

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 GLOs follows.

Organizing the Year by General Learning Outcomes					
Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme* * Refer to Appendix A: Physical Activity Categories for activity suggestions.	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme* * Refer to list of sub- strands in GLO Summary Charts—see Framework Excerpts.
1	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Group/Team Sports/Games <i>Game/Skill Theme(s):</i> lead-up games/activities (cooperative)	September	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	A.1 Self-Awareness/ Self-Esteem A.2 Goal Setting A.3 Decision Making/ Problem Solving <i>Skill Sub-strand(s):</i> goal setting/planning; decision making/ problem solving
2	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Alternative Pursuits <i>Game/Skill Theme(s):</i> territory/invasion			
3 & 4	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> training programs			
5 & 6	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> D. Rhythmic/Gymnastic Activities	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> rhythmic gymnastics	October	GLO 3—Safety <i>Knowledge Strand(s):</i> E. Safety of Self and Others <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.1 Community Safety Awareness B.2 Environmental Safety Awareness B.4 Community Support and Services <i>Skill Sub-strand(s):</i> decision making/problem solving
7 & 8	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> target-type games			
9 & 10	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Group/Team Sports/Games <i>Game/Skill Theme(s):</i> net/wall games	November	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> B. Active Living (Grades 6, 8) D. Substance Use and Abuse Prevention (Grades 5, 7) <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.1 Benefits of Physical Activity B.2 Physical Activity Choices B.3 Influence of Technology on Physical Activity D.1 Helpful and Harmful Substances D.2 Effects of Substance Use D.3 Factors Affecting Substance Use <i>Skill Sub-strand(s):</i> decision making/problem solving
11 & 12	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Sports/Games <i>Game/Skill Theme(s):</i> innovative games			
First Reporting Period					

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Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme
13	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> D. Rhythmic/Gymnastic Activities	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> multicultural	December	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development C. Mental-Emotional Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.2 Relationships B.3 Conflict-Resolution Process (Grades 5, 7) B.4 Avoidance and Refusal Strategies (Grades 5, 7) C.1 Feelings and Emotions (Grades 6, 8) C.2 Elements of Stress (Grades 6, 8) C.3 Effects of Stress (Grades 6, 8) C.4 Stress-Management Strategies (Grades 6, 8) <i>Skill Sub-strand(s):</i> interpersonal skills (Grades 5 to 8); conflict resolution (Grades 5, 7); stress-management skills (Grades 6, 8)
14	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> multicultural			
Winter Break					
15	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> training programs, combatives	January	GLO 3—Safety <i>Knowledge Strand(s):</i> B. Safety of Self and Others <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.3 Prevention and Care of Injuries (Grades 6, 8) B.5 Violence Prevention (Grades 5, 7) B.6 Personal Safety (Grades 5, 7) <i>Skill Sub-strand(s):</i> decision making/ problem solving; interpersonal skills; first aid skills (Grade 6)
16	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Group/Team Sports/Games <i>Game/Skill Theme(s):</i> territory/invasion			
17	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Group/Team Sports/Games <i>Game/Skill Theme(s):</i> territory/invasion			
18	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> C. Alternative Pursuits	Alternative Pursuits <i>Game/Skill Theme(s):</i> land-based, snow activities	February	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.1 Social Responsibility (appreciation of diversity) <i>Skill Sub-strand(s):</i> decision making/ problem solving; interpersonal skills; conflict resolution
19	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Alternative Pursuits <i>Game/Skill Theme(s):</i> land-based, snow activities			

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Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme
20 & 21	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> training programs	March	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> A. Personal Health Practices (Grades 5, 6, 8) C. Nutrition (Grades 6, 8) D. Substance Use and Abuse Prevention (Grades 5, 7) <i>Skill Strand(s)</i> A. Personal and Social Management Skills	C.1 Healthy Eating C.2 Food and Fluid for Active Bodies D.1 Helpful and Harmful Substances D.2 Effects of Substance Use D.3 Factors Affecting Substance Use <i>Skill Sub-strand(s):</i> decision making/ problem solving
22	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Sports/Games (individual/dual and group/team) <i>Game/Skill Theme(s):</i> cooperative/team-building activities			
23	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Sports/Games (individual/dual and group/team) <i>Game/Skill Theme(s):</i> lead-up games/ activities			
Reporting Period: Spring Break					
24	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> net/wall	April	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> A. Personal Health Practices (Grades 5, 6, 8) <i>Skill Strand(s):</i> A. Personal and Social Management Skills	A.1 Personal Health Practices A.2 Illness/Disease Prevention A.3 Dental Health (Grade 5) <i>Skill Sub-strand(s):</i> decision making/ problem solving
25	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> net/wall			
26 & 27	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> D. Rhythmic/Gymnastic Activities	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> acrobatics, dance			

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Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme
28 & 29	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> athletics	May	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> B. Active Living (Grades 6, 8) E. Human Sexuality (Grades 5, 7) <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.1 Benefits of Physical Activity B.2 Physical Activity Choices B.3 Influence of Technology on Physical Activity E.1 Biological Growth and Development E.2 Psychological Factors E.3 Sociological Factors E.4 Health Issues <i>Skill Sub-strand(s):</i> decision making/ problem solving
30	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness-Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> training			
31	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Alternative Pursuits (Water Safety—Grades 5, 7; Cycling Safety— Grades 6, 8)	June	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Personal and Social Management Skills	A.5 Alternative Pursuits (Water Safety—Grades 5, 7; Cycling Safety— Grades 6, 8) <i>Skill Sub-strand(s):</i> decision making/ problem solving
32 & 33	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Sports/Games <i>Game/Skill Theme(s):</i> striking/fielding			
Final Report					

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:

