong>[A2–]</strong></td>
<td><strong>[A3–]</strong></td>
</tr>
</tbody>
</table>

**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.**
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.

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>[A4–]</td>
<td>[A5–]</td>
<td>[A6–]</td>
</tr>
</tbody>
</table>

**Students will:**

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

<table>
<thead>
<tr>
<th>A4–1</th>
<th>A5–1</th>
<th>A6–1</th>
</tr>
</thead>
<tbody>
<tr>
<td>select, perform and refine simple locomotor sequences</td>
<td>select, perform and refine more challenging locomotor sequences</td>
<td>select, perform and refine more challenging locomotor sequences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A4–2</th>
<th>A5–2</th>
<th>A6–2</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>A4–3</th>
<th>A5–3</th>
<th>A6–3</th>
</tr>
</thead>
<tbody>
<tr>
<td>select, perform and refine simple nonlocomotor sequences</td>
<td>select, perform and refine more challenging nonlocomotor sequences</td>
<td>select, perform and refine more challenging nonlocomotor sequences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A4–4</th>
<th>A5–4</th>
<th>A6–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>A4–5</th>
<th>A5–5</th>
<th>A6–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>select, perform and refine ways to receive, retain and send an object with control</td>
<td>select, perform and refine more challenging ways to receive, retain and send an object with control</td>
<td>demonstrate ways to receive, retain and send an object with increasing accuracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A4–6</th>
<th>A5–6</th>
<th>A6–6</th>
</tr>
</thead>
<tbody>
<tr>
<td>consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship</td>
<td>consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship</td>
<td>consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship</td>
</tr>
</tbody>
</table>

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

“A”, Specific Outcomes

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Physical Education (K–12) /7 (2000)
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.

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A7–1</td>
<td>A8–1</td>
<td>A9–1</td>
</tr>
<tr>
<td>demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance</td>
<td>select, combine and perform specific locomotor skills in a variety of activities to improve personal performance</td>
<td>apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance</td>
</tr>
<tr>
<td>A7–2</td>
<td>A8–2</td>
<td>A9–2</td>
</tr>
<tr>
<td>demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance</td>
<td>select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance</td>
<td>apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance</td>
</tr>
<tr>
<td>A7–3</td>
<td>A8–3</td>
<td>A9–3</td>
</tr>
<tr>
<td>demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance</td>
<td>select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance</td>
<td>apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance</td>
</tr>
<tr>
<td>A7–4</td>
<td>A8–4</td>
<td>A9–4</td>
</tr>
<tr>
<td>demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance</td>
<td>select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance</td>
<td>apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A7–5</td>
<td>A8–5</td>
<td>A9–5</td>
</tr>
<tr>
<td>demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity</td>
<td>demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity</td>
<td>apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity</td>
</tr>
<tr>
<td>A7–6</td>
<td>A8–6</td>
<td>A9–6</td>
</tr>
<tr>
<td>demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance</td>
<td>select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance</td>
<td>apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Physical Education 10 [A10–]</th>
<th>Physical Education 20 [A20–]</th>
<th>Physical Education 30 [A30–]</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Basic Skills</strong>—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water</td>
<td><strong>A10–1</strong> apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</td>
<td><strong>A20–1</strong> 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</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>A30–1</strong> 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</td>
</tr>
<tr>
<td>A10–2 N/A</td>
<td>A20–2 N/A</td>
<td>A30–2 N/A</td>
</tr>
<tr>
<td><strong>Basic Skills</strong>—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging</td>
<td><strong>A10–3</strong> apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</td>
<td><strong>A20–3</strong> 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</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>A30–3</strong> 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</td>
</tr>
<tr>
<td>A10–4 N/A</td>
<td>A20–4 N/A</td>
<td>A30–4 N/A</td>
</tr>
<tr>
<td><strong>Basic Skills</strong>—Manipulative: receiving; e.g., catching, collecting: retaining; e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking</td>
<td><strong>A10–5</strong> apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</td>
<td><strong>A20–5</strong> 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</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>A30–5</strong> 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</td>
</tr>
<tr>
<td>A10–6 N/A</td>
<td>A20–6 N/A</td>
<td>A30–6 N/A</td>
</tr>
</tbody>
</table>

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

“*A*, Specific Outcomes
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Physical Education (K–12) /9 (2000)
**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.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
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</thead>
<tbody>
<tr>
<td><strong>[AK–]</strong></td>
<td><strong>[A1–]</strong></td>
<td><strong>[A2–]</strong></td>
<td><strong>[A3–]</strong></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Grade 4</th>
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<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>[A4–]</td>
<td>[A5–]</td>
<td>[A6–]</td>
</tr>
</tbody>
</table>

**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.**

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Physical Education (K–12) /11

(2000)
### 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.

<table>
<thead>
<tr>
<th>Grade 7 [A7–]</th>
<th>Grade 8 [A8–]</th>
<th>Grade 9 [A9–]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application of Basic Skills in an Alternative Environment</strong></td>
<td><strong>Application of Basic Skills in Dance</strong></td>
<td><strong>Application of Basic Skills in Games</strong></td>
</tr>
<tr>
<td>A7–7 demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering</td>
<td>A8–7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating</td>
<td>A9–7 apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing</td>
</tr>
<tr>
<td>A7–8 refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others</td>
<td>A8–8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others</td>
<td>A9–8 create, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others</td>
</tr>
<tr>
<td>A7–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns</td>
<td>A8–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns</td>
<td>A9–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns</td>
</tr>
<tr>
<td>A7–10 demonstrate activity-specific basic skills in a variety of games</td>
<td>A8–10 select, combine and perform activity-specific basic skills in a variety of games</td>
<td>A9–10 apply and refine activity-specific basic skills in a variety of games</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

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

12/ Physical Education (K–12) (2000)“A”, Specific Outcomes ©Alberta Learning, Alberta, Canada
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.

<table>
<thead>
<tr>
<th>Physical Education 10 [A10–]</th>
<th>Physical Education 20 [A20–]</th>
<th>Physical Education 30 [A30–]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of Basic Skills in an Alternative Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A10–7 adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills</td>
<td>A20–7 develop and combine more challenging activity-specific skills in a variety of environments; e.g., snorkelling progressing to scuba diving</td>
<td>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</td>
</tr>
</tbody>
</table>

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 |

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Physical Education (K–12) /13 (2000)
## 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.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>[AK–]</td>
<td>[A1–]</td>
<td>[A2–]</td>
<td>[A3–]</td>
</tr>
</tbody>
</table>

### 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–] 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

**Application of Basic Skills in Individual Activities**  
A4–13 select, perform and refine basic skills in individual activities; e.g., cross country running

#### Grade 5

**[A5–] Students will:**  
**Application of Basic Skills in Types of Gymnastics**  
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

**Application of Basic Skills in Individual Activities**  
A5–13 select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack

#### Grade 6

**[A6–] Students will:**  
**Application of Basic Skills in Types of 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**  
A6–13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics

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“A”, Specific Outcomes

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Physical Education (K–12) /15

(2000)
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.

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### 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.

<table>
<thead>
<tr>
<th>Physical Education 10</th>
<th>Physical Education 20</th>
<th>Physical Education 30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application of Basic Skills in Types of Gymnastics</strong></td>
<td><strong>Application of Basic Skills in Individual Activities</strong></td>
<td><strong>Application of Basic Skills in Individual Activities</strong></td>
</tr>
<tr>
<td>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</td>
<td>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.</td>
<td>A30–12 refine and transfer the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group.</td>
</tr>
<tr>
<td>A10–13 adapt and improve activity-specific skills in a variety of individual pursuits; e.g., resistance training, aerobics</td>
<td>A20–13 develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense.</td>
<td>A30–13 recommend a choice of activity-specific skills in pursuing lifelong individual activities; e.g., cycling.</td>
</tr>
</tbody>
</table>

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.*

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>[BK–]</td>
<td>[B1–]</td>
<td>[B2–]</td>
<td>[B3–]</td>
</tr>
</tbody>
</table>

**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 cardiorespiratory activities
- **B1–3** experience and improve continued frequency of involvement in cardiorespiratory activities
- **B2–3** experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardiorespiratory activities
- **B3–3** experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardiorespiratory 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.*

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>[B4–]</td>
<td>[B5–]</td>
<td>[B6–]</td>
</tr>
</tbody>
</table>

**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–]**

**Functional Fitness**

- **B7–1** analyze personal nutritional habits and how they relate to performance in physical activity
- **B7–2** demonstrate and evaluate 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

**Body Image**

- **B7–4** identify different body types and how all types can contribute to, or participate positively in, physical activity
- **B7–5** discuss performance-enhancing substances as a part of the negative effect on physical activity

**Well-being**

- **B7–6** identify and explain the effects of exercise on the body systems before, during and after exercise
- **B7–7** interpret personal fitness changes as a result of physical activity
- **B7–8** understand the connection between physical activity, stress management and relaxation

### Grade 8

**[B8–]**

**Functional Fitness**

- **B8–1** monitor and analyze a personal nutrition plan that affects physical performance
- **B8–2** demonstrate and monitor ways to achieve a personal functional level of physical fitness
- **B8–3** explain fitness components and principles of training, and formulate individual plans for personal physical fitness

**Body Image**

- **B8–4** acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images
- **B8–5** discuss performance-enhancing substances and how they can affect body type in relation to physical activity

**Well-being**

- **B8–6** analyze the personal effects of exercise on the body systems before, during and after exercise
- **B8–7** monitor, analyze and assess fitness changes as a result of physical activity
- **B8–8** describe and perform appropriate physical activities for personal stress management and relaxation

### Grade 9

**[B9–]**

**Functional Fitness**

- **B9–1** design, monitor and personally analyze nutrition programs that will affect physical performance
- **B9–2** demonstrate, monitor and analyze ways to achieve a personal functional level of physical fitness
- **B9–3** design and implement a personal fitness and activity plan, using the principles of training: frequency intensity, duration

**Body Image**

- **B9–4** acknowledge and analyze the media and peer influences on body image
- **B9–5** discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

**Well-being**

- **B9–6** analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise
- **B9–7** monitor, analyze and assess fitness changes as a result of physical activity
- **B9–8** select and perform appropriate physical activities for personal stress management and relaxation

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## GENERAL OUTCOME B

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

### Physical Education 10

<table>
<thead>
<tr>
<th>B10–1</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>design, analyze and modify nutrition programs that will positively affect performance in physical activity</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>acknowledge and analyze the media and peer influences on body image</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>clarify the positive benefits that occur as a result of participation in physical activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B10–2</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>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)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B10–3</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>select and perform appropriate physical activities for personal stress management and relaxation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B10–4</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>interpret the impact of the media and peer influences on body image</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>understand the consequences and risks associated with an inactive lifestyle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B10–5</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>select and perform appropriate physical activities for personal stress management and relaxation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B10–6</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>add to the variety of ways for achieving a personal functional fitness level</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>monitor and evaluate the plan for personal stress management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B10–7</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>appraise different activities and their effects on a personal functional level of fitness</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>interpret and evaluate the impact of the media and peer influences on body image</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>predict the positive benefits gained from physical activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B10–8</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>evaluate, monitor and adapt fitness plans for self and others, applying the principles of training</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>design and implement a plan for personal stress management</td>
</tr>
</tbody>
</table>

### Physical Education 20

<table>
<thead>
<tr>
<th>B20–1</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>select and perform appropriate physical activities for personal stress management and relaxation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B20–2</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>add to the variety of ways for achieving a personal functional fitness level</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>monitor and evaluate the plan for personal stress management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B20–3</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>appraise different activities and their effects on a personal functional level of fitness</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>interpret and evaluate the impact of the media and peer influences on body image</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>predict the positive benefits gained from physical activity</td>
</tr>
</tbody>
</table>

### Physical Education 30

<table>
<thead>
<tr>
<th>B30–1</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>select and perform appropriate physical activities for personal stress management and relaxation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B30–2</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>appraise different activities and their effects on a personal functional level of fitness</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>interpret and evaluate the impact of the media and peer influences on body image</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>predict the positive benefits gained from physical activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B30–3</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Fitness</strong></td>
<td>plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity</td>
</tr>
<tr>
<td><strong>Body Image</strong></td>
<td>evaluate, monitor and adapt fitness plans for self and others, applying the principles of training</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>design and implement a plan for personal stress management</td>
</tr>
</tbody>
</table>

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

“B”, Specific Outcomes

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Physical Education (K–12) /21

(Revised 2001)
GENERAL OUTCOME C

*Students will interact positively with others.*

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>[CK–]</td>
<td>[C1–]</td>
<td>[C2–]</td>
<td>[C3–]</td>
</tr>
</tbody>
</table>

*Students will:*

**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

CK–6 N/A

C1–6 N/A

C2–6 N/A

C3–6 N/A

**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

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

22/ Physical Education (K–12)
### General Outcome C

*Students will interact positively with others.*

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>[C4–]</td>
<td>[C5–]</td>
<td>[C6–]</td>
</tr>
</tbody>
</table>

**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

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Physical Education (K–12) /23 (2000)
## GENERAL OUTCOME C

*Students will interact positively with others.*

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>[C7–]</td>
<td>[C8–]</td>
<td>[C9–]</td>
</tr>
</tbody>
</table>

### Communication

<table>
<thead>
<tr>
<th>C7–1</th>
<th>C8–1</th>
<th>C9–1</th>
</tr>
</thead>
<tbody>
<tr>
<td>communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</td>
<td>communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</td>
<td>communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C7–2</th>
<th>C8–2</th>
<th>C9–2</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify positive active living role models</td>
<td>discuss positive active living role models</td>
<td>identify and discuss the positive behaviours that are demonstrated by active living role models</td>
</tr>
</tbody>
</table>

### Fair Play

<table>
<thead>
<tr>
<th>C7–3</th>
<th>C8–3</th>
<th>C9–3</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate etiquette and fair play</td>
<td>demonstrate etiquette and fair play</td>
<td>demonstrate etiquette and fair play</td>
</tr>
</tbody>
</table>

### Leadership

<table>
<thead>
<tr>
<th>C7–4</th>
<th>C8–4</th>
<th>C9–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>describe, apply and practise leadership and followership skills related to physical activity</td>
<td>describe, apply, monitor and practise leadership and followership skills related to physical activity</td>
</tr>
</tbody>
</table>

### Teamwork

<table>
<thead>
<tr>
<th>C7–5</th>
<th>C8–5</th>
<th>C9–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>select and apply practices that contribute to teamwork</td>
<td>recommend practices that contribute to teamwork</td>
<td>develop practices that contribute to teamwork</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C7–6</th>
<th>C8–6</th>
<th>C9–6</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify and demonstrate positive behaviours that show respect for self and others</td>
<td>identify and demonstrate positive behaviours that show respect for self and others</td>
<td>identify and demonstrate positive behaviours that show respect for self and others</td>
</tr>
</tbody>
</table>

All outcomes are achieved through active and safe participation in physical education.
### GENERAL OUTCOME C

_Students will_ interact positively with others.

<table>
<thead>
<tr>
<th>Physical Education 10</th>
<th>Physical Education 20</th>
<th>Physical Education 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>[C10–]</td>
<td>[C20–]</td>
<td>[C30–]</td>
</tr>
</tbody>
</table>

**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.

“C”, Specific Outcomes

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Physical Education (K–12) /25

(2000)
### GENERAL OUTCOME D

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>[DK–]</td>
<td>[D1–]</td>
<td>[D2–]</td>
<td>[D3–]</td>
</tr>
</tbody>
</table>

#### 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.

---

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**GENERAL OUTCOME D**

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

<table>
<thead>
<tr>
<th>Grade 4 [D4–1]</th>
<th>Grade 5 [D5–]</th>
<th>Grade 6 [D6–]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effort</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4–1 demonstrate a willingness to participate regularly in physical education class</td>
<td>D5–1 participate regularly in physical activity to develop components of health-related fitness and movement skills</td>
<td>D6–1 demonstrate enjoyment of participation through extended effort in physical activity</td>
</tr>
<tr>
<td>D4–2 demonstrate factors that encourage movement</td>
<td>D5–2 demonstrate factors that encourage movement</td>
<td>D6–2 identify and demonstrate strategies that encourage participation and continued motivation</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4–3 follow rules, routines and procedures for safety in a variety of activities</td>
<td>D5–3 identify and follow rules, routines and procedures for safety in a variety of activities</td>
<td>D6–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions</td>
</tr>
<tr>
<td>D4–4 participate in, and identify the benefits of, safe warm-up and cool-down activities</td>
<td>D5–4 participate in, and identify the benefits of, safe warm-up and cool-down activities</td>
<td>D6–4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities</td>
</tr>
<tr>
<td>D4–5 describe how to move safely in various environments; e.g., skating rink</td>
<td>D5–5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety</td>
<td>D6–5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating</td>
</tr>
</tbody>
</table>

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Physical Education (K–12) /27  
(2000)
### GENERAL OUTCOME D

_Students will assume responsibility to lead an active way of life._

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>[D7–]</td>
<td>[D8–]</td>
<td>[D9–]</td>
</tr>
</tbody>
</table>

**Students will:**

**Effort**

D7–1 participate regularly in, and identify the benefits of, an active lifestyle  
D8–1 participate regularly in, and identify and describe the benefits of, an active lifestyle  
D9–1 participate regularly in, and realize the benefits of, an active lifestyle

D7–2 identify and demonstrate strategies that encourage participation and continued motivation  
D8–2 develop a personal plan that encourages participation and continued motivation  
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  
D8–3 select and apply rules, routines and procedures for safety in a variety of activities  
D9–3 select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions

D7–4 explain the benefits of, and demonstrate safe, warm-up and cool-down activities  
D8–4 design and perform warm-up and cool-down activities  
D9–4 analyze, design and perform 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  
D8–5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipment  
D9–5 design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games

---

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28/ Physical Education (K–12)  
(2000)  

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### GENERAL OUTCOME D

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

<table>
<thead>
<tr>
<th>Physical Education 10 [D10–]</th>
<th>Physical Education 20 [D20–]</th>
<th>Physical Education 30 D30–]</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effort</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D10–1 demonstrate a commitment to an active lifestyle through participation in and out of class</td>
<td>D20–1 model an active lifestyle</td>
<td>D30–1 model an active lifestyle</td>
</tr>
<tr>
<td>D10–2 develop a personal plan that is self-motivating and encourages ongoing participation</td>
<td>D20–2 refine a personal plan that is self-motivating and encourages ongoing participation</td>
<td>D30–2 recommend future changes and modifications to one’s personal plan to maintain a healthy, active lifestyle</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D10–3 select and apply rules, routines and procedures of safety in a variety of activities</td>
<td>D20–3 develop and apply safety standards and rules in a variety of activities</td>
<td>D30–3 develop and apply safety standards and rules in a variety of activities</td>
</tr>
<tr>
<td>D10–4 analyze, design and assess warm-up and cool-down activities</td>
<td>D20–4 analyze, design and assess warm-up and cool-down activities</td>
<td>D30–4 analyze, design and assess warm-up and cool-down activities</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

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Physical Education (K–12) /29
(Revised 2001)
All outcomes are achieved through active and safe participation in physical education.

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“D”, Specific Outcomes  
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### GENERAL OUTCOME D

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

#### Grade 4  
[D4–1]

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
- D4–7 demonstrate 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
- D4–9 make decisions to be active within group activities or individually

#### Grade 5  
[D5–]

- D5–6 set long-term goals to improve personal performance based on interests and abilities
- D5–7 demonstrate different ways to achieve an activity goal that is personally challenging

**Active Living in the Community**

- D5–8 create a strategy to promote participation in physical activity within the school and the community
- D5–9 identify factors made to be active within group or individual activities on a daily basis

#### Grade 6  
[D6–]

- D6–6 set and modify goals to improve personal performance based on interests and abilities
- D6–7 analyze and create different ways to achieve an activity goal that is personally challenging

**Active Living in the Community**

- D6–8 examine factors that influence community decisions to support and promote physical activity
- D6–9 choose and actively participate in a new group or individual activity that encourages daily participation

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Physical Education (K–12) /31  
(2000)
GENERAL OUTCOME D

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

<table>
<thead>
<tr>
<th>Grade 7 [D7–]</th>
<th>Grade 8 [D8–]</th>
<th>Grade 9 [D9–]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Setting/Personal Challenge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D7–6 record and analyze personal goals based on interests and abilities</td>
<td>D8–6 monitor, revise and refine personal goals based on interests and abilities</td>
<td>D9–6 determine and articulate challenging personal and team goals based on interests and abilities</td>
</tr>
<tr>
<td>D7–7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

| **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.*

<table>
<thead>
<tr>
<th>Physical Education 10</th>
<th>Physical Education 20</th>
<th>Physical Education 30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Setting/Personal Challenge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D10–6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life</td>
<td>D20–6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges</td>
<td>D30–6 evaluate and revise short- and long-term activity goals that will continue to provide personal challenges</td>
</tr>
<tr>
<td>D10–7 N/A</td>
<td>D20–7 N/A</td>
<td>D30–7 N/A</td>
</tr>
</tbody>
</table>

| **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.