

Section 2: Curriculum Outcomes

Meeting the Essential Graduation Learnings Through Physical Education

Essential Graduation Learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. These Learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study now and in the future. Essential Graduation Learnings serve as a framework for the curriculum development process.

For graduates of the physical education program, the following connections to the Essential Graduation Learnings apply:

Aesthetic Expression: *Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

Physical Education contributes in many ways to students' development of aesthetic expression. Many physical activities, such as gymnastics, figure skating, and dance are based on creating and understanding aesthetically pleasing movement. Students can express emotions, ideas and perceptions through movement. Through a broad range of physical activities, students can come to appreciate the significance of cultural resources, such as gymnasiums, trails, and other recreational facilities.

Citizenship: *Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.*

Through games, sports and various activities students are exposed to rules and regulations, and come to appreciate the need for them in society. Through participation in, and discussion of, outdoor activities students come to understand the importance of environmental protection and sustainable development. Cooperative group skills and the need for social interdependence are evident in physical education through group activities and team games.

Communication: *Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.*

In physical education students reflect on and express their ideas, learnings, perceptions and feelings relating to movement. They also develop understanding of facts and relationships presented through words, numbers, symbols, graphs and charts, in relation to game or group activities. Students access, process, evaluate and share information relating to health and active living. They also evaluate personal performance and that of others.

Personal Development: *Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.*

Physical education seeks to enable students to demonstrate understanding of the relationship between health and active lifestyle. They have opportunities to develop physical fitness and gain knowledge necessary for the maintenance of physical well-being throughout life. In physical education, students explore movement activities purposefully, both independently and in groups. They develop leadership and interpersonal skills in order to make appropriate decisions in relation to physical activity and take responsibility for those decisions. Physical education also enables students to reflect critically on personal-global issues in relation to active living.

Problem Solving: *Graduates will be able to use strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.*

In the physical education program, students are presented with many movement problems which require creative solutions. In solving such problems students must describe, formulate and reformulate the problem as well as formulate ideas and question assumptions. Students are required to acquire, process and interpret information critically to make informed decisions related to active living. Students are presented with situations where they must frame and test hypotheses, observe interpersonal relationships, make inferences and draw conclusions. Flexibility and creativity in forming strategies to solve movement problems are very important.

Technological Competence: *Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.*

Many opportunities to use existing technologies are available to students of physical education. Technologies such as fitness machines and apparatus for sports such as gymnastics represent diverse technologies. Students also have opportunities to use various technologies to locate, evaluate, adapt, create and share information relating to active living.

Spiritual and Moral Development - *Graduates will be able to demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.*

Through active participation in games and activities students will realize that rules of ethical conduct are for the good of society. Students also learn that their actions involve the good of others as well as themselves and that their activities must respect social justice and the sacredness and dignity of human life.

General Curriculum Outcomes

General Curriculum Outcomes are statements which describe the contribution of a curriculum area to the Essential Graduation Learnings. They state what students are expected to know, value and be able to do as a result of completing the curriculum.

The General Curriculum Outcomes for Physical Education follow:

In Movement

1. Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle;

About Movement

2. Demonstrate critical thinking and creative thinking skills in problem posing and problem solving relating to movement;
3. Assess attitudes and behaviours during activity in relation to self, the class, the school and the community;

Through Movement

4. Demonstrate socially responsive behaviour within the school and community;
5. Exhibit personal responsibility for the social, physical and natural environment during physical activity;
6. Exhibit personal development, such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity.

Following these General Curriculum Outcomes are Key-Stage Curriculum Outcomes at the end of grades three, six, nine and the completion of high school. These outcomes are listed in *A Curriculum Framework For Physical Education: Adjusting The Focus*.

Specific Curriculum Outcomes for each grade level contribute to the accomplishment of these Key-Stage Curriculum Outcomes. The Specific Curriculum Outcomes are organized in themes.