

APPENDIX D: SUGGESTIONS FOR YEARLY PLANNING

Examples of Yearly Plans

The following examples model two ways of organizing a yearly plan for implementing the Physical Education/Health Education curriculum, using an integrated approach.

Example 1: Yearly Planning by General Learning Outcomes (GLOs)

If teachers are organizing a yearly plan by GLOs, they could prepare a chart such as the following, outlining the GLOs, physical activity categories, and health strands/sub-strands/topics. Teachers would

- focus on addressing/assessing particular GLOs and the corresponding specific learning outcomes for a certain period of time (e.g., a week, a cycle, “x” number of classes) on a rotating basis
- choose physical activities to help students achieve the selected learning outcomes
- decide on the health strand(s)/sub-strand(s)/topic(s) that would best connect with the content addressed in a particular period of time
- use the selected period of time as a guideline while monitoring student progress and achievement

Example:

Organizing the Year by General Learning Outcomes		
GLO Focus for Instruction and Assessment	Physical Education Focus	Health Education Focus
	Physical Activity Category	Health Strand/ Sub-strand/Topic
<ul style="list-style-type: none"> • GLO 1—Movement • GLO 2—Fitness Management • GLO 3—Safety • GLO 4—Personal and Social Management • GLO 5—Healthy Lifestyle Practices 	<ul style="list-style-type: none"> • Individual/Dual Sports/Games • Team Sports/Games • Alternative Pursuits • Rhythmic/Gymnastic Activities • Fitness Activities 	<ul style="list-style-type: none"> • Safety of Self and Others • Personal Development • Social Development • Mental-Emotional Development • Personal Health Practices • Active Living • Nutrition • Substance Use and Abuse Prevention • Human Sexuality

Note that this organizational chart identifies the GLOs and related specific learning outcomes that teachers would *emphasize* and *assess* during a particular time. It is intended that all lessons or classes will address or reinforce each general learning outcome throughout the year.

A more detailed example of organizing the year by GLO follows:

Organizing the Year by General Learning Outcomes			
Cycle/ Week(s)	GLO Focus for Instruction and Assessment	Physical Education Focus	Health Education Focus
		Physical Activity Category	Health Strand/ Sub-strand/Topic
1	GLO 3—Safety	<ul style="list-style-type: none"> • Sports/Games (chasing/fleeing games, listening games) • Alternative Pursuits (playground equipment) 	Safety of Self and Others in GLO 3 (road and vehicle safety)
2	GLO 4—Personal and Social Management	<ul style="list-style-type: none"> • Sports/Games (cooperative games, mixer games) • Alternative Pursuits (recess games) • Rhythmic/Gymnastic Activities (action songs and folk dances) 	Social Development in GLO 4 (relationships)
3 and 4	GLO 1—Movement (transport skills, movement concepts, balance)	<ul style="list-style-type: none"> • Fitness Activities (relays, running games) 	Safety of Self and Others in GLO 3 (violence prevention, bullying)
5 and 6	GLO 1—Movement (manipulation skills)	<ul style="list-style-type: none"> • Sports/Games (rolling/throwing/catching) • Alternative Pursuits (kicking/striking) • Rhythmic/Gymnastic Activities (bouncing) 	Nutrition in GLO 5
7 and 8	GLO 2—Fitness Management	<ul style="list-style-type: none"> • Alternative Pursuits (soccer, lead-up activities, lacrosse) 	Personal Health Practices in GLO 5
9 and 10	GLO 3—Safety	<ul style="list-style-type: none"> • Sports/Games (manipulation-type games) 	Safety of Self and Others in GLO 3 (prevention and care of injuries)
11 and 12	GLO 4—Personal and Social Management	<ul style="list-style-type: none"> • Sports/Games (manipulation-type games) 	Personal Development in GLO 4 (self-awareness, goal setting)
First Reporting Period			
13 and 14	GLO 1—Movement (manipulation skills)	<ul style="list-style-type: none"> • Sports/Games (manipulation-type games) 	Active Living in GLO 5
Etc.			

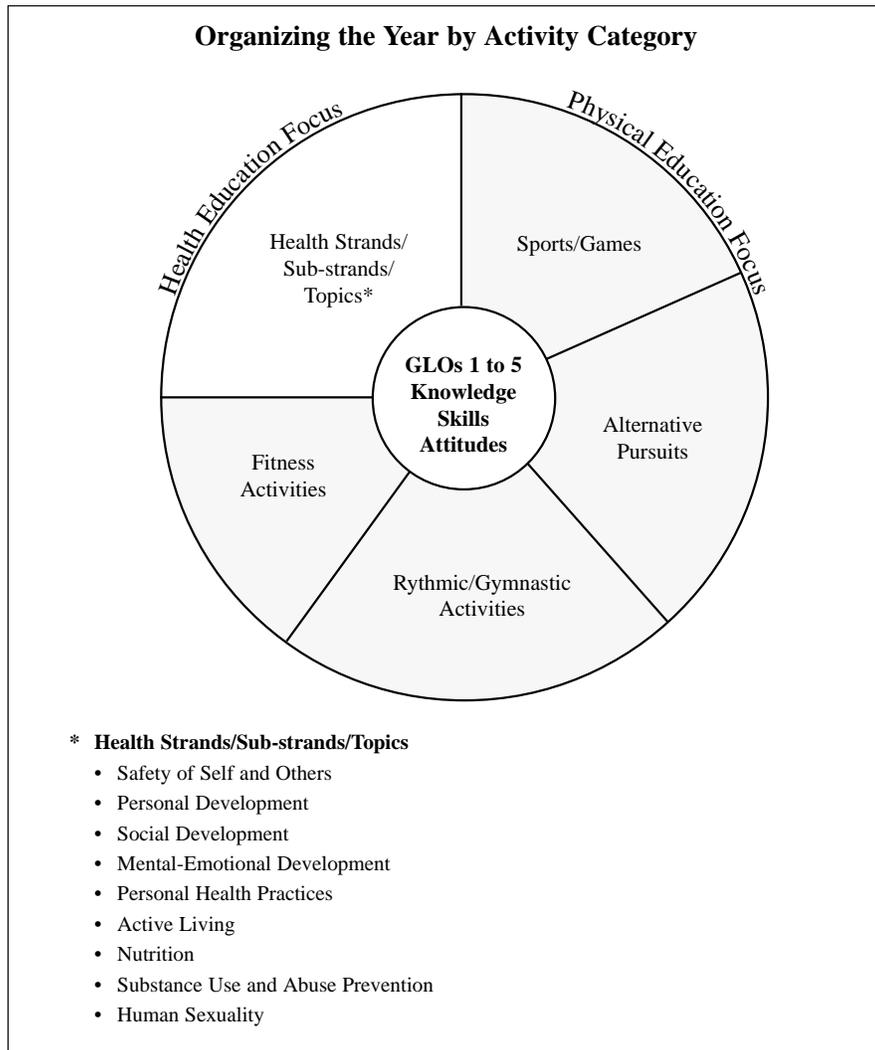
Example 2: Yearly Planning by Activity Category

In organizing a yearly plan by activity category, teachers would

- choose physical activities related to a category
- determine how much time is to be spent on these learning activities
- identify the specific learning outcomes that will be achieved through these learning activities
- decide on a health strand/sub-strand/topic that would best connect with the content addressed in the particular period of time

The following chart outlines the physical activity categories and the health strands/sub-strands/topics that contribute to the development of the five GLOs. The shaded portion indicates the 75% of the time allocated for physical education and the non-shaded portion represents the 25% of the time allocated for health education.

Example:



NOTES

