2009
Saskatchewan Curriculum

# Physical Education

# 8

Ministry of Education

Physical Education 8
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in the development of the Grade 8 Physical Education Curriculum.

# Introduction

Physical education is a Required Area of Study in Saskatchewan's Core Curriculum. The provincial requirement for Grade 8 Physical Education is **150 minutes of instruction per week** *(Core Curriculum: Principles, Time Allocations, and Credit Policy,* 2007*)* for the entire school year in order to provide opportunities for students to develop positive attitudes toward active living, to gain self-confidence as skillful movers, and to promote personal, social, cultural, and environmental growth and appreciation. Ideally, physical education will be scheduled daily. Quality daily physical education, as part of the entire learning experience concerned with educating the whole person, will support students in developing a solid foundation for a balanced life.

*Research findings … support the inclusion of Physical Education in the overall educational experiences of children and illustrate the value of Physical Education in the holistic development of students.*

(Hickson & Fishburne, n.d., p. 6)

This curriculum provides the intended learning outcomes that Grade 8 students are expected to achieve in physical education by the end of the year. Indicators are included to provide the breadth and depth of learning required by the outcomes.

**The learning experiences for students will support student achievement of the Goals of Education for Saskatchewan.**

The Grade 8 Physical Education curriculum provides:

- direction for supporting student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning and the Cross-curricular Competencies within the physical education program
- the K-12 aim and goals of physical education in Saskatchewan
- the critical characteristics and philosophical foundations of effective physical education programs
- the provincially identified learning outcomes for Grade 8 Physical Education that are based in research
  - the indicators of outcomes (i.e., evidence of student understanding) to enable teachers to assess the degree to which students have achieved the outcome
- sample assessment and evaluation in physical education
- an overview for connecting physical education with other subject areas.

This curriculum also provides an introduction to pedagogical understandings necessary for the effective teaching of physical education. Additional support materials that explore and demonstrate these pedagogical understandings are also available.

*Students who are physically educated are:*

- *Able to make connections between all aspects of human nature (physical, emotional, mental, and spiritual)*
- *Working towards balance, harmony and interconnectedness on their journey*
- *Persevering, setting goals, learning patience, enjoying the benefits of a physically active lifestyle that leads to a state of wholeness and wellness and sharing this knowledge with others.*

(Kalyn, 2006, p. 195)

# Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* (August 2007) found on the Saskatchewan Ministry of Education website.

# Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. K-12 physical education contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to these Broad Areas of Learning.

## Building Lifelong Learners

*Related to the following Goals of Education:*

- *Basic Skills*
- *Life-long Learning*
- *Self Concept Development*
- *Positive Lifestyle*

Students who are engaged in constructing and applying physical education knowledge naturally build the knowledge and abilities to continue learning in this area of study. Throughout their study of physical education, students will develop a holistic balance in the attitudes, understandings, skills, tactics, and strategies necessary to learn in various movement activity settings. Students will develop skills in transferring this learning to a variety of contexts thus supporting them as lifelong learners.

## Building a Sense of Self and Community

*Related to the following Goals of Education:*

- *Understanding and Relating to Others*
- *Self Concept Development*
- *Positive Lifestyle*
- *Spiritual Development*

In physical education, students will experience multiple opportunities to grow in all aspects of their lives, while learning to share these understandings as they support others in achieving a balanced self. In striving for this balance, students will better be able to contribute to the development of healthy individuals, families, and communities.

## Building Engaged Citizens

*Related to the following Goals of Education:*

- *Understanding and Relating to Others*
- *Positive Lifestyle*
- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

In physical education, students will experience opportunities to initiate, plan for, and lead positive change that will enhance the personal well-being of self and others. Students will reflect on the various influences that affect decisions and engage in opportunities to initiate and guide social, cultural, and environmental activities that will benefit all citizens.

# Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

## Developing Thinking

Learners construct knowledge to make sense of the world around them. Their understanding develops through thinking contextually, creatively, and critically. In Grade 8 Physical Education, students will create, examine, express, analyze, and apply deeper understandings of skillful physical movement, active living, and relationships and the interconnectedness of the three. Students will begin to think contextually about movement and how it applies to, and varies during, different experiences.

- *thinking and learning contextually*
- *thinking and learning creatively*
- *thinking and learning critically.*

## Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed world. To achieve this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. In physical education, Grade 8 students will develop and implement plans to grow physically, socially, mentally, and spirituality. This will extend to supporting the growth of others in both cooperative and supportive ways.

- *understanding, valuing, and caring for oneself*
- *understanding, valuing, and respecting human diversity and human rights and responsibilities*
- *understanding and valuing social, economic, and environmental interdependence and sustainability.*

## Developing Literacies

Literacies are multi-faceted and provide a variety of ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and to communicate meaning. Grade 8 students will use literacies

- *constructing knowledge related to various literacies*
- *exploring and interpreting the world through various literacies*
- *expressing understanding and communicating meaning using various literacies.*

- *using moral reasoning processes*
- *engaging in communitarian thinking and dialogue*
- *contributing to the well-being of self, others, and the natural world.*

to support their deeper understanding of self – physically, emotionally, mentally, and spiritually.

## Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and contributing to the well-being of others and the natural world. In physical education, enhancing socially responsible skills will be an area of focus as students reflect on their own behaviour and make plans to grow in ways that will strengthen their ability to make connections to others.

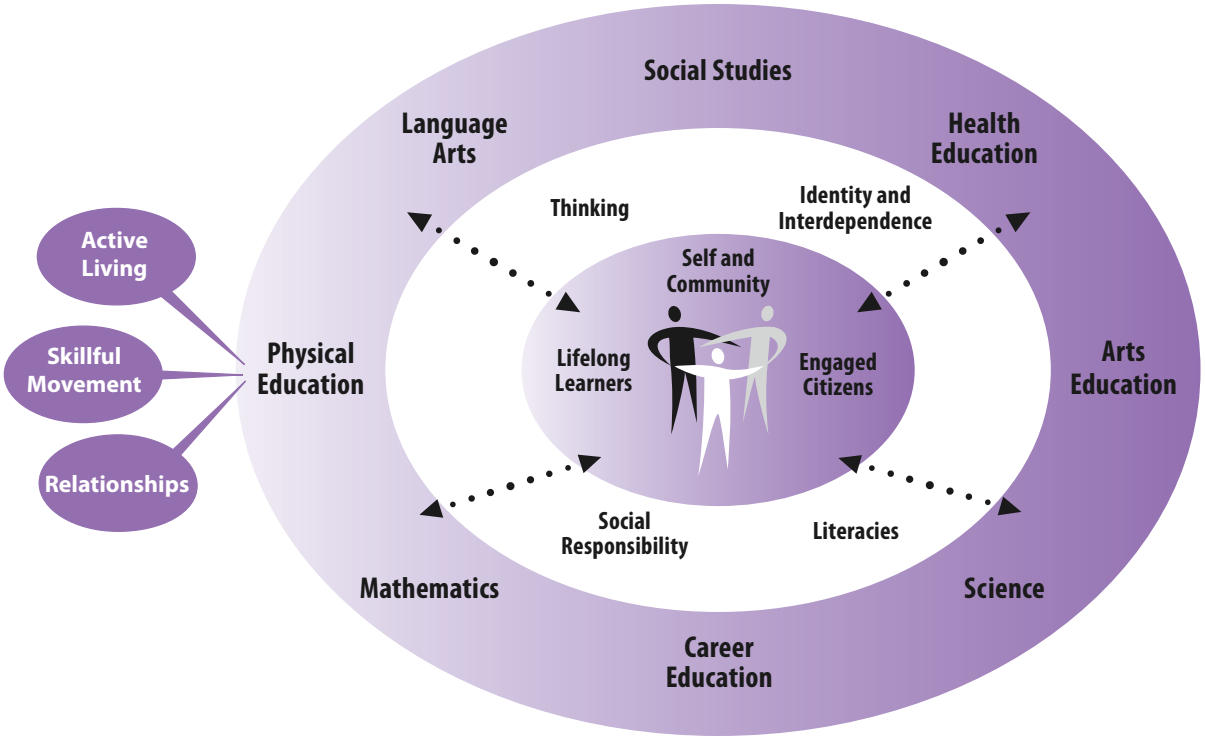
# Aim and Goals of K-12 Physical Education

The K-12 **aim** of the physical education curriculum is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.

**Goals** are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular area of study. The goals of physical education **are interdependent and are of equal importance.** The three goals for students from Kindergarten to Grade 12 are:

- **Active Living** - Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
- **Skillful Movement** - Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.
- **Relationships** - Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

These goals, while reflecting what is important in physical education, also provide "throughlines" to the Cross-curricular Competencies and Broad Areas of Learning. Teachers need to ensure that the "throughlines" from each subject area are reflected when planning and teaching.




## Active Living Goal

Active living is a concept that goes beyond the physiological aspects of participation in movement activity to encompass the mental, emotional, spiritual, and social dimensions that make up the entire physical experience. Active living is about individual well-being. How we experience well-being is uniquely personal; it varies over time and among individuals. Active living is also social and it goes beyond a traditional focus on individual lifestyle choices and emphasizes the physical and social environments that facilitate or hinder people's ability and motivation to be active. These environments are shaped by and with families, in the communities where people live, learn, work, and play. Active living comes to life in community settings of all kinds.

The Active Living goal emphasizes the need for children to participate in "authentic" learning experiences that are enjoyable and that lead students to deeper understandings about physical fitness. Opportunities for students to develop each of the components of health-related fitness are interwoven throughout the program. A well-balanced physical education program goes a long way towards ensuring that the Active Living goal is achieved by all students.

*Although their natural play patterns provide opportunity for fitness development, children typically do not care about the benefits of physical activity or the physiology behind the activities performed … physical educators must connect the health benefits and cognitive knowledge of physical activity and fitness to something that students can relate to ….*

(Gilbert, 2004, p. 25)

*Children who possess inadequate motor skills are often relegated to a life of exclusion from the organized and free play experiences of their peers, and subsequently, to a lifetime of inactivity because of their frustrations in early movement behaviour.*

(Seefeldt, Haubenstricker, & Reuschlen [1979] in Graham, Holt/Hale, & Parker, 2007, p. 28)

## Skillful Movement Goal

The opportunity to move is important but learning the hows and whys of movement is more important if youth are to gain the confidence and ability to participate in a variety of movement activities. This Skillful Movement goal addresses all aspects of effective motor learning with students gaining a deeper understanding of the transferability of movement skills from one movement activity to another. Rather than students learning the skills of a particular game or sport, students will learn a variety of skills within the context of types of games.

Students will be more willing to engage in movement activities if they understand the concepts, tactics, and strategies that support skillful and enjoyable participation. Through involvement in authentic learning experiences, students will deepen their understanding of how to apply movement skills within meaningful contexts. An example of this is knowing how to transition from defensive to offensive team play regardless of whether the game being played is an invasion/territorial game or a net/wall game. A life of active living is more likely to be a reality if students are confident in their understanding of, and have the ability to apply, the whys and hows of skillful movement.

## Relationships Goal

"Relationships" is a multi-faceted word in the context of the Relationships goal for physical education. On a personal level, students will develop a deeper understanding that will enhance their physical, emotional, mental, and spiritual selves through and within movement experiences. Students will also engage in a variety of experiences to support growth as social beings, whether it be cooperatively creating and performing movements, making decisions collectively about tactics to use in games, or leading others in movement activities. In turn, as students develop their social skills, students will strengthen who they are as individuals.

*The focus on holistic education is on relationship – relationship between linear thinking and intuition, the relationship between mind and body, the relationship between the various domains of knowledge, the relationship between the individual and the community, and the relationship between self and self. In a holistic curriculum the student examines these relationships so that he or she gains both relationship awareness and the skills necessary to transform the relationship where necessary.*

(Smith, 2001, p. 83)

The Relationships goal also promotes the translation of cultural awareness into action. Authentic multicultural curricula in physical education honour and help to preserve the cultural traditions of the many groups that are part of our society. This includes the games, dances, languages, celebrations, and other forms of physical culture. When students become aware of cultural groups, cultural values and practices, and the problems faced by minority cultures, students are better able to engage in multiple, diverse relationships.

Through experiences in physical education, students will interact both with and within their environment. Practising and internalizing the behaviours that show a respect for both the natural and the constructed environment, will have a significant impact on lifelong practices. This focus within the Relationships goal includes everything from proper use of equipment in the gymnasium, to making enhancements to the natural environment.

# An Effective Physical Education Program

There are six characteristics emphasized in this curriculum that are components of an effective physical education program. Student learning is supported by a program that:

- focuses on achieving physical literacy
- provides meaningful contexts, key ideas, and questions for Middle Level students to explore
- teaches students how to use critical, creative, and powerful learning strategies
- sees teachers planning to meet the needs of all students
- is well-planned based on the curriculum
- is defined by the grade specific outcomes.

## Developing Physical Literacy

**Physical literacy** *can be described as the ability and motivation to capitalize on our movement potential to make a significant contribution to our quality of life. As humans, we all exhibit this potential; however, its specific expression will be particular to the culture in which we live and the movement capacities with which we are endowed.*

*An individual who is physically literate:*

- *moves with poise, economy, and confidence in a wide variety of physically challenging situations.*
- *is perceptive in 'reading' all aspects of the physical environment, anticipating movement needs or possibilities and responding appropriately to these, with intelligence and imagination.*
- *has a well established sense of self as embodied in the world. This, together with an articulate interaction with the environment, engenders positive self esteem and self confidence.*
- *develops fluency in self-expression through non-verbal communication and perceptive and empathetic interaction with others.*
- *can identify and articulate the essential qualities that influence the effectiveness of own movement performance, and has an understanding of the principles of embodied health, with respect to basic aspects such as exercise, sleep and nutrition.*

(Whitehead, 2006)

## Counteracting Myths about Physical Education

The vision of physical education and the physically literate individual presented in this curriculum counteracts common myths:

***Myth:*** Physical education is not an integral part of a student's learning experience. It is an extra.

***Fact:*** Physical education is a Required Area of Study in Saskatchewan. It is interconnected with all other subject areas in the pursuit of educating the whole person. It involves students directly in thinking, creating meaning, and learning how to learn.

***Myth:*** Committing time to physical education programs may be detrimental to student achievement in other subject areas. It is important to focus on the "academic" subjects because those are the ones that will determine a student's success in life.

***Fact:*** Daily participation in physical education can improve students' success in all areas of study. "Adding to the growing body of research extolling the cognitive benefits of physical exercise, a recent study concludes that mental focus and concentration levels in young children improve significantly after engaging in structured physical (movement activities)" (Caterino & Polak [1999], in Blaydes, n.d., p. 2).

***Myth:*** The main purpose of physical education is to help students achieve excellence in games and sports.

***Fact:*** Physical education is a multifaceted process that teaches a wide range of concepts, tactics, strategies, skills, and deeper understandings with the aim of the students becoming physically educated, physically fit, able to enjoy a variety of movement activities, able to interact positively in a variety of situations, and committed to lifelong well-being. It is a continuing process of articulated, sequential development of skills, talents, attitudes, and behaviours.

***Myth:*** Physical education only addresses the physical components of the individual.

***Fact:*** Although physicality is of primary focus within physical education classes, it cannot stand alone. As holistic beings, we must recognize the spiritual, mental, and emotional aspects of human nature as well. These dimensions of our being must all work together as we strive for balance, harmony, and wellness.

*Our physical movements can directly influence our ability to learn, think, and remember. It has been shown that certain physical activities that have a strong mental component, such as soccer or tennis, enhance social, behavioral, and academic abilities. Evidence is mounting that each person's capacity to master new and remember old information is improved by biological changes in the brain brought on by physical activity. Our physical movements call upon some of the same neurons used for reading, writing, and math. Physically active people report an increase in academic abilities, memory, retrieval, and cognitive abilities.*

*What makes us move is also what makes us think. Certain kinds of exercise can produce chemical alterations that give us stronger, healthier, and happier brains. A better brain is better equipped to think, remember, and learn.*

(Ratey, 2001, p. 178)

***Myth:*** Physical education focuses on the more athletically gifted.

***Fact:*** All students have the potential to become physically literate, and an effective physical education program will benefit all young people regardless of their interests, skills, or abilities.

***Myth:*** Physical education should be similar to training – highly "skill and drill" oriented. It should be mainly a mechanical process with drill and practice instructional methods being the most effective.

***Fact:*** In physical education, emphasis must be placed on a broad spectrum of learning and personal development. Learning involves thinking and feeling, being active and processing information, thinking critically and making decisions, not just using skills. Teachers need to provide students with a diversity of learning experiences that provide students with multiple ways of showing what they know.

***Myth:*** Students should carry out a variety of physical fitness activities but do not need to understand why they are doing so.

***Fact:*** Learning cognitively is as important to physical education as learning specific movement skills. Students need to know why they are learning what they learn in physical education and how they are benefiting personally. Then, they will be more likely to accept responsibility for their own learning and commit to active living to enjoy the benefits of physical education over the long term.

***Myth:*** Physical education programs that provide students with a diversity of movement experiences may be detrimental to doing one's best in a particular activity. It is important to focus on a specific activity (or sport) in order to do really well.

***Fact:*** A well-planned, comprehensive physical education program helps children and youth develop all their abilities and talents rather than focusing exclusively on a narrow range. Because youth change and grow over time, they should be encouraged to become well-rounded. They should be encouraged to become proficient in and appreciate a wide variety of movement activities from which to choose wisely. As the educator, you may need to go outside of your comfort zone to provide activities you may not feel comfortable teaching to students. This may require collaboration with colleagues, community members, and provincial organizations to ensure that activities are properly introduced.

*A Quality Physical Education program includes:*

- *Well planned lessons incorporating a wide range of activities.*
- *A high level of participation by all students in each class.*
- *An emphasis on fun, enjoyment, success, fair play, self-fulfillment, and personal health.*
- *Appropriate activities for the age and stage of each student.*
- *Activities which enhance cardiovascular systems, muscular strength, endurance, and flexibility.*
- *Creative and safe use of facilities and equipment.*

(Canadian Association of Health, Physical Education, Recreation, and Dance, 2006)

***Myth:*** The best approach to organizing a physical education program is to focus on a particular sport for a period of time, teaching the skills, rules, and strategies of that sport.

***Fact:*** Planning the learning experiences for students around the hows and, as importantly, the whys of movement is teaching for deeper understanding. Instead of looking at each movement activity as a separate entity, movements, skills, concepts, tactics, and strategies should be introduced in ways which stress the commonalities. This serves to enhance the students' understanding of movement and its underlying principles. Students come to understand the workings of their bodies and the transferability of these understandings throughout movement opportunities as well as many other aspects of life.

(Adapted by permission from the California Department of Education, CDE Press, 1430 N Street, Suite 3207, Sacramento, CA 95814.)

## Constructing Understanding through Inquiry

**Inquiry learning** provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes.

*Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.*

(Mills & Donnelly, 2001, p. xviii)

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding.

Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students who are engaged in inquiry:

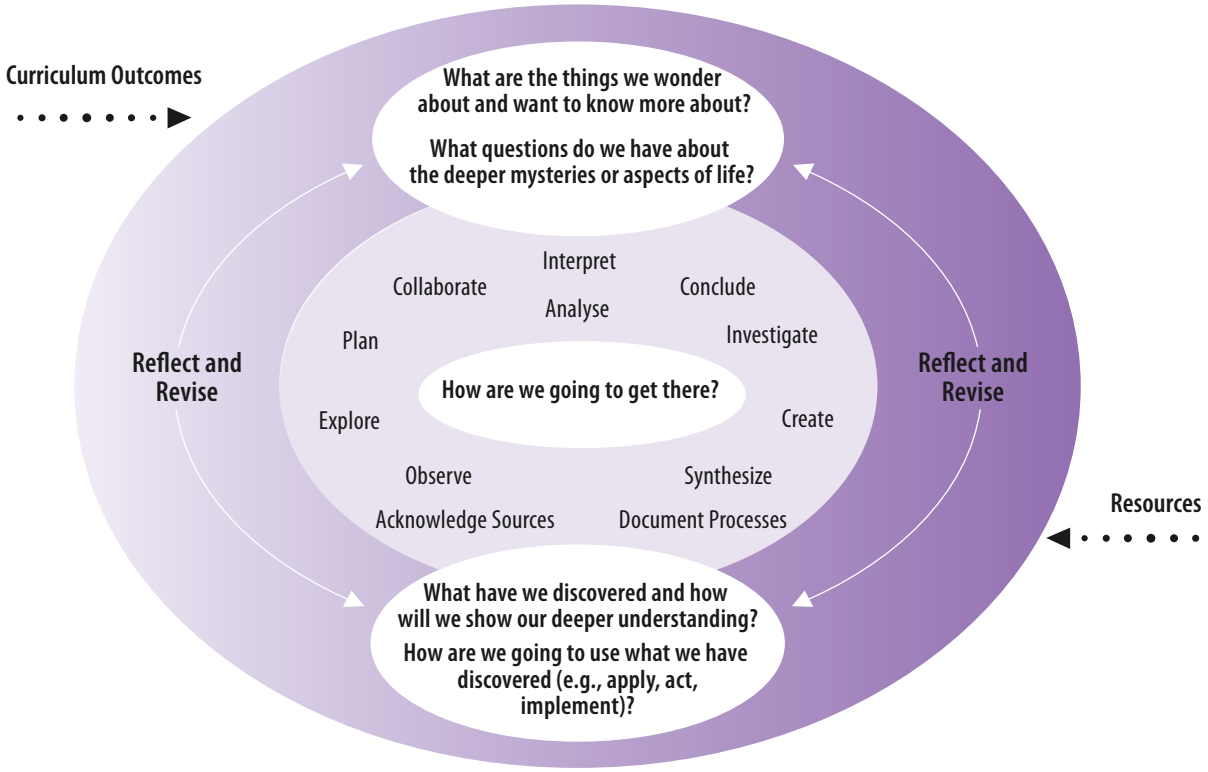
- construct knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances

- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Based on Kuhlthau & Todd, 2008, p. 1)

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights, and co-construction of new knowledge. The following graphic represents various phases of this cyclical inquiry process.

**Constructing Understanding Through Inquiry**




Inquiry prompts and motivates students to investigate topics within meaningful contexts. The inquiry process is not linear or lock-step, but is flexible and recursive. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, apply critical and creative thinking, take risks, create, conclude, document, reflect on learning, and develop new questions for further inquiry.

## Creating Questions for Inquiry in Physical Education

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

It is essential to develop questions that are evoked by student interests and have potential for rich and deep learning. Compelling questions are used to initiate and guide the inquiry and give students direction for developing deep understandings about a topic or issue under study.

The process of constructing compelling questions can help students to grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

In physical education, effective questions are the key to fostering students' critical thinking and problem solving. Questions such as "What must I do to succeed in this situation?", "Which choice is the safest and which is the most risky?", and "When might the riskiest choice be the best choice?" are all examples of questions that will lead to deeper understanding. Questioning should also be used to encourage students to reflect on how their actions and behaviours affect and are affected by others. Questions could be "Is your level of personal fitness anyone else's concern?" and "Is anyone else's level of fitness your concern?". Examples of questions appear throughout the indicators related to different outcomes to support students' deeper understanding. Effective questioning is essential for student learning and these questions should be an integral part of teacher planning.

*Effective Questions for Understanding*

- *cause genuine and relevant inquiry into the important ideas and core content.*
- *provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions.*
- *require students to consider alternatives, weigh evidence, support their ideas, and justify their answers.*
- *stimulate vital, ongoing rethinking of key ideas, assumptions, and prior lessons.*
- *spark meaningful connections with prior learning and personal experiences.*
- *naturally recur, creating opportunities for transfer to other situations and subjects.*

(Wiggins & McTighe, 2005, p. 110)

## Learning through Critical, Creative, and Powerful Strategies

Critical and creative thinking is a central component of learning. Within physical education, one focus should be on "reflective thinking that is used to make reasonable and defensible decisions about movement tasks or challenges" (McBride, 1992, p. 115). More importantly, students need to experience opportunities to use critical and creative thinking within movement performance to understand more deeply the hows and whys of movement. Teachers should plan for authentic learning experiences that will support students in questioning, reflecting, and making decisions to develop deeper understanding that will lead to the transfer of learning to new situations.

## Meeting the Needs of All Students

An inclusive physical education environment is one which provides the opportunity for students of all abilities and interests to participate in physical education. Inclusive physical education recognizes the inherent value of each student, the right to take risks and make mistakes, the need for independence and self-determination, and the right to choice. A student with a disability benefits from a quality physical education program as much as any other student. In an inclusive program:

- activities are modified and individualized **as necessary**
- expectations are **realistic yet challenging**
- assistance is provided **only to the degree required**
- risk taking and availability of choices are **respected and fostered.**

*Teachers should challenge and encourage all students, regardless of ability, to take healthy risks that support personal growth and development. Dignity is fostered when authentic risk taking occurs.*

Students without a disability can learn about the talents and abilities of classmates with a disability. They learn to appreciate that individual differences exist between people, and they learn that participating in an activity in a different way does not lessen its value. Inclusion recognizes the inherent value, dignity, and worth of each student, and reduces perceived differences among students. The process of identifying each student's needs and accommodating them in a dignified and effective manner is the key to ensuring full and meaningful participation.

When teachers are initially given the challenge and opportunity of planning physical education for a student with a disability, feelings of uncertainty are to be expected. This may be due to a lack of information and experience that will change as teachers become more familiar with each student's strengths, interests, and abilities.

The process of developing an inclusive program will involve the following steps:

- obtaining information about the disability
- using a team approach
- determining safety concerns
- assessing present skill level
- contributing to the Personal Program Plan
- setting realistic expectations
- determining program modifications
- implementing program evaluation.

For more information about *Moving to Inclusion* (1994) and facilitating inclusive physical education opportunities for students with a disability, contact the Active Living Alliance for Canadians with a Disability (ALACD) at 1-800-771-0663 or ala@ala.ca.

## Planning

Teachers can create authentic learning opportunities for their students through planning. The curriculum outcomes are the starting point for all planning.

### Year Planning

The sample year plan provided is based on the following assumptions and recommendations:

- Instructional physical education is scheduled for 150 minutes a week.
- Physical education classes are scheduled for at least 30 minutes a day, every day throughout the school year.
- Active physical education classes will take place in many locations such as the classroom, the hallways, the school yard, community facilities, and beyond. Instructional physical education will occur regardless of scheduled gym time.
- All outcomes will be addressed initially by the teacher with the teacher planning to set the context for learning so as to engage the students in the learning process. To support students in achieving the outcomes, teachers will also need to plan extending and applying/challenging learning experiences.

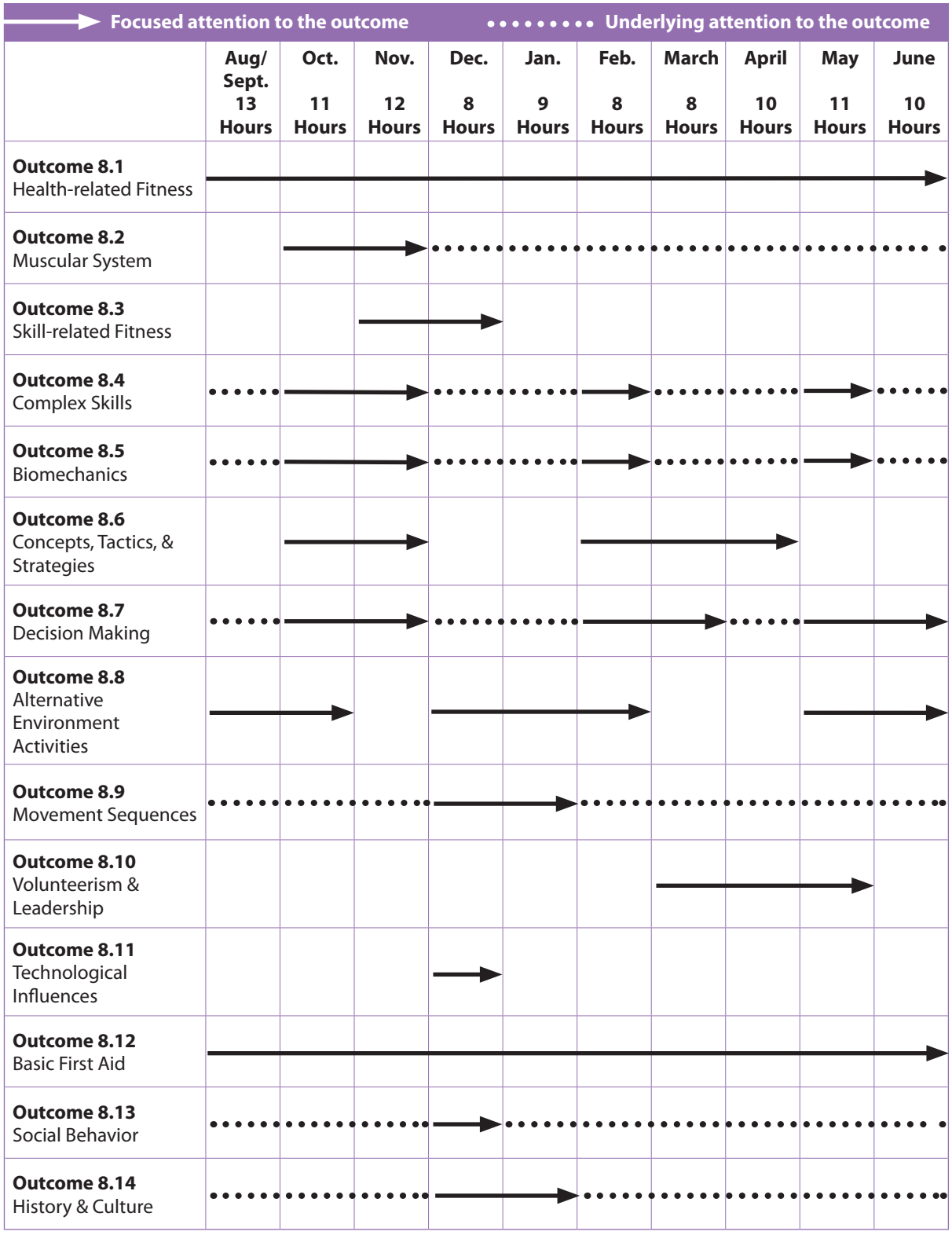
*Because of the importance students place on feeling confident in their abilities, Physical Education teachers should work diligently to create opportunities for all of their students to experience success.*

(Humbert, 2005, p. 12)

## Suggested Minimum Time Commitment to Outcomes

| | Suggested Hours of Focus | | |
|---|---|---|---|
| | **Initiating** | **Extending Applying/ Challenging** | **Total Hours** |
| **Outcome 8.1**<br>Health-related Fitness | 6 | 7 | 13 |
| **Outcome 8.2**<br>Muscular System | 2 | 2 | 4 |
| **Outcome 8.3**<br>Skill-related Fitness | 2 | 4 | 6 |
| **Outcome 8.4**<br>Complex Skills | 2 | 2 | 4 |
| **Outcome 8.5**<br>Biomechanics | 3 | 3 | 6 |
| **Outcome 8.6**<br>Concepts, Tactics, & Strategies | 4 | 4 | 8 |
| **Outcome 8.7**<br>Decision Making | 2 | 2 | 4 |
| **Outcome 8.8**<br>Alternative Environment Activities | 4 | 4 | 8 |
| **Outcome 8.9**<br>Movement Sequences | 4 | 4 | 8 |
| **Outcome 8.10**<br>Volunteerism & Leadership | 3 | 3 | 6 |
| **Outcome 8.11**<br>Technological Influences | 1 | 1 | 2 |
| **Outcome 8.12**<br>Basic First Aid | 2 | 2 | 4 |
| **Outcome 8.13**<br>Social Behavior | 2 | 2 | 4 |
| **Outcome 8.14**<br>History & Culture | 2 | 3 | 5 |
| **Sub total** | 39 | 43 | 82 |
| **Flexible Attention**<br>(Teacher decisions based on needs and interests of students, as well as the community context) | | | 18 |
| **Total Hours** | | | 100 |

## Suggested Year Outcome Focus



## Lesson Planning

The prerequisite of a meaningful learning experience is a well-planned physical education lesson. A possible organizing structure for physical education lessons is the opening, body, and closure format. These three sections are described below. Although described separately, these sections are interconnected.

**Opening:**

- Should begin with a variety of warm-up activities and/or exercises, both teacher-selected and student-determined, which focus on the indicators associated with one or a few different outcomes.
- Should set the stage for the flow of the lesson and be based on a connected whole-part-whole approach as opposed to teaching from the parts (e.g., skills) to the whole (e.g., game play) or teaching disconnected pieces.

**Body:**

- Should flow naturally from the learning experiences that were the focus of the warm-up.
- Should engage students in outcome-driven learning opportunities that support the students in achieving the outcomes and reflect the representative list of indicators.
- Should be designed to keep active learning time to a maximum.
- Should identify method to distribute equipment efficiently (at least one object for every two students).
- Should incorporate opportunities for students to be involved in initiating the design of the learning experiences. (This will see the students as seekers of meaning with the teacher as their guide.)

**Closure:**

- Should provide a chance for discussion and/or additional reflection, thus encouraging the students to make meaning of the learning experience. In this way, students can further develop deeper understandings and teachers can gain insight as to the success of the lesson and possible direction for subsequent lessons.

During the lesson, all students should be expected to perform to the best of their ability. Adjustments may need to be made, however, to accommodate individual abilities and to support all students in experiencing success. When working with individual students, the teacher should personalize instruction and give feedback equally to both genders, to students with various skill levels, and to students with additional needs in ways that support personal growth towards achieving the learning outcomes. The teacher involves all students in developing deeper understandings such as those identified in the indicators, and provides meaningful feedback, both positive and corrective, that advances learning.

Teachers should plan for learning to continue beyond the actual scheduled physical education class. This will provide opportunities for students to develop independent learning skills and to take responsibility for learning. This will also support the teacher in achieving maximum activity time during the instructional time while still supporting students in achieving the learning outcomes of the curriculum.

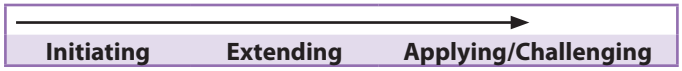
## Sample Grade 8 Physical Education Lesson Plan – Early December

| Lesson Focus: | Health-related Fitness, Skill-related Fitness<br>Movement Sequences, History and Culture |
|---|---|

### Opening:
### What will students need to know and do? (Outcomes and Indicators):

**Outcome 8.1**
(Health-related Fitness)

- Create and implement plans to improve health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility.
- Demonstrate and use various developmentally safe resistance training techniques (e.g., low weight, multiple repetitions) and equipment (e.g., light weight free weights, dynaband, surgical tubing) that benefit muscular endurance and muscular strength.




**Learning Experience**
Students will take responsibility for warm-up activities identified previously in personal improvement plans.

### Body:
### What will students need to know and do? (Outcomes and Indicators):

**Outcome 8.1**
(Health-related Fitness)

- Demonstrate and use regularly effective strategies for different types of flexibility exercises (i.e., static, dynamic, and passive) for personal fitness development, alone and with others.

**Outcome 8.9**
(Movement Sequences)

- Perform in time to a count, while incorporating smooth transitions, a sequence of movement skills used in body management activities.

**Learning Experience**
Review the concepts of static, dynamic, and passive stretching verbally and through participation. Introduce various yoga poses that involve stretching and, after performing the exercises, identify in which type of stretching students were involved. Through teacher-student conversation, identify the benefits of each type of stretch. Safety while stretching should be emphasized throughout this learning experience.

**Outcome 8.3**
(Skill-related Fitness)

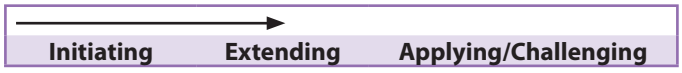
- Identify and participate in a variety of individual and group movement activities, both for personal improvement and social competition, which benefit components of skill-related fitness.

**Outcome 8.9**
(Movement Sequences)

- Perform in time to a count, while incorporating smooth transitions, a sequence of movement skills used in body management activities.

**Outcome 8.14**
(History & Culture)

- Analyze the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives …



## Sample Grade 8 Physical Education Lesson Plan – Early December

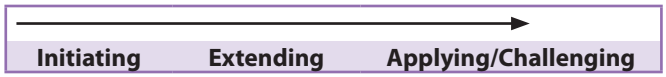
| Lesson Focus: | Health-related Fitness, Skill-related Fitness<br>Movement Sequences, History and Culture |
|---|---|

**Learning Experience**
Discuss the body management activity of yoga from a cultural perspective while highlighting both the health-related fitness benefits, especially flexibility, and the skill-related fitness benefits, especially balance. Explore thoughts on why yoga is a more common choice for participation in movement activity than it was 25 years ago. Participate in a yoga 'routine' that is teacher-led, guest-presenter led, or led by DVD. Emphasize the flow of the movements and poses, that there is a specific count being followed, and that transitions are smooth.

**Closure:**
**What will students needs to know and do? (Outcomes and Indicators):**

**Outcome 8.1**
(Health-related Fitness)
- Express reflective responses to questions regarding health-related fitness.

**Outcome 8.14**
(History & Culture)
- Propose reasons for changes over time in what movement activity options appeal to different groups of people.




1. "Is it important to have a diversity of movement activity options available in order to sustain being physically active?"
2. "How has the cultural diversity influenced our options for participation in movement activities?"

Give the students a handout to complete for next day that has the students answer the question, "What are all of the possible benefits from repeated participation in yoga for the whole being?". The handout will give students leads such as "For skill-related fitness …"; "For health-related fitness …"; For the emotional self …"; For the mental self …"; For the spiritual self …".

**Assessment and Evaluation** (How will I know that students know and can do this part of the process towards achieving the outcome?):
- Weekly log – students' reflections to show deeper understanding towards the attainment of the outcomes.
- Handout on the benefits of yoga to be handed in next day and to be used as the starting point for next day's lesson.

**If students do not know or cannot do this, what will I do?**

**What Next …**

Health-related fitness, skill-related fitness, complex skill development, and social and cultural influences on body management activities can be integrated into student learning experiences during the next two weeks. This would see teachers planning for, and students benefiting from, connections made between outcomes 8.1, 8.3, 8.4, 8.9, and 8.14. This plan for learning could be organized with an entry concept of movement sequences.

Yoga was used as the vehicle to support students in developing deeper understandings regarding the benefits to the whole being when knowledge, skills, and attitudes are all aligned. Dance, martial arts, and gymnastics are three other body management activities that could be highlighted as well. The teacher can plan to engage students in personal plans for improvement of both their skill-related components of fitness and health-related components of fitness, as well as specific complex movement skills. Students can be guided to plan for growth with a final focus on creating and performing a movement sequence in time to a rhythm where they highlight the skills chosen for personal plans for growth.

During this learning experience, teachers could include strategies that guide students to consider the social and cultural influences of and on these movement activities, and the skills within these activities. This would be an appropriate time for students to express insights into the evolution of attention paid to personal well-being over the past 100 years by considering a variety of factors. Students can consider the historical and cultural creation of a body management activity such as yoga or a specific martial art, the present day acceptance of such movement activities, and the balanced-being benefits of participation in these activities.

*Critical Characteristics of an Outcome*

*An outcome will . . .*

- *focus on what students will learn rather than what teachers will teach*
- *specify the skills and abilities, understandings and knowledge, and/or attitudes students are expected to be able to demonstrate*
- *be observable, assessable, and attainable*
- *be written using action-based verbs and clear professional language (educational and subject-related)*
- *be developed to be achieved in context so that learning is purposeful and interconnected*
- *be grade and subject specific*
- *be supported by indicators which give the breadth and depth of expectations*
- *have a developmental flow and connection to other grades where applicable.*

*Indicators:*

- *are a representative list of what students need to know and/or be able to do in order to achieve an outcome*
- *represent the breadth and the depth of the outcome.*

*Additional indicators may be developed but they must be reflective of and consistent with the breadth and depth that is defined by the given indicators.*

## Achieving Grade Specific Curricular Outcomes

Student learning outcomes identify what students are expected to know and be able to do (e.g., skills, knowledge, and attitudes) over a specific time frame.

Learning outcomes are ultimately the subject of evaluation. Attaining a learning outcome may take several forms or be described at several levels of performance. The level of detail suggested or prescribed by an outcome should always allow for the professional judgement of teachers (e.g., providing a series of more specific indicators, or by breaking down a single outcome into a number of statements which describe increasingly complex levels to ultimately reach the outcome).

The outcomes provide guidance for program and lesson planning. Each outcome is supported by indicators which give the breadth and depth of the expectation. Teachers are encouraged to build upon and provide scaffolds so students can develop deeper understanding in relation to the outcomes.

## Grade 8 Physical Education Outcomes

The outcomes for Grade 8 Physical Education make direct connection to all three physical education goals of Active Living, Skillful Movement, and Relationships. Not only do students need to move, they need to understand the 'hows, whats, wheres, and whys' of movement. In the following list of Grade 8 outcomes and indicators, all three goals are listed above the outcome, with one, two, or all three of the goals in boldface font. All three goals are reflected in each outcome, with the words in boldface font indicating a stronger connection. These goals are interconnected aspects of learning that address the whole person in physical education and focus on creating a balanced self.

The outcomes in physical education focus on important aspects of learning for Grade 8 students in this area of study. No single outcome, however, can stand alone as a learning focus for a period of instruction. Teachers should integrate learning experiences related to more than one outcome into every lesson.

Grade 8 students began to formally develop their understanding of, and skills in, taking responsibility for a personal level of health-related fitness in Grade 5. While in Grade 6 and 7, students continued to build and reinforce understandings and skills in managing their own level of fitness.

As Grade 8 students, they will expand their ability to set goals, as well as create and implement plans to achieve the goals that focus on personal improvement in four components of health-related fitness. Cardiovascular endurance, muscular endurance, and flexibility goals will be building on those achieved in Grade 7, while a focus on muscular strength will be a new focus for Grade 8 students. The Frequency, Intensity, Type of activity, and Time (F.I.T.T.) principle will be their guide for this action planning fitness focus as it was in Grade 6 and Grade 7.

The additional health-related fitness emphasis on muscular strength in Grade 8 is a natural connection to understanding how to positively affect the major muscle groups. Students will build on this fourth component of health-related fitness as they concentrate on various muscles. Students will also better understand the effects of exercise and inactivity on the muscular system.

In earlier grades, students learned the difference between health-related fitness and skill-related fitness. They also learned how interdependent the two are – how growth in one area impacts growth in the other. Grade 8 students are ready to apply their ability to make personal plans for fitness improvement to enhance skill-related components of fitness. Students will implement personal plans for improvement of their weaker components so as to support their enjoyment in personal, social, and competitive movement activities.

It is important to note that through kindergarten to Grade 5, students progressed through the stages of "progressing towards control", "control", and "utilization" of specific developmentally appropriate locomotor, non-locomotor, and manipulative skills. In Grade 6 and 7, students learned how to combine these skills into the complex skills used in games and sport. Now, as Grade 8 students, they should be able to use some of these complex skills at a level of automation while participating in a variety of movement activities.

Specific biomechanical concepts and principles were introduced in Grade 6 and 7. In Grade 6, students explored, applied, and communicated the concepts and principles of force production, force absorption, and resistance. In Grade 7, the focus changed to balance, stability, and spin. Grade 8 students will explore, apply, and communicate biomechanical concepts and principles related to levers and projectiles as well as Newton's Laws of Motion as a means to enhance independence in skillful performance of motor skills.

*Focusing on … issues such as health and fitness, growth and development, active lifestyle, skill development, personal and social development, self-confidence and self-esteem, and goal setting … (are) the qualities and the benefits of a quality Physical Education program.*

(Hickson & Fishburne, n.d., p. 6)

*Children who are physically skilled often enjoy vigorous healthy play, while the less skilled are often left out .... Eventually many of the less skilled children stop trying, and withdraw from physical activities that would help them become fitter and develop their skills.*

(Canadian Sport Centres, n.d., p. 6)

Grade 8 students will co-create and implement plans to develop the movement concepts associated with the skills used in a variety of games. Students will develop their skills to apply effective tactics and strategies to be used in games. As an extension of this learning, students will analyze situational decisions, of self and others, that are made under the pressure of game situations. Students will then provide feedback and propose options for improvement that support the development of deeper understandings in order to enhance performance.

Prior to Grade 8, students were exposed to a variety of skills needed for enjoyable and safe participation in a variety of alternate environment activities and body management activities. In Grade 7, students applied previous learning to use these skills in a controlled way while participating in a variety of alternate environment activies. As Grade 8 students, they will apply and adapt activity-related skills to support regular participation in alternate environment activities. Students will also incorporate combinations of skills used in a variety of games with those used in body management activities to create and perform movement sequences.

Students need to become actively involved in authentic learning experiences to develop the skills and disposition to care for others. This will support Grade 8 students in becoming engaged citizens. In Grade 8 Physical Education, students are to plan, organize, and lead cooperatively, movement activity to engage at least one other person in repeated participation in movement activities. This learning experience can be actualized at school, at home, or in the community.

The emphasis on safety in physical education has been a focus throughout the grades. Grade 8 students move this learning to strengthen their ability to care for others. Whether it be through role-played or real situations, students will demonstrate the skills required to administer basic first aid. This will take place in the context of participation in movement activities.

Influences that can affect participation in movement activities are numerous. In Grade 6, students learned to recognize and acknowledge individual attributes and limitations, of self and others, that influence participation in movement activities. In Grade 7, the focus shifted to examining external influences that may affect options for active living. Grade 8 students extend this learning by analyzing the environmental influences, and considering the impact of current and emerging

technologies on fitness and well-being. Developing this deeper understanding will help students explore the concept of what are the 'real' barriers to, and supports for, living an active lifestyle.

Finally, the Grade 8 Physical Education learning experience has students exploring both the past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives that support personal, family, and community active living and well-being. By making these connections, students will strengthen their awareness of a global community and consider how the past influences their present and future choices related to active living, skillful movement, and relationships.

*... providing today's young people with guidelines for, and practice in, taking responsibility for their personal well-being and contributing to the well-being of others can make a difference in what they value and what choices they make.*

(Hellison, 2003, p. 12)

## Organization of Movement Activities

The chart below clarifies which games and activities fit into the categories that have been used as the organizing structure within the physical education outcomes and indicators (Griffin & Butler, 2005). This chart does not dictate which games or activities must be covered, nor does it suggest that all games or activities must be included in a year plan. Teachers need to make choices that provide students with a wide range of experiences, while following school division policies related to safety guidelines.

| Grade 8 Outcomes Movement Activities Focus | | | | | | |
|---|---|---|---|---|---|---|
| **Target Games** | **Invasion/ Territorial Games** | **Net/Wall Games** | **Striking/ Fielding Games** | **Low-organizational and Inventive Games** | **Body Management Activities** | **Alternate Environment Activities** |
| • bowling<br>• curling<br>• golf<br>• bocce ball<br>• archery<br>• ring toss<br>• pin guard | • basketball<br>• touch/flag football<br>• soft lacrosse<br>• soccer<br>• floor hockey<br>• team handball<br>• ultimate frisbee<br>• speedball<br>• double ball<br>• moose skin ball<br>• buffalo corral | • badminton<br>• table tennis<br>• tennis<br>• volleyball<br>• pickleball | • softball<br>• longball<br>• cricket<br>• kickball | • king's court<br>• prisoner's base<br>• capture the flag<br>• cooperative games<br>• environmental games | • dance<br>• educational gymnastics<br>• yoga<br>• track and field<br>• aerobics<br>• pilates<br>• wrestling<br>• skipping | • aquatics<br>• cross-country skiing<br>• downhill skiing<br>• snow-shoeing<br>• cycling<br>• hiking<br>• skating<br>• orienteering<br>• skate boarding<br>• wall climbing<br>• canoeing<br>• kayaking<br>• trapping<br>• roping |

# Outcomes and Indicators

## Goals

Students will:

- Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community **(Active Living)**.
- Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities **(Skillful Movement)**.
- Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities **(Relationships)**.

**Goals: *Active Living*,** Skillful Movement, Relationships

| **Outcomes** (What students are expected to know and be able to do.) | **Indicators** (Students who have achieved this outcome should be able to:) |
|---|---|
| ***8.1 Health-related Fitness Create, implement, evaluate, and revise a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility that involves setting goals for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.*** | a. Demonstrate and regularly use challenging and safe strategies while participating in continuous aerobic activity (e.g., running, skipping, cycling, swimming, dancing, paddling, three-on-three soccer, three-on-three basketball) in a progression towards twelve consecutive minutes.<br>b. Sustain participation in aerobically challenging lead-up games (e.g., three-on-three soccer, two-on-two basketball, three-on-three soft lacrosse) that increase heart rate and respiration rates in a progression towards twelve consecutive minutes on a consistent basis.<br>c. Willingly engage in a variety of movement activities at a moderate to vigorous level of effort in a progression towards twelve consecutive minutes.<br>d. Monitor heart rate to draw conclusions about personal achievement of maintaining target heart zone for twelve consecutive minutes on a consistent basis.<br>e. Develop and test, physically, a hypothesis on the effects of various movement activities on the heart rate.<br>f. Demonstrate and use various developmentally safe resistance training techniques (e.g., low weight, multiple repetitions) and equipment (e.g., light weight free weights, dynaband, resistance bands, surgical tubing) that benefit muscular endurance and muscular strength.<br>g. Demonstrate and use regularly effective strategies for different types of flexibility exercises (i.e., static, dynamic, and passive) for personal fitness development, alone and with others.<br>h. Design and participate in fitness circuits/stations that challenge all four components of health-related fitness. |

| Outcomes | Indicators |
| --- | --- |
| ***8.1 Health-related Fitness (continued)*** | i. Determine and implement effective strategies for improving core strength (i.e., a balance of exercises that focus on upper abdominals, lower abdominals, obliques, and back must be included).<br>j. Determine and monitor personal level of health-related cardiovascular, muscular endurance, muscular strength, and flexibility fitness incorporating the use of data collection tools (e.g., written resources and computer programs such as Fitnessgrams, Activitygrams, [Meredith & Welk, 2007], pedometers, stop watches, spirometre, blood pressure sensor).<br>k. Analyze personal fitness appraisal data to enhance understanding of personal fitness level by gathering and comparing data over time as related to:<br>o cardiovascular endurance (e.g., endurance walk or run)<br>o muscular endurance (e.g., continuous push-ups, continuous curl-ups, the "Dot Drill")<br>o muscular strength (e.g., grip strength, pull up or modified pull up, flexed arm hang)<br>o flexibility (e.g., sit and reach, shoulder stretch).<br>l. Compare personal fitness performance on fitness appraisals to previous personal performance and health-related standards to determine personal strengths and weaknesses.<br>m. Create and implement plans to improve health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility.<br>n. Identify methods for evaluation of success of personal fitness plan and personally reflect on ways to improve the plan.<br>o. Compare own fitness results and level of participation in movement activity over a period of time (e.g., beginning, middle, and end of year) to evaluate and revise personal goals.<br>p. Express insights in response to questions such as "Why are we at a point where we have to plan to be physically active?", "Why is it beneficial to understand multiple strategies for maintaining and improving fitness?", and "Is it important to have a diversity of movement activity options available in order to sustain being physically active?" |

**Goals:** ***Active Living, Skillful Movement,*** Relationships

| Outcomes | Indicators |
|---|---|
| ***8.2 Muscular System***<br>***Apply an understanding of how to positively affect the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings) while clarifying an understanding of the effects of exercise and inactivity on the muscular system (e.g., increased/ decreased strength, increased/decreased lean muscle, increased/decreased elasticity, increased/ decreased muscle tone).*** | a. Demonstrate exercises that will affect the muscular endurance, muscular strength, or flexibility of indicated muscles.<br>b. Create and implement exercise plans that focus on influencing the development of specific muscle groups, depend on the use of own body weight, and do not involve the use of equipment.<br>c. Identify or create and participate in a variety of individual, partner, and team challenges that require sustained use of indicated muscle groups.<br>d. Explain the impact of exercise and inactivity on the muscular system, including an understanding of the overload principle, the principle of specificity, and the principle of use/disuse.<br>e. Explain what happens to the muscles when they are not challenged for a period of time (e.g., arm in a cast, walking on crunches, not exercising over an extended break from school).<br>f. Describe how muscles work as a functional pair (e.g., quadriceps contract to move leg forward, and hamstring contracts to bring the leg back down) and how this impacts on plans for muscular fitness.<br>g. Recognize and implement an exercise sequence that would support the development of a functional pair of muscles (e.g., quadriceps and hamstring, biceps and triceps).<br>h. Communicate, with clarity and correctness, the benefits of having strong and flexible muscles (e.g., injury prevention, improved movement performance, enhanced physical appearance, increased stamina, daily life demands).<br>i. Show an understanding of the terms to describe the actions of the joints and muscles (e.g., flexion, extension, rotation). |

**Goals:** ***Active Living, Skillful Movement***, Relationships

| Outcomes | Indicators |
|---|---|
| ***8.3 Skill-related Fitness Implement personal plans for improvement of skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) to improve the weaker components and to support enjoyment in personal, social, and competitive movement activities.*** | a. Identify and participate in a variety of individual and group movement activities, both for personal improvement and social competition, that benefit components of skill-related fitness (e.g., juggling, cup stacking, relay races, obstacle courses, station races, yoga routines, gymnastics sequences).<br>b. Set and work towards personal goals for improvement of skills that challenge skill-related fitness components (e.g., juggle three tennis balls with 12 catches before dropping a ball; hold four different balances for five seconds without losing control).<br>c. Develop personal answers to questions (e.g., 'How fast am I?', 'How coordinated am I?') related to personal abilities in the components of skill-related fitness after collecting data using simple assessments (e.g., shuttle run, pat head and rub stomach simultaneously while doing alternating forwards/backwards and sideways scissor jumps).<br>d. Make conclusions about personal strengths and weaknesses in skill-related components of fitness through participation in a variety of skillful movement activities (e.g., vertical jump height, balance on one foot with eyes closed).<br>e. Research training methods to improve self-selected skill-related components of fitness as applied to a specific skill (e.g., increase leg power for improved vertical jump, increase balance for dance step).<br>f. Determine and implement a plan to improve one self-selected skill-related component of fitness (e.g., practise cup speed stacking every other day for five minutes for a three-week period to improve coordination and reaction time). |

**Goals:** Active Living, ***Skillful Movement,*** Relationships

| Outcomes | Indicators |
|---|---|
| ***8.4 Complex Skills Utilize, including smooth transitions, complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities.*** | a. Demonstrate the ability to repeatedly perform a skill at game appropriate speed without hesitation.<br>b. Demonstrate the ability to manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.<br>c. Demonstrate the ability to smoothly apply variations to a complex skill as required by a situation (e.g., basketball: reverse pivot to shot, reverse pivot while dribbling to avoid an opponent, cross-over dribble to avoid an opponent; educational gymnastics: tossing and catching a ball while rotating, while balancing, while leaping and landing).<br>d. Perform a variety of game specific complex skills (e.g., drop shot return of a short serve in badminton) at a level of automation while practising and participating in game situations.<br>e. Perform a variety of combinations of movement skills that reflect smooth transitions between skills (e.g., dance routines, gymnastics sequences, yoga sequences). |

**Goals:** Active Living, ***Skillful Movement,*** Relationships

| Outcomes | Indicators |
|---|---|
| ***8.5 Biomechanics Explore, apply, and communicate biomechanical concepts and principles related to levers and projectiles as well as Newton's Laws of Motion as a means to enhance independence in learning motor skills.*** | a. Communicate, with clarity and correctness, using the appropriate language, the biomechanical concepts and principles related to lever and projectiles, as well as Newton's First Law (e.g., external force), Second Law (e.g., force, mass, speed), and Third Law (e.g., action, reaction).<br>b. Research and create a representation (e.g., a diorama, a video, a drawing, a series of tableaux) of the three laws as applied to participation in movement activity.<br>c. Identify and apply the biomechanical concepts related to the use of leverage as it relates to striking (e.g., shorter radius of rotation reduces force, as in "choking up on a bat").<br>d. Recognize that the fulcrum of a lever in the body is the joint, that the force in the body is produced by the muscles, and that bones are the rigid bars.<br>e. Explore and make conclusions as to how the length of the rigid bar can affect the amount of force required or created in the movement (e.g., hitting a golf ball with a 3 iron compared to a 9 iron, "choking up on the bat" when batting in baseball). |

| Outcomes | Indicators |
| --- | --- |
| ***8.5 Biomechanics (continued)*** | f. Explore and explain the changes in difficulty in performing a movement skill when there is a variation in the amount of weight born by the lever (e.g., a standing push up on the wall, a kneeling push up on the floor, a regular push up on the floor).<br>g. Hypothesize and confirm how to throw an object for maximum distance by varying the angle of release of the object, the number of muscles involved, and the range of motion of the body segments involved in the throw.<br>h. Explore and propose conclusions about how the angle of take-off can affect the height or the distance of a jump.<br>i. Research and identify the recommended angle of projection to support optimal performance of a variety of movement skills (e.g., long jump – 22 degrees, throw a ball – 35 to 45 degrees).<br>j. Describe and physically demonstrate the impact of:<br>o Newton's First Law (a body at rest remains at rest or continues moving in a straight line at constant speed until acted on by an external force) on movement performance (e.g., the rolling of a ball across various surfaces such as a gym floor, carpet, dirt, grass, ice)<br>o Newton's Second Law (a net force applied to a body causes an acceleration that is directly proportional to the force, in the direction of the net force, and inversely proportional to the body's mass) on movement performance (e.g., throw a ball using only the wrist; then wrist and elbow; then wrist, elbow, and shoulder and comparing the distance of the throws)<br>o Newton's Third Law (for every action force, there is an equal and opposite reaction force) on movement performance in order to improve a movement skill (e.g., basketball pass from chest - as arms push out, body leans back slightly).<br>k. Consider and explore the application of the biomechanical concepts and principles related to levers and projectiles, as well as Newton's Laws of Motion, to enhance movement as required by the flow of play in striking/fielding games, net/wall games, target games, invasion/territorial games, and low-organizational and inventive games.<br>l. Consider and explore the biomechanical concepts and principles related to levers and projectiles, as well as Newton's Laws of Motion, to adjust movement used in alternate environment and body management activities. |

**Goals:** Active Living, ***Skillful Movement,*** Relationships

**Outcomes**

***8.6 Concepts, Tactics , & Strategies***
***Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of:***

- ***target games (e.g., bowling, curling, archery, golf, bocce ball)***
- ***striking/fielding games (e.g., long ball, softball, slo-pitch, cricket)***
- ***net/wall games (e.g., badminton, tennis, table tennis, volleyball, pickleball)***
- ***invasion/territorial games (e.g., double ball, basketball, soccer, soft lacrosse, touch football, floor hockey, ultimate frisbee, rugby, team handball)***
- ***low-organizational and inventive games (e.g., walleyball, capture the flag, prisoner's base, speedball, kick the can, snowsnakes).***

**Indicators**

a. Discuss and apply the various concepts involved in the different types of games (i.e., target games – sending away, wrist action on release of object, starting in aiming position; striking/fielding – placement of the ball on the field, covering bases, base running; net/wall – spatial awareness, positioning on court, returning to 'base' position, position of body, trajectory, depth, angles; invasion/territorial – keeping position, penetration, defensive positioning and movement in passing lanes, support for ball carrier, locomotion, on-the-ball movement, off-the-ball movement).
b. Communicate, with clarity and correctness, and practise offensive and defensive tactics and strategies that reflect the performance concepts to be used as a team while participating in striking/fielding, invasion/territorial, net/wall games, and low-organizational and inventive games (e.g., slo-pitch: one out, runner on first, grounder hit to short stop; volleyball: having a full team of six people receiving a serve compared to five, four, or three team members receiving a serve).
c. Explain and practise performance concepts and tactical decisions related to target games (e.g., wrist action in bowling and curling delivery release; club selection and stroke performance variation related to ball position in golf).
d. Collaboratively plan and implement the leading of physical experiences to enhance a self-selected skill, or game tactic and strategic concepts that involve individual and team performance (e.g., teach younger students how to move into open spaces in keep-away type games; teach classmates how to perform a skill in an area of personal expertise).

**Goals:** Active Living, ***Skillful Movement, Relationships***

| Outcomes | Indicators |
|---|---|
| ***8.7 Decision Making***<br>***Analyze the situational decisions, of self and others, while under the pressure of game play in target games, net/wall games, striking/fielding games, invasion/territorial games, and low-organizational, inventive, and cooperative games to determine the effectiveness of the decisions and to propose options for improvement.*** | a. Discuss and practise options for strategic choices to use in specific game situations, whether real or created (e.g., what shot to call in a particular curling situation, what team offensive play to use against a one-on-one defence in basketball).<br>b. Identify and assess the tactical decisions of others, both individuals and teams, through observing performance (including the use of available technology such as video).<br>c. Practise providing positive critiques of the application of tactical and strategic decisions on the performance of others using pre-communicated self-created and class-created specific criteria (e.g., type of serve return used for short serves in badminton, positioning of players on the field based on where the opponents are located on the bases in slo-pitch, when to try to free a prisoner in prisoner's base, when to play with the feet as opposed to the hands in speed ball ).<br>d. Express insights into personal tactical and strategic choices used in game situations to judge the effectiveness of the choices and to propose options to enhance future choices.<br>e. Express insights in response to questions such as "Can a criticism ever be a positive thing?" and "What does 'good enough' mean when it comes to participation in movement games?" |

**Goals:** ***Active Living, Skillful Movement, Relationships***

| Outcomes | Indicators |
|---|---|
| ***8.8 Alternate Environment Activities***<br>***Apply and adapt selected activity-related skills (e.g., carrying, paddling, gripping, hanging, wheeling, digging, fire building, snow ploughing, compass reading) and strategies required for participation in alternate environment activities (e.g., backpacking, hiking, cycling, overnight camping, canoeing, snowshoeing, wall climbing, in-line skating, skate boarding, cross-country skiing, tracking, roping, dog sledding, skating, orienteering, downhill skiing, tobogganing, Quincy building).*** | a. Willingly participate in a variety of alternate environment activities focusing on developing the skills that are unique to the activities.<br>b. Create and implement practice plans for skill development related to participation in specific alternate environment activities.<br>c. Participate in natural (outdoor) alternate environment movement activity in and around own neighbourhood and community.<br>d. Apply self, peer, and/or teacher-determined adaptations to skill performance in alternate environment activities to support participation and/or skill development of self and others (e.g., one classmate runs to support another on a skate board or scooter).<br>e. Determine and practise skills required to enhance enjoyment of movement in specific alternate environment activities (e.g., body position for moving on a decline in cross-country skiing). |

| Outcomes | Indicators |
|---|---|
| ***8.8 Alternate Environment Activities (continued)*** | f. Identify options available for participation in natural and built alternate environment movement activity in and around own neighbourhood and community.<br>g. Propose a variety of problems and suggest solutions to problems that one might encounter while participating in alternate environment activities (e.g., get lost, bad weather, wipe out).<br>h. Explain safety considerations and apply safe practices when participating in a variety of alternate environment activities (e.g., wearing a helmet while skate boarding, checking for ground protrusions when tobogganing).<br>i. Demonstrate an understanding of how to prepare and preserve the natural environment when using it for activities (e.g., hiking, camping, backpacking).<br>j. Express insights in response to questions such as "Should we spend more time outdoors?", "Who is responsible for the environment?", and "Why do some movement activities get labelled as dangerous or lead to people who participate in them getting a negative reputation?" |

**Goals:** ***Active Living, Skillful Movement, Relationships***

| Outcomes | Indicators |
|---|---|
| ***8.9 Movement Sequences Perform, both as a leader and a follower, self-created, collaboratively created, and established sequences of movements with smooth transitions, incorporating skills and combinations of skills from a variety of games (i.e., target games, net/wall games, striking/fielding games, invasion/territorial games, low-organizational and inventive games) and body management activities (e.g., dance, aquatics, educational gymnastics, track and field, pilates, yoga, wrestling, martial arts, aerobics), alone and with others.*** | a. Design, represent using symbols and patterns, and perform the story of a sport or activity through interpretive movements.<br>b. Design and perform a pattern of games-related skills, as selected by others, that follow a given rhythm (e.g., choose one skill from curling, volleyball, and football; combine the skills into a sequence that can be performed in 4/4 time).<br>c. Co-create and lead others in participation, in partner or group dances, that incorporate a variety of skills used in various movement activities (e.g., shuffle step four times to the right, four times to the left – basketball; spike approach and jump in four counts – volleyball; three step deliver and release – bowling; jump turn and land – educational gymnastics).<br>d. Design, represent using symbols, and perform a floor routine that incorporates jumping and landing, springs, balances, supports, and rotations.<br>e. Perform in time to a count, while incorporating smooth transitions, a sequence of self-selected and/or given movement skills used in body management activities (e.g., dance, martial arts, yoga, aerobics).<br>f. Verbalize performance cues and practise the performance of complex body management skills that require a sequence of movements (e.g., various track and field jumps, patterns of movements in martial arts and yoga). |

**Goals: *Active Living***, Skillful Movement, ***Relationships***

| Outcomes | Indicators |
|---|---|
| ***8.10 Volunteerism & Leadership***<br>***Create and implement an individual or small group plan to engage and support at least one other person in repeated participation in movement activity at school, at home, or in the community.*** | a. Describe the characteristics of individuals who may need encouragement to increase their level of participation in movement activity (e.g., lack personal motivation, overweight, work long hours, spend a lot of time on the computer, watch a lot of television, elderly).<br>b. Identify potential barriers (physical, emotional, mental, spiritual) that individuals might encounter that limit their level of participation in movement activities (e.g., disabled, alone much of the time, lack an understanding of what they could be doing, lack a social support).<br>c. Propose and analyze strategies to use to encourage others to participate in movement activity (e.g., invite them to join you, make sure the activity is appropriate for their age level, try to make it fun, design it to meet a personal need – yard work).<br>d. Willingly seek advice and support (e.g., classmate, teachers, elders, community members such as recreation directors, health promotions personnel) for how to involve others in movement activities.<br>e. Create and implement a personal plan to increase and support someone else's level of participation in movement activity (e.g., become a recess activity buddy with a special needs student, lead one or more elderly people in a senior centre to do simple arm exercises to music, create and implement a pedometer challenge for family members, do outdoor work with grandparent/elder).<br>f. Share personal reflections on the experience and success of engaging someone else in movement activity. |

**Goals: *Active Living***, Skillful Movement, ***Relationships***

| Outcomes | Indicators |
|---|---|
| ***8.11 Technological Influences***<br>***Demonstrate an understanding of the impact of current and emerging technologies (e.g., computer and video games, fitness equipment such as treadmills, heavy wooden racquets compared to lightweight fibreglass racquets, sports shoes) on fitness, fitness-related career options, and well-being.*** | a. Discuss the fitness benefits of participation in movement activities that involve the use of electronic gaming systems after experiencing participation.<br>b. Discuss the fitness benefits and the motivation for the creation of electronic gaming systems that involve participation in movement in order to play a game.<br>c. Analyze, after experiencing use, the fitness benefits and the dollar costs of equipment-related exercising options by comparing technologically advanced, less advanced equipment, and non-equipment options (e.g., universal weight training equipment compared to free weights; treadmill compared to walking or jogging). |

| Outcomes | Indicators |
|---|---|
| ***8.11 Technological Influences (continued)*** | d. Identify the ways that technology has been incorporated into various aspects of participation in movement activities (e.g., the design of equipment, the materials used in equipment, the use of technology to analyze both health-related and skill-related components of fitness – pedometers, heart rate monitors, spirometer).<br>e. Discuss career options that would involve working with technology to support others' participation in movement activities.<br>f. Compare the features and benefits of a variety of equipment used for movement activities (e.g., skate shoes versus court shoes, small headed golf club versus large headed golf club).<br>g. Explain how technology has improved the design and construction of personal protective equipment in a number of sports (e.g., goalie equipment, cycling helmets).<br>h. Express insights in response to questions such as "What role should digital technology play in the world of fitness and well-being?", "How does technology affect me as an active living consumer?", and "What is the motivation for creating electronic gaming systems that involve participation in movement in order to play a game?" |

**Goals:** ***Active Living,*** Skillful Movement, ***Relationships***

| Outcomes | Indicators |
|---|---|
| ***8.12 Basic First Aid Demonstrate the skills required to administer basic first aid (e.g., scene management, seeking help, treating minor injuries, applying precautions for body fluids) required as a result of injury caused by participation in movement activities.*** | a. Identify the main aims of first aid as related to movement activities (i.e., prevent further injury, promote recovery, protect yourself).<br>b. Explain the need for the precautions of wearing rubber gloves when providing first aid in situations involving blood and other bodily fluids.<br>c. Practise leading and instructing others while managing a role-played situation that involves injury during participation in movement activities in a variety of settings (e.g., in the gym, at the rink, while hiking).<br>d. Demonstrate how to care for a variety of injuries (e.g., scrapes, cuts, burns) that can occur during participation in physical activity in a variety of settings.<br>e. Identify the signs of different types of injuries (e.g., joint injuries: S.H.A.R.P. – swelling, heat, altered, red, painful).<br>f. Propose options for self-created first-aid supplies to be used in a natural environment in emergency situations. |

**Goals:** ***Active Living,*** Skillful Movement, ***Relationships***

| Outcomes | Indicators |
|---|---|
| ***8.13 Social Behaviour***<br>***Analyze environmental influences (e.g., family beliefs/ values, culture, gender, role models, workplace, peers, advertising, television) to assess their impact on responsible social behaviour in movement activity settings.*** | a. Describe what responsible social behaviour looks like in the context of participating in movement activities (e.g., playing by the rules, respecting officials, respecting the equipment that will be used by others).<br>b. Reflect on examples, from multiple sources (e.g., television, video games, print resources), to formulate conclusions on the level of influence that each of these examples has on behaviour associated with participation in movement activities.<br>c. Explore and debate the impact of factors such as culture, gender, parent behaviour, and peer influences on social behaviour associated with participation in movement activities (e.g., if we see a friend yelling at officials, we might do so as well; some people believe that hockey is a boys only sport and that figure skating is a girls only sport).<br>d. Generate a variety of questions (e.g., 'How do role models influence my behaviour when participating in a game situation?'; 'How inclusive am I of people from a different sexual orientation when making decisions about participation in physical activity?' 'Is dance for females only?') to reflect on personal social attitudes and behaviours related to participation in movement activities. |

**Goals:** Active Living, Skillful Movement, ***Relationships***

| Outcomes | Indicators |
|---|---|
| ***8.14 History & Culture***<br>***Analyze the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives (e.g., in motion, ParticipAction, Indigenous Games, walking paths) that support personal, family, and community active living and well-being.*** | a. Express insights into the evolution of attention paid to personal well-being over the past 100 years by considering a variety of factors such as leisure time, social influences, spiritual needs, environmental issues, cultural integration, work life options, technological advances, and gender attitudes.<br>b. Co-create conclusions on the similarities of a variety of historically-based cultural perspectives on well-being.<br>c. Propose reasons for changes that have occurred over time in movement activity options that appeal to different groups of people (e.g., "Why were community dances very popular in the past but are not so much any more?", "How has technology influenced what people do to be active?", "How has the cultural diversity influenced our options for participation in movement activities?").<br>d. Express, alone or with others, the current state of the physical well-being of Canadian people as determined through reflection on current Canadian data (e.g., indicators, statistics).<br>e. Explain the core messages that recent societal initiatives are emphasizing as related to the well-being of the whole person.<br>f. Demonstrate an understanding of the connections between personal well-being, family well-being, and community well-being. |

# Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

Assessment involves the systematic collection of information about student learning with respect to:

- ☑ achievement of provincial curricula outcomes
- ☑ effectiveness of teaching strategies employed
- ☑ student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

**Assessment for learning** involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

**Assessment as learning** actively involves student reflection on learning, monitoring of her/his own progress, and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

*The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning.*

(National Association for Sport and Physical Education, 2004)

**Assessment of learning** involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussions on placement or promotion.

The assessment and evaluation strategies used in physical education must support teachers in designing instruction that will best help students achieve the learning outcomes for the grade and help students grow as responsible, self-confident, physically literate, active-living individuals who will seek out opportunities to support their own well-being as well as the well-being of others. Assessment and evaluation strategies employed must measure student learning and progress, provide students with feedback to use in their plans for growth, guide the planning and instructional practices of teachers, and provide a valid means to document and communicate student learning.

Assessment and evaluation in physical education must be reflective of the three goals and, specifically, the outcomes. A holistic analytic rubric can be used to determine to what level students understand and are able to do what the outcome identifies. The rubric, on page 42, expands to the fullness of the intent of the Movement Sequences outcome (8.9) that is a focus in the sample lesson on pages 19-20.

## Assessment and Evaluation in Physical Education

| What Assessment and Evaluation in Physical Education should look like … | What Assessment and Evaluation in Physical Education should NOT look like … |
|---|---|
| Formal and informal observation based on pre-selected and pre-communicated criteria that provide proof of student learning. | Informal observations not based on specific criteria. |
| Fitness appraisals that are administered with the results being used by students to set challenging goals and by teachers to plan lessons so as to support students in obtaining goals. | Fitness tests that are administered periodically throughout the year with the results left "sitting" until the next test. |
| Health-related fitness standards are considered:<br>o by students prior to setting personal goals for improvement<br>o by the teacher early in the school year to support planning and program development. | Health-related fitness standards are considered by only the teacher, at report card time. |
| Evaluation of 'fitness' informed by student attainment of student-established goals that are challenging. | Evaluation of 'fitness' based on comparing student performance to health-related fitness standards as the basis for determining a "fitness mark". |
| Skills tests that:<br>o look at the entirety of the skill performance through observation over time with students given time and opportunity to explore and practise<br>o are pre-communicated and practised within authentic learning experiences<br>o are administered in a pre-test, post-test format with opportunity for students to plan for and work towards improvement<br>o focus on the process of the skill performance as opposed to 'hitting the target'. | Skill tests that:<br>o break skills down into segregated movements<br>o students see for the first time on the day that the tests are administered<br>o are administered only at the end of a learning experience<br>o are 'one-time' evaluation tools that focus on 'number that hit the target' as opposed to how the skill is performed. |
| Effective questions that challenge students to think critically and creatively, and require students to synthesize and apply previous learnings in authentic situations. Student responses are received in a variety of ways (e.g., written, visual, oral). | Written quizzes and tests that measure basic knowledge of rules and definitions without any application to support the demonstration of deeper understanding. |
| Assessment based on the outcomes of the curriculum with the indicators being ways that students show that they understand and demonstrate what is stated in the outcomes. | Assessment based on attendance, dress, and general attitude. |
| *Performance that is to be assessed should occur in a real-life setting, not a contrived "skills test" setting.* (Graham, Holt-Hale, & Parker, 2007, p. 204) | |

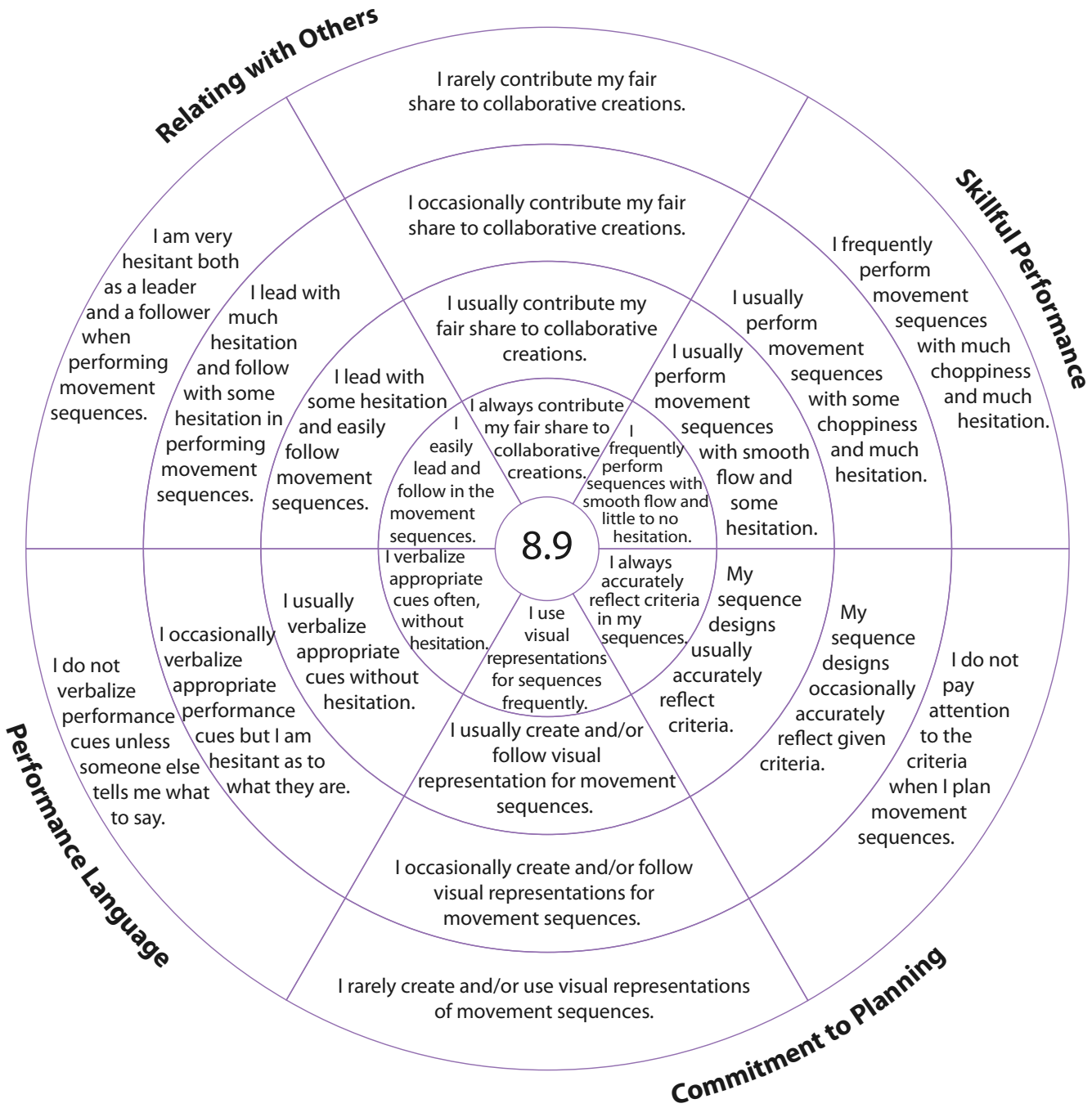
## An Assessment Rubric for Teacher Use

### Outcome 8.9 – Movement Sequences

Perform, both as a leader and a follower, self-created, collaboratively created, and established sequences of movements with smooth transitions, incorporating skills and combinations of skills from a variety of games (i.e., target games, net/wall games, striking/fielding games, invasion/territorial games, low-organizational and inventive games) and body management activities (e.g., dance, aquatics, educational gymnastics, track and field, pilates, yoga, wrestling, martial arts, aerobics), alone and with others.

| Level 4 | Level 3 | Level 2 | Level 1 |
|---|---|---|---|
| **Frequently** performs sequences of movements with smooth flow and **little to no hesitation** | **Usually** performs sequences of movements with smooth flow and with **some hesitation** | **Usually** performs sequences of movements with **some choppiness** and **much hesitation** | **Frequently** performs complex skills with an **obvious choppiness** and **constant hesitation** |
| **Designs** sequences of movements that **always accurately reflect given criteria** | **Designs** sequences of movements that **usually accurately reflect given criteria** | **Designs** sequences of movements that **occasionally accurately reflect given criteria** | **Designs** sequences of movements that **never accurately reflect given criteria** |
| **Frequently uses visual representation** to support understanding of movement sequences | **Usually uses visual representation** to support understanding of movement sequences | **Occasionally uses visual representation** to support understanding of movement sequences | **Rarely uses visual representation** to support understanding of movement sequences |
| **Always contributes fair share** to the collaborative creation of movement sequences | **Usually contributes fair share** to the collaborative creation of movement sequences | **Occasionally contributes fair share** to the collaborative creation of movement sequences | **Rarely contributes fair share** to the collaborative creation of movement sequences |
| **Easily leads and follows** in the performance of movement sequences | **Leads with some hesitation and easily follows** in the performance of movement sequences | **Leads with much hesitation and follows with some hesitation** in the performance of movement sequences | **Rarely leads or follows, without much hesitation**, in the performance of movement sequences |
| **Frequently, and with no hesitation, verbalizes** the appropriate performance cues to support performance of sequences of complex skills | **Usually, and with little hesitation, verbalizes** the appropriate performance cues to support performance of sequences of complex skills | **Occasionally, and with hesitation, verbalizes** the appropriate performance cues to support performance of sequences of complex skills | **Must be prompted to verbalize** appropriate performance cues |

## An Assessment Bull's Eye Rubric for Student Use - Outcome 8.9



## An Evaluation Guide for Teachers

A grade is a summative value used to indicate a relative measure of how the students did compared to an established set of criteria. The sample grading method presented here is based on the curriculum outcomes – what a student knows and is able to do by the end of the grade. The determination of a final mark for physical education, when required for reporting purposes, should be a progressive process, building as students demonstrate their learnings.

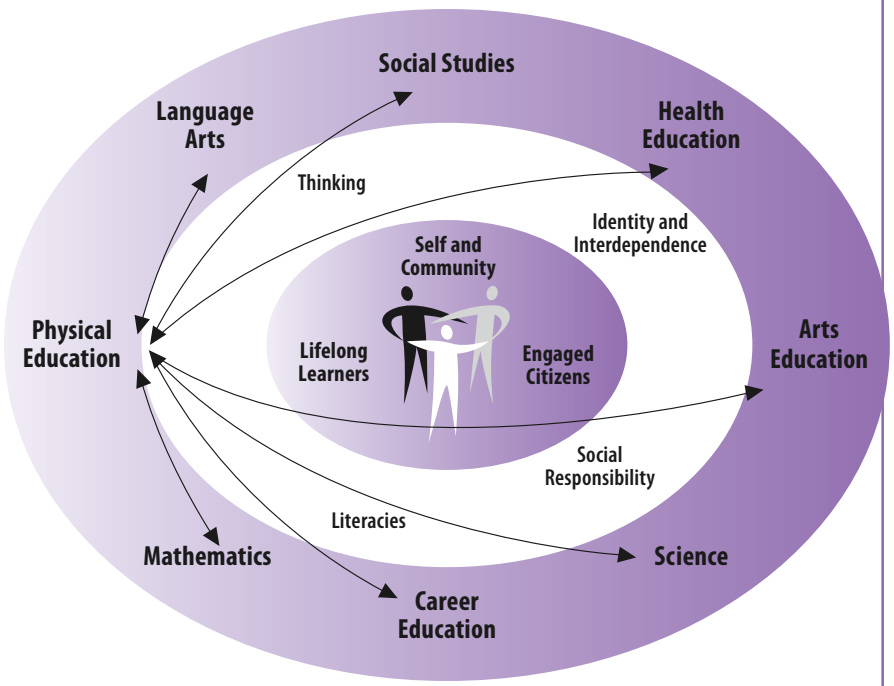
| Grade 8 Outcomes | Suggested Weighting for Final Mark | |
|---|---|---|
| | **By Outcome** | **By Goal** |
| **Outcome 8.1**<br>Health-related Fitness | 13 | 23 |
| **Outcome 8.2**<br>Muscular System | 4 | |
| **Outcome 8.3**<br>Skill-related Fitness | 6 | |
| **Outcome 8.4**<br>Complex Skills | 4 | 38 |
| **Outcome 8.5**<br>Biomechanics | 6 | |
| **Outcome 8.6**<br>Concepts, Tactics, & Strategies | 8 | |
| **Outcome 8.7**<br>Decision Making | 4 | |
| **Outcome 8.8**<br>Alternative Environment Activities | 8 | |
| **Outcome 8.9**<br>Movement Sequences | 8 | |
| **Outcome 8.10**<br>Volunteerism & Leadership | 6 | 21 |
| **Outcome 8.11**<br>Technological Influences | 2 | |
| **Outcome 8.12**<br>Basic First Aid | 4 | |
| **Outcome 8.13**<br>Social Behavior | 4 | |
| **Outcome 8.14**<br>History & Culture | 5 | |
| **Flexible Attention** - should be allotted proportionally to the outcomes. | 18 | 18 |
| **Total** | 100 | 100 |

This would mean that 13 out of 100 (or more depending on the use of the Flexible Attention) would be the weighting given to outcome 8.1 when calculating a mark for the report card at the end of the year.

## Connections with Other Areas of Study

The curriculum is more relevant when activities are connected to students' prior learning or their daily life. Although some learning outcomes or subject area knowledge may be better achieved through discipline-specific instruction, deeper understanding may be attained through the integration of the disciplines. Some outcomes for each area of study complement each other and offer opportunities for subject area integration. Integrating physical education with another area of study can help students develop in a holistic manner, with the physical, emotional, mental, and spiritual dimensions being balanced.

By identifying a particular context to use as an organizer, the outcomes from more than one subject area can be achieved and students can make connections across areas of study. Integrated, interdisciplinary instruction, however, must be more than just a series of activities. An integrated approach must facilitate students' learning of the related disciplines and their understanding of the conceptual connections. The learning situations must achieve each individual subject area's outcomes and ensure that in-depth learning occurs. If deep understanding is to occur, the experiences cannot be based on superficial or arbitrarily connected activities (Brophy & Alleman, 1991). The outcomes and activities of one area of study must not be obscured by the outcomes or activities of another area of study (Education Review Office, 1996, p. 13). (See curriculum support materials on the Ministry of Education website for suggested specific connections to other areas of study.)




*Movement as a language is a natural and powerful way to express ideas and demonstrate understanding .... It is through the Physical Education program, as part of an interdisciplinary approach to learning, that students gain the essential kinesthetic learning experiences that will enhance their ability to learn both movement and other subject areas through movement .... By providing a context in which students can see relationships among information and skills learned across subject areas, interdisciplinary teaching can improve student learning.*

(Cone, Werner, Cone, & Woods, 1998, pp. 5-6)

## The Connection and Distinction Between Dance in Physical Education and Dance in Arts Education

It is important to understand the different approaches to the teaching of dance in the two areas of study. Teachers should first consult the subject specific outcomes and indicators to determine physical education or arts education requirements. Teachers should also refer to the sample lesson plans to gain understanding of the different pedagogical and instructional approaches. While teachers may see some similarity in elemental movement concepts (e.g., the use of actions, body, and space), the purpose of dance in each curriculum is not the same and students are learning different skills and processes. To avoid duplication and unnecessary overlap, it is important to understand the philosophical foundation of each subject area. Once these distinctions are made, however, multiple opportunities for cross-curricular connections can be established. The deeper understandings that students develop in each subject area will inform and enrich learning in the other.

| Dance in Physical Education | Dance in Arts Education |
|---|---|
| Dance in physical education is a body management activity. | Dance in arts education is a performing art. |
| The **purpose** of dance in physical education is to engage students in:<br>• exploring rhythmic activities as well as cultural, social*, and contemporary dance as a means to positively influence both health-related and skill-related fitness<br>• making critical and creative decisions about how to skillfully move the body<br>• implementing and reflecting on positive relationship skills. | The **purpose** of dance in arts education is to engage students in:<br>• exploring and expressing ideas and communicating with an audience<br>• learning about dance within its cultural and historical contexts<br>• responding thoughtfully and critically when viewing dance performances. |
| **Active Living Goal**<br>• focus on participation in moderate to vigorous movement activity, including dance<br>• set goals to benefit health-related fitness<br>• reflect critically on the benefits of participation in a variety of movement activities, including dance. | **Creative/Productive Goal**<br>• focus on the creative process<br>• explore questions and solve expressive movement problems<br>• communicate ideas through dance<br>• participate in individual and collaborative dance making and creative problem solving<br>• transform ideas into abstract symbolic movement representations<br>• create and sequence dance phrases and movement transitions within a choreographic structure or form<br>• reflect critically on own work. |
| **Skillful Movement Goal**<br>• enhance quality of movement through critical and creative sequencing of skills<br>• transfer movement concepts, skills, and strategies through a wide variety of movement activities, including dance. | **Critical/Responsive Goal**<br>• view and respond to the work of Canadian and International dancers and choreographers<br>• view a wide range of dance forms and styles<br>• research dancers and choreographers and their work<br>• critique the work of Canadian and International dancers and choreographers. |

| Dance in Physical Education | Dance in Arts Education |
|---|---|
| **Relationships Goal**<br>• relate respectfully in a wide variety of movement activities, including dance<br>• promote personal, social, and cultural well-being through and in movement activities, including dance. | **Cultural/Historical Goal**<br>• understand the role of dancers and choreographers in society<br>• discover artistic traditions and innovations (e.g., the work of contemporary Canadian choreographer Bill Coleman or pioneering American choreographer Martha Graham)<br>• learn about the role of heritage and contemporary social dances**, past and present. |
| * Note: If students are learning a social dance in physical education, this body management activity is being used for the purpose of engaging in a moderate to vigorous movement activity to benefit health-related fitness, to enhance locomotor, non-locomotor, and manipulative skills through critical and creative applications, and to incorporate respectful behaviours in social interactions. Historical and cultural connections will also underlie any experiences in social dance.<br><br>**Note: If students are learning a social dance in arts education, the activity is contained within a larger unit or sequence of lessons focusing on the role of that dance within its cultural and historical tradition or time period (e.g., the shoemaker's dance taught within a unit on occupations; the grass dance taught within First Nations powwow tradition; or hip hop as a contemporary cultural and social expression of urban youth). | |

# Glossary

**Aerobic Activity** – includes any activity that uses a large amount of oxygen and requires the body to burn many calories.

**Anaerobic Activity** – includes any activity that requires a small amount of energy and can be completed with little to no oxygen intake during the movement (e.g., swimming under water, running a 60 metre dash).

**Biomechanics** – mechanical concepts and principles applied to human movement such as force, friction, resistance, balance, and levers.

**Control (Level of Skill Performance)** – the body appears to respond somewhat accurately to the student's intentions but the movement requires intense concentration. A movement that is repeated becomes increasingly uniform and efficient. (This level of skill performance is one level above the progressing-towards-control level.)

**Fitness Appraisal** – a tool that can be used by students to gather data about their current level of fitness (e.g., timed distance run, number of consecutive 90 degree push-ups).

**Fitness Assessment** – reflects the process that students individually engage in to support improvement in, or maintenance of, levels of fitness that have been established through initial fitness appraisals.

**Goals of Physical Education** – broad statements that are a synthesis of what students are expected to know and be able to do in a particular area of study upon graduation. Goals remain constant throughout K-12. The outcomes specify how the goals are met at each grade level.

**Health-related Fitness Standards** – researched-based standards that indicate a performance level, by age and gender, in various fitness appraisals that is reflective of the minimum requirement for healthy living.

**Indicators** – representative of what students need to know and/or be able to do in order to achieve an outcome. Indicators represent the breadth and the depth of the outcome. The list provided in the curriculum is not an exhaustive list. Teachers may develop additional and/or alternative indicators but those teacher-developed indicators must be reflective of, and consistent with, the breadth and depth that is defined by the given indicators.

**Inquiry** – involves students in some type of "research" on a specific topic, problem, or issue for learning and action. Inquiry is a way of opening up spaces for students' interests and involving them in as many different aspects of a topic, problem, or issue as students can find.

**Lead-up Games** – games that are not as complicated as the actual game but provide opportunity to apply newly acquired skills in a controlled environment (e.g., three-on-three soccer, one-bounce volleyball).

**Locomotor Skills** – skills that see the body moving through space. They include such skills as walking, running, leaping, and sliding.

**Manipulative Skills** – skills that see the body interact with objects by sending (e.g., throwing, striking), receiving (e.g., catching, collecting), deflecting, and accompanying (e.g., stick handling).

**Metacognition** – the ability to think about and reflect on one's own thinking and learning processes.

**Movement Activity** – the all-inclusive descriptor that includes any form of physical movement including leisure activities such as gardening, energy expending activities such as speed walking, and skillful movements used in cooperative and competitive games and sports.

**Movement Concepts** – the commonalities that exist in the performance of a variety of movement skills and are transferable to support skillful movement (e.g., wider base of support and lower centre of gravity strengthen stability – serve reception body position in net/wall games, defensive stance in invasion/territorial games).

**Movement Principles** – concepts related to the efficiency and effectiveness of movement. They can be applied in a variety of situations.

**Movement Strategies** – predetermined decisions related to the application of movement in cooperative and competitive experiences with others. Strategies are ideas regarding what to do and when to do it that can be applied in a variety of contexts (e.g., playing zone defense or one-on-one defense in invasion/territorial games, playing front and back or side by side in badminton/tennis doubles).

**Movement Tactics** – the application of appropriate performance decisions that arise as a result of authentic experiences in the context of participation in a movement activity (e.g., when to pass, when to shoot, when to support, when to cover).

**Movement Variables** – used to expand students' awareness of what the body does (Body), where the body moves (Space), how the body performs the movement (Effort), and with whom and with what the body moves (Relationships).

**Non-locomotor Skills** – skills that see the body moving while remaining in one spot. They include such skills as jumping and landing on the spot, balancing, twisting, and bending.

**Outcome** – statement of what students are expected to know and be able to do by the end of a course in a particular area of study at a particular grade level.

**Performance Cues** – provide information about specific components of a skill that help the performer move skilfully by transferring the cognitive understanding of the movement to the motor performance, thus increasing the potential for skillful movement.

**Physical Activity** – movement of the body that expends energy; it is the vehicle that is used in physical education.

**Principles of Practice** – support the learning of movement skills and include:
- incorporating a whole-part-whole method
- engaging in shorter practice of specific skills distributed over time as opposed to one session and/or one long session
- practising in game-like conditions and not as isolated experiences.

**Questions for Deeper Understanding** – questions that are thought-provoking and probe a matter of considerable importance and require movement beyond present understanding and studying. They often lead to other questions posed by students.

**Progressing towards Control (Level of Skill Performance)** – this level of performance "is characterized by lack of ability to either consciously control or intentionally replicate a movement …. Successful skill performances are a surprise!" (Graham, Holt/Hale, & Parker, 2007, p. 107).

**Rubrics** – offer criteria that describe student performance at various levels of proficiency, provide guidelines for judging quality, and make expectations explicit. Holistic (yield a single score or rating) and analytic (yield feedback on specific dimensions or features) rubrics can be used to judge the degree of understanding or proficiency revealed through students' products or presentations.

**Utilization (Level of Skill Performance)** – the performance at this level is somewhat automatic; the student can perform the skill without thinking much about how to execute the movement. (This level of skill performance is one level above the control level.)

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# Feedback Form

The Ministry of Education welcomes your response to this curriculum and invites you to complete and return this feedback form.

**Grade 8 Physical Education Curriculum**

1. Please indicate your role in the learning community:

   ☐ parent ☐ teacher ☐ resource teacher

   ☐ guidance counsellor ☐ school administrator ☐ school board trustee

   ☐ teacher librarian ☐ school community council member

   ☐ other _____

   What was your purpose for looking at or using this curriculum?

2. a) Please indicate which format(s) of the curriculum you used:

   ☐ print

   ☐ online

   b) Please indicate which format(s) of the curriculum you prefer:

   ☐ print

   ☐ online

3. How does this curriculum address the needs of your learning community or organization? Please explain.

4. Please respond to each of the following statements by circling the applicable number.

| The curriculum content is: | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| appropriate for its intended purpose | 1 | 2 | 3 | 4 |
| suitable for your use | 1 | 2 | 3 | 4 |
| clear and well organized | 1 | 2 | 3 | 4 |
| visually appealing | 1 | 2 | 3 | 4 |
| informative | 1 | 2 | 3 | 4 |

5. Explain which aspects you found to be:

   Most useful:

   Least useful:

6. Additional comments:

7. Optional:

   Name: _____

   School: _____

   Phone: _____ Fax: _____

   E-mail: _____

Thank you for taking the time to provide this valuable feedback.

Please return the completed feedback form to:

Executive Director
Student Achievement and Supports Branch/
Réussite et soutien des élèves
Ministry of Education
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Regina SK S4P 4V9
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