

Competencies and Current Programs of Study

PHYSICAL EDUCATION

Competencies are combinations of attitudes, skills and knowledge that students develop and apply for successful learning, living and working. In school, competencies help students achieve learning outcomes and transfer their learning to new situations. Alberta's curriculum promotes the development of eight competencies, which are a streamlined expression of the competencies identified in the Ministerial Order on Student Learning (#001/2013). The following are examples that describe how competencies may be expressed within the context of Alberta's current Kindergarten to Grade 12 Physical Education programs of study.

CRITICAL THINKING in physical education involves evaluating daily physical activities, habits and nutritional choices to lead a healthy and active lifestyle. Students:

- compare and contrast health benefits associated with various physical activities, nutritional habits or lifestyle choices;
- analyze and synthesize rules, strategies and fundamental movement skills to improve performance in a variety of physical activities; and
- use criteria and demonstrate open-mindedness when making decisions about physical activities, habits or choices.

MANAGING INFORMATION in physical education involves accessing, interpreting and applying information about physical activities, nutritional habits and lifestyle choices to lead a healthy and active lifestyle. Students:

- access, organize and use information or services that support physical health and well-being;
- use auditory, visual or kinesthetic information about physical health, habits or performance to improve personal well-being; and
- consider authenticity, accuracy and reliability of information or services related to physical health and activities.

PROBLEM SOLVING in physical education involves using a variety of strategies and resources to participate in a healthy and active lifestyle. Students:

- identify and apply skills, rules and strategies in order to participate in cooperative, competitive or personally challenging physical activities;
- assess the effectiveness of fundamental movement skills or sequences for participation in a variety of physical activities;
- create and implement a plan of action to improve physical health or performance; and
- demonstrate perseverance and adaptability when working towards personal fitness, health or performance goals.

CREATIVITY AND INNOVATION in physical education involves developing or adapting activities, movements or resources to facilitate participation in a healthy and active lifestyle. Students:

- create opportunities that promote play or participation in physical activities for self and others;
- explore and adapt games, materials or environments to create enjoyable and accessible physical activities for self and others; and
- demonstrate confidence, motivation or courage to transform ideas into innovative physical activities.

COMMUNICATION in physical education involves using respectful verbal or nonverbal expressions including movement, when interacting in physical activities. Students:

- recognize and use appropriate language, cues or protocols associated with specific physical activities;
- express or acknowledge needs, emotions and ideas of self or others when participating in various physical activities; and
- apply codes of conduct and fair play through respectful language and action in physical activities.

CULTURAL AND GLOBAL CITIZENSHIP

in physical education involves supporting and engaging in physical activities to contribute to a health and active community. Students:

- apply a variety of approaches to engage in active living within or across diverse communities;
- explore how cultural values and traditions are expressed through games, dance or other physical activities;
- contribute to healthy active communities or environments through stewardship or community service; and
- appreciate how physical activities connect individuals within or across communities.

COLLABORATION in physical education involves playing or working with others to support a healthy and active lifestyle. Students:

- identify and demonstrate prosocial behaviours when participating in physical activities;
- support and play with others to foster positive relationships;
- assume responsibility for various roles while participating in physical activities;
- acknowledge and value the contributions of others in physical activities; and
- demonstrate adaptability and compromise when participating in group physical activities.

PERSONAL GROWTH AND WELL-BEING

in physical education involves engaging in physical activities that promote a balanced state of emotional, intellectual, physical, social and spiritual well-being. Students:

- understand how daily physical activity contributes to overall fitness, health and well-being;
- follow practices and procedures to safely participate in various physical activities;
- identify interests and abilities to set goals for leading a healthy and active lifestyle; and
- demonstrate motivation, commitment and resourcefulness to live a healthy and active lifestyle.

Evidence of competency development is contextualized by subject-area learning content. Educators are not required to formally evaluate and report on competencies separately from students' progress in achieving learning outcomes. Educators are encouraged to give students feedback on competency development as it relates to specific learning outcomes and activities.