

Physical Education and Wellness

# Curriculum Overview

Dialing in on expectations

**Paul Marlett**

In conjunction  
with ARPDC



# Paul Marlett

Who is this Guy?



# Then / Now

Curriculum Comparison

<b>A, B, C, D's</b>	<b>Active Living, Movement Skill Development</b>
<b>Responsible / Healthy Choices</b>	<b>Healthy Relationships, Safety</b>
<b>Wellness / Relationship / Live Learning Choices</b>	<b>Character Development, Nutrition</b>
<b>Human Sexuality</b>	<b>Growth and Development</b>
	<b>Financial Literacy</b>

Physical Education and Wellness

# Curriculum Overview

Understanding The Specific Components



# 8 Holistic Dimensions

Overarching All Subjects

**Physical**

**Environmental**

**Social**

**Financial**

**Emotional**

**Intellectual**

**Spiritual**

**Occupational**

# **Key Themes-Wide Lense**

Thematic Framework (Front End)

**Thinking Critically to  
Solve Problems**

**Financial Literacy**

**Separate Fact from  
Opinion**

**Computer Science**

**Communication**

**Public Speaking**

**Making Informed  
Decisions**

**Consent**

# **8 Curriculum Dimensions**

PE\_W Organizing Ideas (OIs)

**Active Living**

**Healthy Eating**

**Movement / Skill  
Development**

**Healthy Relationships**

**Character Development**

**Growth and  
Development**

**Safety**

**Financial Literacy**

# **7 Physical Dimensions**

Physical Education Specific

**Rhythmic**

**Individual / Group**

**Gymnastic**

**Challenging / Adventurous**

**Expressive**

**Cultural**

**Games**



# **4 Wellness Dimensions**

Character, Safety, Relationship KUSPs

**Consent**

**Dignity**

**Mutual Respect**

**Responsibility**

# **5 Health Dimensions**

Growth, Relationship, Nutrition KUSPs

**Personal Growth /  
Development**

**Nutrition**

**Safety**

**Positive Relationships**

**Reproduction / Puberty**

# OI's, GQ's LO's info

Structure and links

**OI:** Organizing Ideas (Dimensions)

**GQ:** Guiding Questions - Direct learning goals (K/U)

**LO:** Learning Outcome - Direction for Student output (S/P)

# 8 OI's Dimensions

PE\_W Organizing Ideas (OIs)

<b>1. Active Living:</b>	Developing physical literacy through movement and active living supports well-being across a lifespan.
<b>2. Movement Skill Development:</b>	Developing physical literacy through movement and active living supports well-being across a lifespan.
<b>3. Character Development:</b>	Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.

\*\* Chart reference from New Physical Education and Wellness Curriculum \*\*

# 8 OI's Dimensions

PE\_W Organizing Ideas (OIs)

<b>4. Safety:</b>	A lifetime of optimal well-being is supported by prioritizing health and safety.
<b>5. Healthy Eating:</b>	A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.
<b>6. Healthy Relationships:</b>	Personal well-being is supported through positive relationships built on communication, empathy, and respect

# 8 OI's Dimensions

PE\_W Organizing Ideas (OIs)

<b>7. Growth and Development:</b>	Decision making that optimizes personal health and well-being is informed by understanding growth and development.
<b>8. Financial Literacy:</b>	Informed financial decision making contribute to the well-being of individuals, groups, and communities.

# KUSPs Explained

<b>K</b> nowledge	<b>U</b> nderstanding	<b>S</b> kills / <b>P</b> rocedures
What students need to know	Gives Significance to knowledge statements	What students will do to demonstrate understanding

\*\* Chart reference from Learn Alberta PE Implementation video series \*\*

OI  
GQ  
LO

**Grade 3**

<b>Organizing Idea</b>	Movement Skill Development: Developing physical literacy through movement and active living supports well-being
<b>Guiding Question</b>	How can tactics support movement competence?
<b>Learning Outcome</b>	Students examine and integrate tactics in a variety of physical activity contexts.

	Knowledge	Understanding	Skills & Procedures
	<p>Tactics are used to achieve desired outcomes through purposeful movements applied by individuals and groups and include</p> <ul style="list-style-type: none"> <li>• changing direction</li> <li>• changing speed</li> <li>• passing an object</li> <li>• changing levels</li> </ul>	<p>Tactics function to support a desired outcome or goal.</p>	<p>Apply tactics in a variety of physical activity contexts.</p> <p>Assess the effectiveness of tactics applied in a variety of physical activities.</p>
	<p>Tactics are responses to other participants and changing situations.</p>	<p>Tactics can be spontaneous, creative, or practised.</p>	<p>Implement a variety of tactics in response to other participants and changing situations.</p>
	<p>Tactics in First Nations, Métis, and Inuit physical activities and games help develop skills for everyday life, such as</p> <ul style="list-style-type: none"> <li>• familiarity with the land</li> <li>• knowledge of weather patterns and cycles</li> <li>• respect for self, others, and the built and natural world</li> </ul>	<p>Tactics in traditional First Nations, Métis, and Inuit society are essential for survival of the community and cultural continuity.</p>	<p>Investigate how tactics in First Nations, Métis, or Inuit physical activities and games help develop skills for everyday life.</p>

**\*\* Screenshot from New Physical Education and Wellness Curriculum \*\***



# Embedded **PE** Outcomes

Specifics with in Organizing Ideas (OI)

1) Active Living OI	2) Movement Skill Development OI		
1) Active Living	2A) Tactics / Strategy	2B) Movement Skills	2C) Personal and Social Development
Enjoyment Benefits of PA participation Choice Motivation	Spatial Awareness Tactics / Strategy Adaptation and Modification Structure of PA and Games	Fundamental movement skills Physical literacy Adventurous play Elements of movement Movement Patterns	Fair Play Teamwork Collaboration Conflict resolution Inclusion

\*\* Chart reference from “Subject Specific Curricular Support Video” Learn Alberta \*\*

# Wellness Outcomes

Specifics with in Organizing Ideas (OI)

<b>3) Character Development</b>	<b>4) Safety</b>	<b>5) Healthy Eating</b>
Feelings / Emotions Social-emotional learning Roles and Responsibilities Resilience / Perseverance Personal interests, strengths, talents	Boundaries Consent Substance safety Risk / Responsibility Digital Citizenship	Food and daily living Food guidelines Nutrition Food Choices Access to Food

\*\* Chart reference from "Subject Specific Curricular Support Video" Learn Alberta \*\*

# Wellness Outcomes

Specifics with in Organizing Ideas (OI)

<b>6) Healthy Relationships</b>	<b>7) Growth and Development</b>	<b>8) Financial Literacy</b>
Friendship Characteristics of healthy relationships Connection Communication / listening Perspective	Hygiene practices Personal growth and development Maturation Development changes Puberty and human reproduction (4-6)	Earning, spending, saving, sharing Managing money Goods and Services Credit / debt

\*\* Chart reference from "Subject Specific Curricular Support Video" Learn Alberta \*\*

# Language Codes

## Specifics with in Organizing Ideas (OI)

Language Code	Meaning
<b>Include, Including, Includes</b>	What follows is <b>REQUIRED</b> and must be addressed
<b>Such As</b>	Illustrative list to support learning outcome
<b>For Example (eg)</b>	Illustrative list to support learning outcome
<b>Content in (parenthesis)</b>	Subject specific terms for Teachers and follow age appropriate terms for students