

Grade K PE/Wellness Curriculum Comparison to the New Alberta Curriculum					
Physical Education	A = Active Living	M = Movement/Skill Development	Both PE & Wellness	S = Safety	
Wellness	C = Character Development	E = Healthy Eating	R = Healthy Relationships	G = Growth & Development	
				F = Financial Literacy	
Outcomes from 2007 Curriculum	Understandings (NEW)		Knowledge, Skills and Procedures (NEW)		
Benefits Health Do it Daily for Life	Active Living (A)				
<u>Outcome B - Benefits Health</u> <i>Functional Fitness</i> - identify the nutritional needs related to physical activity - demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity - experience movement, involving components of fitness <i>Well-being</i> - describe positive benefits gained from physical activity; e.g., physically, emotionally, socially - demonstrate changes that take place in the body during physical activity - understand the connection between physical activity, stress management and relaxation <u>Outcome D - Do it Daily for Life</u> <i>Effort</i> - show a willingness to participate regularly in short periods of activity with frequent rest intervals - participate with effort in physical activities <i>Goal Setting/Personal Challenge</i> - participate in a class activity with a group goal; e.g., walk a predetermined distance - make choices to be involved in a variety of movement experiences <i>Active Living in the Community</i> - describe appropriate places for children to play - make choices to be active <u>Wellness Choices</u> <i>Personal Health</i> - describe ways, and make choices, to be physically active daily - identify and use positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions	LEARNING OUTCOME KA1.1 Children explore physical activity in a variety of contexts.	LEARNING OUTCOME KA1.1 Children explore physical activity in a variety of contexts.	LEARNING OUTCOME KA1.1 Children explore physical activity in a variety of contexts.	SKILLS & PROCEDURES Perform physical activity experiences that provide personal enjoyment. Explore a variety of seasonal physical activities.	
	UNDERSTANDING Physical activity involves participation in movement experiences in safe and enjoyable environments.	KNOWLEDGE Individual or group physical activity includes - play - active modes of transportation - recreation Physical activities are informed by the season	LEARNING OUTCOME KA1.2 Children explore physical activity in a variety of contexts.	LEARNING OUTCOME KA1.2 Children explore physical activity in a variety of contexts.	SKILLS & PROCEDURES Discuss how rest is required to allow the body to recover from physical activity.
	UNDERSTANDING Physical activity requires an individual to expend energy when moving.	KNOWLEDGE Physical activity needs to be balanced with rest. Rest contributes to optimal health.	LEARNING OUTCOME KA1.3 Children explore physical activity in a variety of contexts.	LEARNING OUTCOME KA1.3 Children explore physical activity in a variety of contexts.	SKILLS & PROCEDURES Participate in a variety of physical activities and games.



Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
Activity Cooperation Communication	Movement Skill Development (M)		
<i>Outcome A - Activity</i> <i>Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water</i> - experience and develop locomotor skills through a variety of activities <i>Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging</i> - experience and develop nonlocomotor skills through a variety of activities <i>Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping; sending; e.g., throwing, kicking, striking</i> - 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	LEARNING OUTCOME KM1.1 Children explore spatial awareness in a variety of physical activity contexts. UNDERSTANDING Spatial awareness helps people move safely during various physical activities.	LEARNING OUTCOME KM1.1 Children explore spatial awareness in a variety of physical activity contexts. KNOWLEDGE Spatial awareness includes knowing one's location relative to - people - objects - the surrounding environment	LEARNING OUTCOME KM1.1 Children explore spatial awareness in a variety of physical activity contexts. SKILLS & PROCEDURES Practise moving in relation to the location and proximity of people or objects in a variety of physical activity contexts.
<i>Application of Basic Skills in an Alternative Environment</i> - experience the basic skills in a variety of environments; e.g., playground <i>Application of Basic Skills in Dance</i> - experience movement to respond to a variety of stimuli; e.g., music - experience body awareness when performing dance activities <i>Application of Basic Skills in Games</i> - demonstrate body and space awareness when performing space awareness games - demonstrate an understanding of basic rules and fair play <i>Application of Basic Skills in Types of Gymnastics</i> - experience educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships <i>Application of Basic Skills in Individual Activities</i> - experience the basic skills of running, jumping, throwing in a variety of environments; e.g., field	LEARNING OUTCOME KM2.1 Children investigate movement of the body. UNDERSTANDING Movement is any physical activity that includes changes of position or physical location.	LEARNING OUTCOME KM2.1 Children investigate movement of the body. KNOWLEDGE Movement of the body can occur in a variety of ways such as: - walking - running - jumping - throwing - kicking - catching	LEARNING OUTCOME KM2.1 Children investigate movement of the body. SKILLS & PROCEDURES Practise movement in any direction from one point to another.
	LEARNING OUTCOME KM2.2 Children investigate movement of the body. UNDERSTANDING Movement can occur in a variety of indoor and outdoor physical activity contexts.	LEARNING OUTCOME KM2.2 Children investigate movement of the body. KNOWLEDGE Indoor contexts include - gymnasiums - classrooms - arenas Outdoor contexts include - ice - snow - air - water - land	LEARNING OUTCOME KM2.2 Children investigate movement of the body. SKILLS & PROCEDURES Explore movement in a variety of indoor and outdoor physical activity contexts.

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
	LEARNING OUTCOME KM2.3 Children investigate movement of the body. UNDERSTANDING Movement can help express ideas, feelings, and emotions.	LEARNING OUTCOME KM2.3 Children investigate movement of the body. KNOWLEDGE Creative movement can be inspired by • imagination • music • literature • nature	LEARNING OUTCOME KM2.3 Children investigate movement of the body. SKILLS & PROCEDURES Demonstrate movement of the body in creative ways.
<u>Outcome C - Cooperation Communication</u> • begin to develop respectful communication skills appropriate to context <u>Fair Play</u> • identify and demonstrate etiquette and fair play <u>Leadership</u> • experience different roles in a variety of physical activities <u>Teamwork</u> • display a willingness to play alongside others	LEARNING OUTCOME KM3.1 Children explore fair play through a variety of physical activities. UNDERSTANDING Fair play informs decisions that support positive relationships.	LEARNING OUTCOME KM3.1 Children explore fair play through a variety of physical activities. KNOWLEDGE Fair play is a set of expectations that help individuals connect during physical activity.	LEARNING OUTCOME KM3.1 Children explore fair play through a variety of physical activities. SKILLS & PROCEDURES Explore what fair play looks like during a variety of physical activities.
	LEARNING OUTCOME KM3.2 Children explore fair play through a variety of physical activities. UNDERSTANDING Fair play ensures fairness of the physical activity.	LEARNING OUTCOME KM3.2 Children explore fair play through a variety of physical activities. KNOWLEDGE Fair play includes honesty, respect, and goodwill to others.	LEARNING OUTCOME KM3.2 Children explore fair play through a variety of physical activities. SKILLS & PROCEDURES Demonstrate respect for others during physical activity.
	Character Development (C)		
<u>Life Learning Choices</u> <u>Learning Strategies</u> • select, engage in and complete some independent learning tasks; and seek assistance, as necessary • demonstrate curiosity, interest and persistence in learning activities • develop an awareness of situations where decisions are made <u>Life Learning Choices</u> <u>Life Roles and Career Development</u> • express preferences, and identify basic personal likes and dislikes • demonstrate awareness of the ways in which people take care of responsibilities in the home and school <u>Life Learning Choices</u> <u>Volunteerism</u> • identify ways to help • perform volunteer tasks as a class; e.g., draw pictures to show appreciation	LEARNING OUTCOME KC1.1 Children describe personal characteristics and explore feelings and emotions. UNDERSTANDING Personal characteristics can represent individuals in place and time.	LEARNING OUTCOME KC1.1 Children describe personal characteristics and explore feelings and emotions. KNOWLEDGE Personal characteristics are features or qualities belonging to a person and can contribute to how an individual views their body image. Personal characteristics include • strengths • talents • virtues	LEARNING OUTCOME KC1.1 Children describe personal characteristics and explore feelings and emotions. SKILLS & PROCEDURES Identify how characteristics can be unique or shared. Identify personal characteristics.
	LEARNING OUTCOME KC1.2 Children describe personal characteristics and explore feelings and emotions. UNDERSTANDING Expression of feelings and emotions can be • physical • artistic • verbal • written	LEARNING OUTCOME KC1.2 Children describe personal characteristics and explore feelings and emotions. KNOWLEDGE Feelings can be personal or shared with others that are trustworthy. Feelings and emotions can be identified, expressed, and described.	LEARNING OUTCOME KC1.2 Children describe personal characteristics and explore feelings and emotions. SKILLS & PROCEDURES Express feelings in a variety of ways.

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	KC1.3 Children describe personal characteristics and explore feelings and emotions. UNDERSTANDING All people experience feelings and emotions.	KC1.3 Children describe personal characteristics and explore feelings and emotions. KNOWLEDGE Individuals experience feelings differently. People can experience a range of feelings and emotions such as: • happiness • sadness • surprise	KC1.3 Children describe personal characteristics and explore feelings and emotions. SKILLS & PROCEDURES Recognize that feelings and emotions are part of the human experience.
	KC1.4 Children describe personal characteristics and explore feelings and emotions. UNDERSTANDING Feelings and emotions are connected and can change over time.	KC1.4 Children describe personal characteristics and explore feelings and emotions. KNOWLEDGE Individuals can develop strategies to respond to feelings and emotions, such as by: • taking a break • changing activity or location • asking for support Support for feelings and emotions can come from a variety of sources, such as: • parents • family • teachers • school counsellors • spiritual leaders • Elders • Knowledge Keepers	KC1.4 Children describe personal characteristics and explore feelings and emotions. SKILLS & PROCEDURES Identify strategies to recognize and respond to feelings and emotions in a variety of situations.
Safety	Safety (S)		
<u>“Safety Guidelines for Physical Activity in Alberta Schools”</u> Currently is not included as a resource (2013) in the NEW Curriculum Safety • <i>show a willingness to listen to directions and simple explanations</i> • <i>participate in safe warm-up and cooldown activities</i> • <i>experience moving safely and sensitively through all environments; e.g., movement activities</i> <u>Wellness Choices</u> Safety and Responsibility • <i>identify unsafe situations, and identify safety</i>	LEARNING OUTCOME KS1.1 Children recognize boundaries in various situations. UNDERSTANDING Boundaries are guidelines that help to keep people safe.	LEARNING OUTCOME KS1.1 Children recognize boundaries in various situations. KNOWLEDGE Boundaries in designated play or work spaces include: • rules • symbols • Signs • digital safety (digital citizenship)	LEARNING OUTCOME KS1.1 Children recognize boundaries in various situations. SKILLS & PROCEDURES Describe personal, physical, and visual boundaries found in familiar contexts.

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
<i>rules for protection; e.g., avoid walking alone</i> • <i>identify safety symbols; e.g., Block Parents, hazardous goods symbols</i> • <i>describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground</i> • <i>describe and demonstrate ways to be safe at home and away from home; e.g., demonstrate telephone skills, and know when to share personal information</i> • <i>recognize that some household substances may be harmful; e.g., medication, household products</i>	LEARNING OUTCOME KS1.2 Children recognize boundaries in various situations. UNDERSTANDING Personal boundaries can be established through permission and refusal.	LEARNING OUTCOME KS1.2 Children recognize boundaries in various situations. KNOWLEDGE Permission can be communicated verbally using the word “yes.” Refusal can be communicated verbally using the word “no.” Refusal can be communicated verbally and non-verbally. A variety of phrases can be used to request permission, such as • “May I?” • “Can I, please?” • “Is it okay?”	LEARNING OUTCOME KS1.2 Children recognize boundaries in various situations. SKILLS & PROCEDURES Indicate permission verbally in a variety of contexts. Indicate refusal verbally and non-verbally in a variety of contexts.
	LEARNING OUTCOME KS1.3 Children recognize boundaries in various situations. UNDERSTANDING Boundaries can be communicated to set expectations for how a person would like to be treated.	LEARNING OUTCOME KS1.3 Children recognize boundaries in various situations. KNOWLEDGE Personal boundaries can be communicated through words and actions.	LEARNING OUTCOME KS1.3 Children recognize boundaries in various situations. SKILLS & PROCEDURES Identify how to communicate personal needs and expectations to others in various situations.
Nutrition	Healthy Eating (E)		
• <i>recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks</i>	LEARNING OUTCOME KE1.1 Children explore how food connects to daily life. UNDERSTANDING Food provides energy and nutrients that help the body function and grow.	LEARNING OUTCOME KE1.1 Children explore how food connects to daily life. KNOWLEDGE Food is what individuals eat or drink.	LEARNING OUTCOME KE1.1 Children explore how food connects to daily life. SKILLS & PROCEDURES. Explore a variety of foods that help the body grow.
	LEARNING OUTCOME KE1.2 Children explore how food connects to daily life. UNDERSTANDING Food can be obtained from a variety of sources.	LEARNING OUTCOME KE1.2 Children explore how food connects to daily life. KNOWLEDGE Food can be obtained from markets, grocery stores, or directly from the land. Food from the land can be obtained directly in a variety of ways, such as: • gardening • fishing • hunting • farming	LEARNING OUTCOME KE1.2 Children explore how food connects to daily life. SKILLS & PROCEDURES Identify the source and origin of a variety of foods.

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
	Healthy Relationships (R)		
<u>Relationship Choices</u> <i>Understanding and Expressing Feelings</i> - demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness, excitement - explore the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay - identify situations where strong feelings could result - identify and begin to demonstrate effective listening; e.g., actively listen, respond appropriately <u>Relationship Choices</u> <i>Interactions</i> - identify ways of making friends; e.g., introduce self, invite others to join activities - demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play - identify causes of conflict in school or in play, and, with adult assistance, suggest simple ways to resolve conflict <u>Relationship Choices</u> <i>Group Roles and Processes</i> - demonstrate sharing behaviour; e.g., at home and in school - recognize that individuals are members of various and differing groups	LEARNING OUTCOME KR1.1 Children examine healthy relationships in learning and playing environments. UNDERSTANDING Relationship is a feeling of being connected. Relationships can be made in learning and playing environments. Friendships are unique connections between people.	LEARNING OUTCOME KR1.1 Children examine healthy relationships in learning and playing environments. KNOWLEDGE Healthy relationships can be based on - shared experiences - shared interests - Kindness and mutual respect Friendship is a type of relationship. A person can be connected to - another person - the land - animals - a place	LEARNING OUTCOME KR1.1 Children examine healthy relationships in learning and playing environments. SKILLS & PROCEDURES Describe ways people develop healthy relationships with other people, the land, animals, places, or objects. Define and practise friendship.
	LEARNING OUTCOME KR1.2 Children examine healthy relationships in learning and playing environments. UNDERSTANDING Healthy relationships support social- emotional well-being.	LEARNING OUTCOME KR1.2 Children examine healthy relationships in learning and playing environments. KNOWLEDGE Healthy relationships can lead to a broad range of feelings. Healthy relationships can result in experiences of feeling loved, respected, cared for, and valued.	LEARNING OUTCOME KR1.2 Children examine healthy relationships in learning and playing environments. SKILLS & PROCEDURES Discuss the impact healthy relationships have on personal feelings.
Human Sexuality	Growth and Development (G)		
- identify general physical changes that have occurred since birth; e.g., height, size of feet, weight and body shape - identify external body parts, and describe the function of each <i>Body Image</i> - recognize and personally acknowledge individual and other attributes that contribute to physical activity	LEARNING OUTCOME KG1.1 Children identify physical growth. UNDERSTANDING Physical growth is different for everyone.	LEARNING OUTCOME KG1.1 Children identify physical growth. KNOWLEDGE Physical growth is a process that can be observed.	LEARNING OUTCOME KG1.1 Children identify physical growth. SKILLS & PROCEDURES Recognize that physical growth is different for everyone.
	LEARNING OUTCOME KG1.2 Children identify physical growth. UNDERSTANDING Bodies are special and unique.	LEARNING OUTCOME KG1.2 Children identify physical growth. KNOWLEDGE Growth involves changes in an individual's body.	LEARNING OUTCOME KG1.2 Children identify physical growth. SKILLS & PROCEDURES Describe physical changes in the body since birth.

Outcomes from 2007 Curriculum	Understandings (NEW)	Knowledge, Skills and Procedures (NEW)	
	Financial Lliteracy (F)		
	LEARNING OUTCOME KF1.1 Children explore money. UNDERSTANDING Money has unique features to represent its value.	LEARNING OUTCOME KF1.1 Children explore money. KNOWLEDGE Canadian money comes in many forms, such as: - coins - bills Canadian coins and bills come in different denominations, including - loonies - toonies \$5 \$10 Canadian coins and bills have different features, such as - colour - number - images - size	LEARNING OUTCOME KF1.1 Children explore money. SKILLS & PROCEDURES Explore the value of Canadian coins and bills. Identify features of Canadian coins and bills.