



## BPS PHYSICAL EDUCATION PROGRAM

### Early Childhood (EC - KG2)

At BPS, the Physical Education Program is an integral part of the total education of every learner. This program develops the personal, social, motor and movement skills for all learners in a safe, fun and positive environment.

By the end of KG2, learners will become more active and interactive as they develop their co-ordination, control, and movement skills through a wide range of sports, games and physical activities.

The learning standards of our Physical Education Program have been adopted from the Department of Defense Education Activity (DODEA). This curriculum is closely aligned and parallels our Grades 1-8 Health and Physical Education Program that is adopted from *'The Ontario Curriculum'*.

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
<b>EC-K1</b>			Integrity
<b>Personal and Social Development Skills</b>	Physical activity provides opportunities for self-expression and social development and interaction.	<ul style="list-style-type: none"> <li>participate fully and communicate cooperatively with others; perform activities safely and follow rules of etiquette and ethical behavior; display age appropriate self-control and discipline</li> <li>display a willingness to receive and use feedback to improve performance; accept the decisions of and respond positively to teachers/officials in charge of games/activities</li> <li>choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction; display an interest in and assist and encourage others' efforts; display behaviors that are supportive and inclusive</li> <li>self-initiate behaviors that contribute to personal and partner/group effort; adjust behavior to prevent/reconcile conflicts.</li> </ul>	Resilience  Reflection  Empathy  Playfulness

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
<p>Motor Skills and Movement Patterns</p>	<p>Competency in movement forms facilitates a desire to participate in and benefit from a lifetime of physical activity.</p>	<ul style="list-style-type: none"> <li>• discover personal and general space; explore conscious locomotor movements in different ways examples are: crawl, walk, run, hop, jump.</li> <li>• explore shapes through movement, examples are: wide, narrow, round, square</li> <li>• explore pathways through movement, examples are: straight, curved, zigzag</li> <li>• explore balance through movement, examples are: stability when on different body parts, stability when performing locomotor movements</li> <li>• explore levels of movement examples are: high, middle, low</li> <li>• explore speed of movements; examples are: quick, slow</li> <li>• manipulate objects from a stationary position; examples are: throw, catch, kick</li> <li>• explore movement through different rhythmic beats;</li> <li>• demonstrate fundamental motor patterns by imitating animal movements; examples are: recognize basic terminology of movement examples are: high, low, slow, fast, light, heavy, in, out, under, over, through</li> </ul>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Physical Activity and Fitness	Balancing daily physical activity and proper nutrition contributes to lifelong fitness.	<ul style="list-style-type: none"> <li>• participate in moderate physical activities regularly examples are: unstructured play with friends, with family, organized movement experiences for young children</li> <li>• engage for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration examples are: crawling, walking, running</li> <li>• lift and support one's own weight in selected activities that develop muscular strength and endurance of arms, shoulders, abdomen, and legs examples are: hanging, hopping, jumping</li> <li>• demonstrate a stretch that will help increase the range of motion of a joint; example is: perform a sit-and-reach stretch to demonstrate how to stretch the hamstrings and lower back muscles</li> <li>• demonstrate the ability to breathe slowly and deeply to relax; recognize that physical activity promotes good health; identify changes in the body during physical activity examples are: breathing changes, heart rate changes</li> <li>• recognize importance of replenishing the body with water during physical activity.</li> </ul>	
KG2			

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STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Motor Skills and Movement Patterns	Competency in movement forms facilitates a desire to participate in and benefit from a lifetime of physical activity.	<ul style="list-style-type: none"> <li>• use personal, general and shared space appropriately;</li> <li>• demonstrate locomotor skills deliberately examples are: crawl, walk, run, hop, jump, gallop, slide;</li> <li>• explore shapes through movement examples are: wide, narrow, round, square</li> <li>• explore pathways when moving examples are: straight, curved, zigzag,</li> <li>• balance (e.g., weight transfer using hands, feet, and other body parts), levels (e.g., high, middle, low), and speed (e.g., quick, slow), in movements while interacting with others;</li> <li>• demonstrate throw, catch, drop and catch, and kick from a stationary position;</li> <li>• explore movement through different rhythmic beats;</li> <li>• demonstrate fundamental motor patterns by imitating animal movements;</li> <li>• follow simple rules and safety procedures given by the teacher; and</li> <li>• explain how wearing proper shoes and clothing promotes safe play and prevents injury.</li> </ul>	
Physical Activity and Fitness	Balancing daily physical activity and proper nutrition contributes to lifelong fitness.	<ul style="list-style-type: none"> <li>• participate regularly in moderate physical activities during physical education class and recess;</li> <li>• engage for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration (e.g., running, galloping, skipping, hopping);</li> <li>• lift and support one's own weight in selected activities that develop muscular strength and endurance of arms, shoulders, abdomen, and legs (e.g., hanging, hopping, jumping);</li> <li>• demonstrate a stretch that will increase the range of motion of a joint</li> <li>• demonstrate the ability to breathe slowly and deeply to relax; recognize that physical activity promotes good health;</li> <li>• identify changes in the body.</li> </ul>	



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Physical Activity and Fitness	Balancing daily physical activity and proper nutrition contributes to lifelong fitness.	<ul style="list-style-type: none"> <li>• participate regularly in moderate physical activities during physical education class and recess;</li> <li>• engage for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration (e.g., running, galloping, skipping, hopping);</li> <li>• lift and support one's own weight in selected activities that develop muscular strength and endurance of arms, shoulders, abdomen, and legs (e.g., hanging, hopping, jumping);</li> <li>• demonstrate a stretch that will increase the range of motion of a joint</li> <li>• demonstrate the ability to breathe slowly and deeply to relax; recognize that physical activity promotes good health;</li> <li>• identify changes in the body.</li> </ul>	



## BPS PHYSICAL EDUCATION PROGRAM

### Elementary School (Grades 1-5)

At BPS, the Health and Physical Education Program is an integral part of the total education of every learner. This program develops the physical and social competence, health fitness, self-responsibility, confidence and enjoyment of physical activities for all learners in a safe and positive environment. Our belief is to prepare our learners to adopt a physically active and healthy lifestyle.

The learning standards of our Health and Physical Education Program have been adopted from *'The Ontario Curriculum'* because it allows our learners to understand the skills required to be successful in life as active, healthy, and socially responsible citizens. Therefore, and by the end of Middle School, learners will demonstrate personal and interpersonal skills and think critically as they acquire knowledge of: Active Living, Movement Competence, and Healthy Living.

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
<b>Grade 1</b>	<b>Learners will understand....</b>	<b>Learners will be able to....</b>	Integrity
Active Living	<ul style="list-style-type: none"> <li>the importance of participating actively and regularly in a wide variety of physical activities.</li> <li>the factors that contribute to their personal enjoyment of being active.</li> <li>how to demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>identify a variety of ways to be physically active at school and at home</li> <li>actively participate in a wide variety of individual and small group program activities (e.g., activity center and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviors that enhance their readiness and ability to take part</li> <li>explain how being active helps them to be healthy</li> <li>identify the physical signs of exertion during a variety of physical activities</li> <li>demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity</li> </ul>	Resilience  Reflection  Empathy  Playfulness

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Movement Competency	<ul style="list-style-type: none"> <li>the basic requirements of the movement skills and apply movement concepts as appropriate, as they engage in a variety of physical activities</li> <li>the components of a variety of physical activities in order to enhance their ability to participate successfully in those activities</li> </ul>	<ul style="list-style-type: none"> <li>perform a variety of static balances, using different body parts at different levels</li> <li>demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them</li> <li>perform a variety of locomotor movements, traveling in different directions and using different body parts</li> <li>send objects of different shapes and sizes at different levels and in different ways, using different body parts</li> <li>receive objects of different shapes and sizes at different levels and in different ways, using different body parts</li> <li>apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities</li> </ul>	
Healthy Living	<ul style="list-style-type: none"> <li>the factors that contribute to healthy development</li> <li>how to demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</li> <li>connections that relate to health and well-being- how their choices and behaviors affect themselves and others, and how factors in the world around them affect their own and others' health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>explain why people need food to have healthy bodies (<i>e.g., food provides energy for the healthy growth of teeth, skin, bones, muscles, and other body components</i>)</li> <li>describe how the food groups can be used to make healthy food choices</li> <li>know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits</li> <li>demonstrate the ability to recognize caring behaviors and exploitive behaviors (bullying, physical/verbal abuse) and describe the feelings associated with each</li> <li>apply their knowledge of essential safety practices to take an active role in their own safety at school</li> <li>identify habits and behaviors that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives</li> </ul>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
<b>Grade 2</b>	<b>Learners will understand...</b>	<b>Learners will be able to...</b>	
Active Living	<ul style="list-style-type: none"> <li>• the importance of participating actively and regularly in a wide variety of physical activities.</li> <li>• the factors that contribute to their personal enjoyment of being active.</li> <li>• how to demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• identify reasons for participating in physical activity every day</li> <li>• actively participate in a wide variety of individual and small group program activities (e.g., activity center and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviors that enhance their readiness and ability to take part</li> <li>• describe different types of activities that improve the strength of the heart and lungs</li> <li>• recognize their degree of exertion in physical activities by using simple assessment methods</li> <li>• participate in setting and achieving realistic personal and group goals to physical activity</li> <li>• demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity</li> </ul>	
Movement Competency	<ul style="list-style-type: none"> <li>• the basic requirements of the movement skills and apply movement concepts as appropriate, as they engage in a variety of physical activities</li> <li>• the components of a variety of physical activities in order to enhance their ability to participate successfully in those activities</li> </ul>	<ul style="list-style-type: none"> <li>• perform a variety of static balances with and without equipment using different body parts at different levels and making different body shapes</li> <li>• demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet</li> <li>• perform a variety of locomotor movements with and without equipment, traveling in different directions and at different speeds, and using different pathways</li> <li>• send objects of different shapes and sizes at different levels and in different ways, using different body parts</li> <li>• receive objects of different shapes and sizes at different levels and in various ways, using different body parts</li> <li>• apply a variety of simple tactics to increase their chances of success during physical</li> </ul>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Healthy Living	<ul style="list-style-type: none"> <li>• the factors that contribute to healthy development</li> <li>• how to demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</li> <li>• connections that relate to health and well-being- how their choices and behaviors affect themselves and others, and how factors in the world around them affect their own and others' health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of practices that enhance personal safety in the home</li> <li>• identify common food allergies, sensitivities and the reactions they might cause</li> <li>• assess the nutritional value of meals and identify food and beverage choices that enhance healthy growth and development</li> <li>• explain the importance of standing up for themselves, and demonstrate the ability to apply behaviors that enhance their personal safety in threatening situations</li> <li>• describe how to relate positively to others and describe behaviors that can be harmful in relating to others (<i>verbal abuse, including name calling, mocking, insults, etc.</i>)</li> <li>• make healthy food choices for meals and snacks, considering the factors they can and cannot control</li> </ul>	
<b>Grade 3</b>	<b>Learners will understand....</b>	<b>Learners will be able to....</b>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Active Living	<ul style="list-style-type: none"> <li>• the importance of participating actively and regularly in a wide variety of physical activities.</li> <li>• the factors that contribute to their personal enjoyment of being active.</li> <li>• how to demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• actively participate in a wide variety of individual and small group program activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part</li> <li>• describe the benefits of participating in physical activity every day</li> <li>• identify new capabilities and other benefits that may result from improved cardiorespiratory fitness</li> <li>• assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods</li> <li>• develop and act on personal goals related to physical activity</li> <li>• demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity</li> <li>• describe how to respond to accidents or injuries incurred while participating in physical activity</li> <li>• develop and act on personal goals related to physical activity</li> </ul>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Movement Competency	<ul style="list-style-type: none"> <li>the basic requirements of the movement skills and apply movement concepts as appropriate, as they engage in a variety of physical activities</li> <li>the components of a variety of physical activities in order to enhance their ability to participate successfully in those activities</li> </ul>	<ul style="list-style-type: none"> <li>perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment</li> <li>demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control</li> <li>perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and traveling in different directions</li> <li>send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment</li> <li>retain objects of different shapes and sizes in different ways, using different body parts and equipment</li> <li>apply a variety of simple tactics to increase their chances of success during</li> </ul>	
Healthy Living	<ul style="list-style-type: none"> <li>the factors that contribute to healthy development</li> <li>how to demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</li> <li>connections that relate to health and well-being- how their choices and behaviors affect themselves and others, and how factors in the world around them affect their own and others' health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of how the origins of food affect its nutritional value and environmental impact</li> <li>explain the importance of good oral health to overall health and assess the effect of different food choices on oral health</li> <li>engage in safety practices for a variety of places and situations outside the classroom</li> <li>explain how local fresh foods from different cultures can be used to expand their range of healthy eating choices</li> </ul>	
<b>Grade 4</b>	<b>Learners will understand....</b>	<b>Learners will be able to....</b>	



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Active Living	<ul style="list-style-type: none"> <li>• the importance of participating actively and regularly in a wide variety of physical activities.</li> <li>• the factors that contribute to their personal enjoyment of being active.</li> <li>• how to demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• actively participate in a wide variety of individual and small group program activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part</li> <li>• identify factors that motivate participation in physical activity every day at school, at home, or in their communities</li> <li>• identify how different physical activities affect the body and contribute to physical fitness and good health</li> <li>• assess their level of exertion during physical activity, using simple self-assessment techniques and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities</li> <li>• act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity</li> <li>• demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity</li> <li>• describe common precautions for preventing accidents and injuries while participating in different types of physical activity</li> </ul>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Movement Competency	<ul style="list-style-type: none"> <li>• the basic requirements of the movement skills and apply movement concepts as appropriate, as they engage in a variety of physical activities</li> <li>• the components of a variety of physical activities in order to enhance their ability to participate successfully in those activities</li> </ul>	<ul style="list-style-type: none"> <li>• perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment</li> <li>• demonstrate the ability to jump and land, in control, from a low height</li> <li>• perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions</li> <li>• send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement</li> <li>• retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment</li> <li>• identify common features of specific categories of physical activities and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories</li> <li>• apply a variety of tactical solutions to increase their chances of success as they participate in physical activities</li> </ul>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Healthy Living	<ul style="list-style-type: none"> <li>• the factors that contribute to healthy development</li> <li>• how to demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</li> <li>• connections that relate to health and well-being- how their choices and behaviors affect themselves and others, and how factors in the world around them affect their own and others' health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• identify the key nutrients provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance</li> <li>• identify risks associated with communications technology and describe precautions and strategies for using these technologies safely</li> <li>• describe various types of bullying and abuse and identify appropriate ways of responding</li> <li>• analyze personal food selections through self-monitoring over time and develop a simple healthy-eating goal appropriate to their age and activity level</li> <li>• apply a decision-making process to assess risks and make safe decisions in a variety of situations</li> </ul>	
<b>Grade 5</b>	<b>Learners will understand....</b>	<b>Learners will be able to....</b>	

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Active Living	<ul style="list-style-type: none"> <li>• the importance of participating actively and regularly in a wide variety of physical activities.</li> <li>• the factors that contribute to their personal enjoyment of being active.</li> <li>• how to demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• actively participate in a wide variety of program activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part</li> <li>• identify factors that can either motivate or make it difficult for people to be physically active every day and describe ways of overcoming obstacles to staying active</li> <li>• identify the components of health-related fitness and the benefits associated with developing and maintaining each of them</li> <li>• assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time</li> <li>• develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests</li> <li>• demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity</li> </ul>	

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Movement Competency	<ul style="list-style-type: none"> <li>• the basic requirements of the movement skills and apply movement concepts as appropriate, as they engage in a variety of physical activities</li> <li>• the components of a variety of physical activities in order to enhance their ability to participate successfully in those activities</li> </ul>	<ul style="list-style-type: none"> <li>• perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment</li> <li>• demonstrate the ability to jump in control for height or distance, using a variety of body actions</li> <li>• explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways</li> <li>• send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement</li> <li>• retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment</li> <li>• describe common features of specific categories of physical activities and describe strategies that they found effective while participating in a variety of physical activities in different categories</li> <li>• apply a variety of tactical solutions to increase their chances of success as they participate in physical activities</li> </ul>	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Healthy Living	<ul style="list-style-type: none"> <li>• the factors that contribute to healthy development</li> <li>• how to demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</li> <li>• connections that relate to health and well-being- how their choices and behaviors affect themselves and others, and how factors in the world around them affect their own and others' health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• identify people and supportive services that can assist with injury prevention, emergencies, bullying, and abusive and violent situations</li> <li>• explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices</li> <li>• demonstrate the ability to deal with threatening situations by applying appropriate living skills and safety strategies</li> <li>• describe how advertising and media influences affect food choices and explain how these influences can be evaluated to make healthier choices</li> <li>• explain how a person's actions can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others</li> </ul>	