



Education and Early
Childhood Development
English Programs

Prince Edward Island Physical Education Curriculum

Physical Education

Grades 7-9

CURRICULUM



2012

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This curriculum guide is intended to provide teachers with an overview of the outcomes framework for 7-9 physical education and to assist teachers in designing learning experiences and assessment tasks.

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)

Teacher Notes:

Percentage of time for intermediate physical education curriculum grades 7-9: 4-6% (60-90 minutes/week, 72-108 minutes/6-day cycle, or 37-55.5 hours/year)

Authorized Resources for 2011 Grades 7-9 Intermediate Physical Education Curriculum:

Teaching Personal and Social Responsibility through Physical Activity - 3rd ed.

Prince Edward Island Physical Education Curriculum Guide, Grades 7-9

Physical Education Assessment Toolkit

Student-Designed Games

Transforming Play: Teaching Tactics and Game Sense

Complete PE Plans for Grades 5-12, 2nd ed.

Teaching Yoga for Life

Play Practice, A Games Approach

A Multicultural Approach to PE

The following title was purchased by the Department of Education and Early Childhood Development over the past few years and distributed to all intermediate schools. It was a one time only purchase.

Canadian Active Living Fitness Circuit Charts

A copy of the Prince Edward Island *Physical Education Safety Guidelines* document should be available in the gymnasium area. The intent of these guidelines is to focus the teacher's attention on safe instructional practices for all physical activity in order to minimize the inherent element of risk. The guidelines are mandatory.

Cross-curricular links have been made throughout this document. These links are all based on the curriculum that existed in subject areas when this document was being developed.

Introduction

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 & Fisburne, n.d., p. 6)

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)

Physical education is a required area of study in Prince Edward Island's core curriculum. The provincial requirement for Grades 7-9 Physical Education is a minimum of **60-90 minutes of instruction per week or 72-108 minutes per 6-day cycle** for the entire school year in order to provide opportunities for students to develop positive attitudes toward active living, and gain self-confidence as skilful movers, and to promote personal, social, cultural, and environmental growth and appreciation. Quality 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.

This curriculum provides the intended learning outcomes that Grades 7-9 students are expected to achieve in physical education by the end of each year. Indicators are included to provide the breadth and depth of learning required by the outcomes.

The physical education curriculum provides

- the critical characteristics and philosophical foundations of effective physical education programs;
- the learning outcomes for Grades 7-9 Physical Education that are based on research;
- indicators related to the outcomes (i.e., evidence of student understanding) to enable teachers to assess the degree to which students have achieved each outcome;
- sample assessment rubrics and evaluation guide for physical education;
- ideas 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.

Broad Areas of Learning

Lifelong Learners

Students who are engaged in constructing and applying physical education knowledge naturally build the ability 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 which will support them as lifelong learners.

Sense of Self, Community, and Place

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 be better able to contribute to the development of healthy individuals, families, and communities.

Engaged Citizens

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 contribute to social, cultural, and environmental activities that will benefit all citizens.

Developing Social Responsibility

People demonstrate social responsibility when they positively contribute to their physical, social, and cultural environments. This requires the ability to participate with others in accomplishing common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking social action. In physical education, students will develop personal skills to support socially responsible behaviour that is considerate of others and respectful of individual differences.

Aim and Goals of 7-9 Physical Education

By teaching students the concepts of how much, how often, and how long to engage in physical activity, physical educators can promote self-responsibility and independent, lifelong activity patterns.... age-appropriate activities must be used to teach (health-related) fitness concepts from grade to grade.

(Gilbert, 2004, pp. 25-26)

The **aim** of the physical education curriculum is to provide opportunities for students to develop knowledge, skills, and positive attitudes toward active living. The curriculum will support students in acquiring the understandings and skills to engage in movement activity and to develop a solid foundation for a balanced lifestyle.

The grades 7-9 **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 grades 7-9 are the following:

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

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 students to participate in “authentic” learning experiences that are enjoyable and that lead students to deeper understandings about physical fitness. Opportunities for students to enhance 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.

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)

The focus on holistic education is on relationship – the 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)

Skilful 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 skilful 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 learning the skills of a particular game or sport, students learn the foundations of movement. They will understand how to move their bodies efficiently and effectively and learn a variety of skills within the context of types of games.

Students will be more willing to engage in movement activities if they know how to move skilfully, and understand the concepts, tactics, and strategies that support skilful and enjoyable participation. Through involvement in authentic learning experiences, students 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 ability to move, and if they have an understanding of and the ability to apply the whats, whys, and hows of skilful 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 co-operatively 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 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, values, and practices, and the problems faced by minority cultures, students are better able to engage in multiple, diverse relationships.

An Effective Physical Education Program

Through experiences in physical education, students interact both with and within their environment. Practising and internalizing the behaviours that show a respect for both the natural and the constructed environment 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.

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

- focusses on achieving physical literacy;
- provides meaningful contexts, key ideas, and questions for intermediate 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 planned purposefully and based on the curriculum;
- is defined by the grade specific outcomes.

Counteracting Myths

The vision of physical education and the physically literate individual presented in this curriculum counteracts a number of 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 Prince Edward Island. 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: 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).

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: As long as the children are active, having fun, and behaving, they are engaged in a quality physical education program.

Fact: Active play and enjoyment are important aspects of a quality physical education program but are not the final indicators of a beneficial program that will support children in being physically literate. Teachers need to plan purposeful learning experiences for students around the whats, hows, and whys of being active, moving skilfully, and securing strong relationships. Students who develop deeper understandings in these areas will be more willing and able to engage in active living for life. Teachers need to teach for understanding and skill through enjoyable participation in movement activity.

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 and 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 the 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.

Myth: Physical education focusses 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, 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.

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)

Constructing Understanding through Inquiry

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 focussing exclusively on a narrow range. Because children and youth change and grow over time, they should become well-rounded. They should become proficient in and appreciate a wide variety of movement activities, and then choose wisely. As the educator, you may need to go outside of your comfort zone to provide for students activities you may not feel comfortable teaching. This may require collaboration with colleagues, community members, and provincial organizations to ensure that activities are properly introduced.

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 through-out movement opportunities as well as many other aspects of life.

(Adapted by permission from the *Physical Education Framework 1994*, California Department of Education, CDE Press, 1430 N Street, Suite 3207, Sacramento, CA 95814.)

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and the human experience. The inquiry process focusses 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 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.

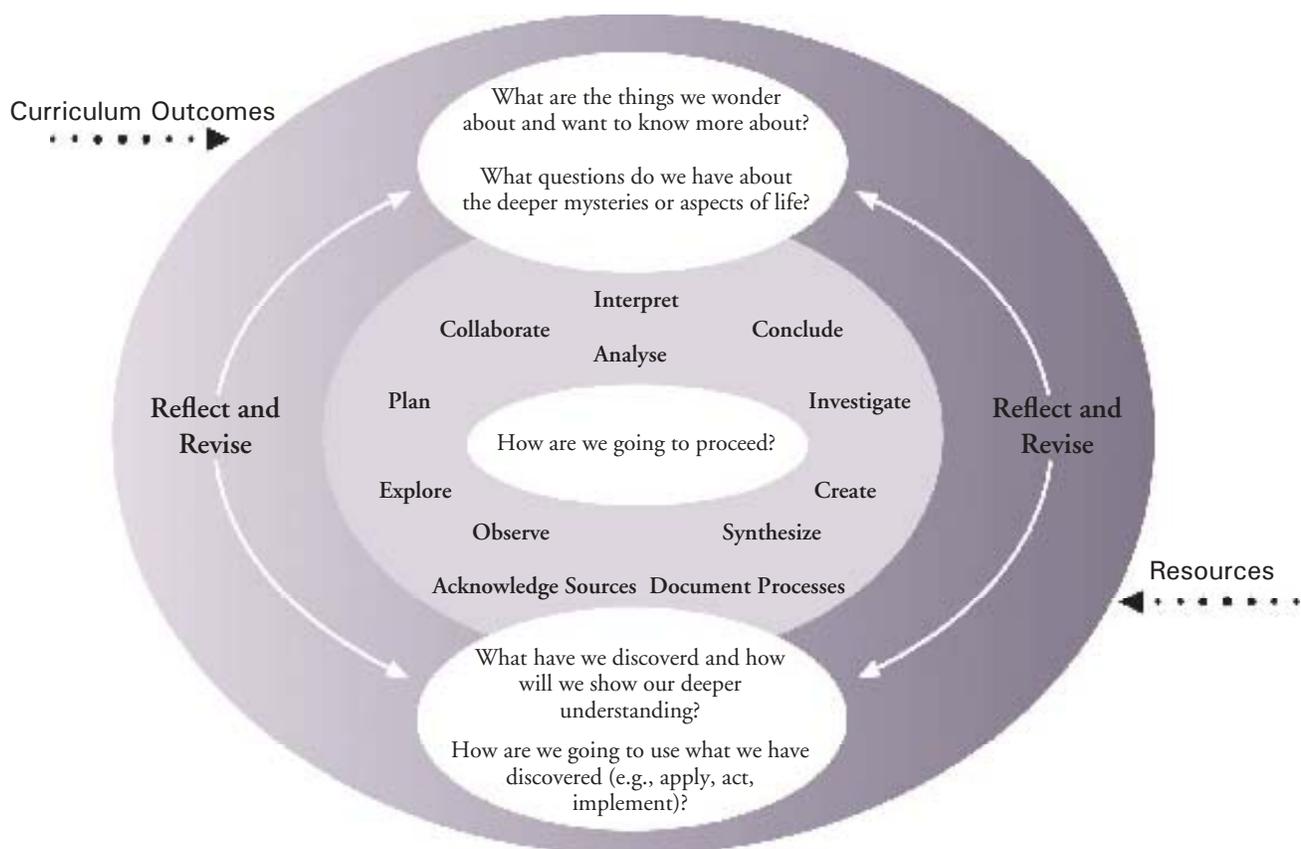
Students who are engaged in inquiry

- 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.

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 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.



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)

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, analyse, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and formulate new questions for further inquiry.

(Adapted from Kuhlthau & Todd, 2008, p.1)

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 to support students' deeper understanding appear throughout the indicators related to different outcomes. Effective questioning is essential for student learning and these questions should be an integral part of teacher planning.

Meeting the Needs of All Students

Learning through Critical, Creative, and Powerful Strategies

Critical and creative thinking are central components 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 exploring, questioning, reflecting, and making decisions to develop deeper understanding that will lead to the transfer of learning to new situations. Students need opportunities to think critically and creatively, thus setting a foundation for future learning.

An inclusive physical education environment is one which provides the opportunity for students of all abilities and interests to participate in physical education with their peers. Inclusive physical education recognizes the inherent value and strengths of each student, the right to take risks and make mistakes, the need for independence and self-determination, and the right to choice. Inclusive physical education provides all students, including students with disabilities, the opportunity to take full advantage of opportunities to enhance personal fitness, acquire motor skills, increase knowledge and understanding of movement, and strengthen their psychosocial well-being. Teachers can provide all students with the knowledge, understandings, and skills they need to live an active life appropriate to their abilities and interests (Rizzo, Davis, & Toussaint, 1994).

All students can learn about the talents, challenges, and abilities of all classmates. Students 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 in physical education.

All students can benefit from adaptations to the learning environment and/or learning experience. They will all benefit when teachers use a variety of instructional strategies. Almost all students can achieve curriculum outcomes in authentic ways when basic adaptations are made.

Teachers will need to make individualized adaptations or modifications to meet the needs of some students as these students work towards achieving the grade specific outcomes. Physical education teachers can seek support from the school services team and outside agencies to gain ideas on how best to work with students who have specific individual needs.

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)

Planning

A few students will not be able to achieve all of the grade specific physical education outcomes. These students will need an Individualized Educational Plan (IEP) that includes physical education outcomes. Physical education teachers can work with the school student services team and outside agencies to plan physical education learning experiences that meet the needs of these students.

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
- identifying support
- determining safety concerns
- assessing present skill level
- contributing to the Individual Educational Plan
- setting realistic expectations
- selecting activities
- determining program modifications
- implementing and evaluating.

(All schools have *Moving To Inclusion* binders and *Fundamental Movement Skills 1A: For Children with Physical Disabilities*. You can also contact the Active Living Alliance for Canadians with a Disability (ALACD) at 1-800-771-0663 or www.ala.ca.) Parasport and Recreation PEI, 40 Enman Crescent, Room 123, PO Box 841, Charlottetown, PE C1A 7L9, info@parasportpei.ca

Teachers can create authentic learning opportunities for their students through purposeful 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 60-90 minutes a week or 72-108 minutes per 6-day cycle.
- Physical education classes will take place in many location such as the classroom, 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.

- Initiation of student learning is teacher-led and is an introduction to the new learnings related to knowledge, understandings, skills, and attitudes.
- Extension of student learning is teacher-led and builds on previously introduced learnings to support students in growth towards achieving the outcomes.
- Application/challenge of student learning is teacher-facilitated with the teacher guiding students through learning experiences that challenge them to apply the knowledge, understandings, skills, and attitudes they have gained through previous learning opportunities.
- All outcomes are interconnected and interdependent. Any combination of outcomes can be the focus for a time frame of instruction. Teachers should look for the connections when planning and make the connections when teaching. This will support students in developing the deeper understandings towards achieving the 7-9 learning goals for physical education by the end of Grade 9.
- Teachers begin by mapping out a year plan for the scaffolding of learning. The teachers first consider a progression for student learning that will support the students in achieving each outcome by the end of the year. Teachers then plan for making connections between the outcomes. This will help the teachers identify how and when to initiate and extend learnings, as well as when to challenge students to apply their learnings to ensure that students achieve the outcomes by the end of the year.

Suggested Yearly Minimum Time Commitment to Outcomes

The tables on the following pages provide a recommended amount of time to commit to each outcome. Even though the time is not equal for all outcomes, each outcome is important and teachers should plan to initiate and extend learnings for all outcomes.

Based on the recommended percentage of time for elementary physical education in Prince Edward Island, students will receive between 37-55.5 hours per school year of physical education instruction. Of course, the percentage of time may vary from school to school with 37 hours being the minimum instructional time. The suggested yearly minimum time commitment on the following pages suggest 50 hours of instruction time per year. Ten hours of the 50 hours is flexible time. Flexible time refers to the instructional choices made by teachers based on needs and interests of students, as well as the community context.

Physical Education 7

Suggested Minimum Time Commitment to Outcomes			
	Suggested Hours of Focus		
	Initiating	Extending Applying/ Challenging	Total Hours
Outcome 7.1 Health-related Fitness	4	3	7
Outcome 7.2 Body Composition	1	1	2
Outcome 7.3 Skeletal System	1	1	2
Outcome 7.4 Cross-training	1	1	2
Outcome 7.5 Complex Skills	1	1	2
Outcome 7.6 Biomechanics	1	1	2
Outcome 7.7 Movement Concepts	2	1	3
Outcome 7.8 Health-related Fitness	2	2	4
Outcome 7.9 Alternative Environment & Body Management	3	3	6
Outcome 7.10 Volunteerism & Leadership	1	1	2
Outcome 7.11 Influences	1	1	2
Outcome 7.12 Safety & Rules	1	1	2
Outcome 7.13 Relationship Skills	1	1	2
Outcome 7.14 History & Culture	1	1	2
Subtotal	21	19	40
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			10
Total Hours			50
Note: Number of hours is approximate			

Physical Education 8

Suggested Minimum Time Commitment to Outcomes			
	Suggested Hours of Focus		
	Initiating	Extending Applying/ Challenging	Total Hours
Outcome 8.1 Health-related Fitness	3	3	6
Outcome 8.2 Muscular System	1	1	2
Outcome 8.3 Skill-related Fitness	1	1	2
Outcome 8.4 Complex Skills	1	1	2
Outcome 8.5 Biomechanics	1	1	2
Outcome 8.6 Concepts, Tactics, & Strategies	1	1	2
Outcome 8.7 Decision Making	1	1	2
Outcome 8.8 Alternative Environment Activities	3	3	6
Outcome 8.9 Movement Sequences	3	3	6
Outcome 8.10 Volunteerism & Leadership	1	1	2
Outcome 8.11 Technological Influences	1	1	2
Outcome 8.12 Basic First Aid	1	1	2
Outcome 8.13 Social Behaviour	1	1	2
Outcome 8.14 History & Culture	1	1	2
Subtotal	20	20	40
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			10
Total Hours			50
Note: Number of hours is approximate			

Physical Education 9

Suggested Minimum Time Commitment to Outcomes			
	Suggested Hours of Focus		
	Initiating	Extending Applying/ Challenging	Total Hours
Outcome 9.1 Health-related Fitness	2	4	6
Outcome 9.2 Body Composition	1	1	2
Outcome 9.3 Core Strength	2	2	4
Outcome 9.4 Skill-related Fitness	1	1	2
Outcome 9.5 Complex Skills	1	1	2
Outcome 9.6 Games, Tactics, & Strategies	2	4	6
Outcome 9.7 Alternative Environment	2	4	6
Outcome 9.8 Body Management	1	1	2
Outcome 9.9 Volunteerism & Leadership	1	1	2
Outcome 9.10 Influences	1	1	2
Outcome 9.11 Prevention & Care	1	1	2
Outcome 9.12 Respectful Behaviour	1	1	2
Outcome 9.13 Contemporary Culture	1	1	2
Subtotal	17	23	40
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			10
Total Hours			50
Note: Number of hours is approximate			

Outcome Emphasis

Initiate	Teachers are initiating student learning through teacher-led learning experiences. This often involves new learning for students.
Extend	Teachers are extending student learning by building on previously initiated and connected learnings.
Outcome Emphasis	Teachers are facilitating student learning by guiding students through learning experiences that challenge them to apply the knowledge, understandings, skills, and attitudes they have gained through previous initiated and extended learning.

Lesson Planning

The prerequisite of a meaningful learning experience is a well-planned lesson. All lesson planning should begin with an analysis of the outcomes to determine what it is students should know, understand, and be able to do. The indicators related to each outcome guide the plan for learning in each lesson and demonstrate the types of knowledge required (i.e., factual, conceptual, procedural, metacognitive, or a combination) to achieve each outcome. The teacher should also consider the types of evidence that would demonstrate that students have achieved the outcome and think about how they will assess student progression towards achieving the indicated outcomes. Once the outcomes, indicators, and assessment decisions have been made, teachers could choose to use an “opening for learning - body of learning - closure for learning” format for the actual lesson. Teachers may also want to identify equipment, materials, and space needed, as well as organizational, safety, and management considerations to maximize learning opportunities. This three-part format is described below. Although described separately, the sections are interconnected.

Opening For Learning

- 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 of Learning

- 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 for Learning

- 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.

Since outcomes are interconnected and interdependent, any combination of the outcomes can be the focus for a lesson. These connections should also be made when the teacher is planning a lesson. This will support students in developing deeper understanding of the separate outcomes and, more important, deeper understandings of the connected learnings associated with being physically literate. (A sample lesson plan template and some sample lesson plans are included following this section.)

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 can 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. Families can be partners in supporting their children as they engage in active living and become skilful movers.

Sample Lesson Plan Template

Date:

Outcome Focus: The teacher identifies the interrelated/interconnected outcomes that are the starting point for the lesson plan and analyses these outcomes to determine the types of knowledge required (i.e., factual, conceptual, procedural, metacognitive, or a combination).

Learning Focus: This is where the specific indicators for the lesson are identified.

Assessment and Evaluation: The teacher determines the types of evidence that would demonstrate that students have achieved the outcomes and plans strategies and processes to incorporate throughout the lesson that will support the teacher in determining whether each student knows and can complete part of the process towards achieving the outcomes.

Organization and Management Considerations: Planning related to organization of students, use of space, safety considerations, equipment requirements, rules, routines, and other factors can be completed here.

Opening for Learning

The teacher establishes the lesson focus, setting the stage for the flow of the lesson. The opening is clearly connected to the focus of the lesson and the developmental and closure parts of the lesson. It is the initial “whole” in the recommended whole-to-part-to whole approach for the flow of the entire lesson.

Indicators: The teacher identifies the specific indicator(s) that will guide the learning.

Learning Experience: The teacher can describe exactly what the students will be doing and what the teacher will be doing to open the lesson. This introductory movement activity should serve as a lead-in activity for the lesson. The indicators associated with the outcome for the lesson will provide ideas for the opening.

The teacher will want to plan for adaptations and extensions in this section.

Development of Learning

This is the instructional portion of the lesson and should include a variety of experiences that will support students in achieving the outcomes and reflect the representative list of indicators. The learning opportunities planned for this section should transition from the lesson opening experience and students should be aware of what they will be learning during the lesson.

Indicators: The teacher identifies the specific indicator(s) that will guide the learning.

Learning Experience: The teacher develops the learning sequence. It could include demonstrations, teacher-led practice of tasks (e.g., hop forward five times) and challenges (see how high in the air you can hop), learning stations, and co-operative activities and play. As much as possible, this plan should be built with the inquiry process as the foundation for learning and with student exploration being encouraged. Throughout this learning experience, the teacher should also include plans for questioning for deeper understanding (e.g., “What do you feel happening to your heart?” “Is this a good thing to have happened when you are exercising?”).

The teacher will want to plan for adaptations and extensions in this section.

Closure for Learning

This is a plan to review the key points of the lesson as stated in the lesson focus and emphasized throughout the lesson. It may be in the form of questions allowing students to provide insights regarding the extent to which the lesson outcomes have been attained. It could include additional assessment and evaluation strategies.

Reflection: Following the lesson, the teacher could use this section to write a few notes that will assist in making decisions regarding future lessons. The main focus of this section should be self-questioning related to how well the students achieved the intended learnings for the lesson. The key question in this post-lesson thinking time should be:

“If students do not know or cannot do the learning focus of this lesson, what will I do?”

This section will serve as the pre-thinking stage for a subsequent lesson.

Sample Grade 7 Physical Education Lesson Plan

Lesson Focus: Health-related Fitness
Cross-training
Volunteerism and Leadership

Opening:

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

- Outcome 7.1**
(Health-related Fitness)
- Demonstrate and regularly use challenging and safe strategies while participating in continuous aerobic activity ...
 - Demonstrate safe and effective technique while participating in repetitive physical movement that challenges muscular endurance ...



Learning Experience

Pre-select and display station posters that identify exercises that require moderate to vigorous movement. Students will jog immediately upon entering the gym. Once everyone has arrived, students can complete a dynamic warm-up and then can set up for the station activities following a pre-established routine. Students will circuit through the stations for 10 minutes, performing the exercises to music.

Body:

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

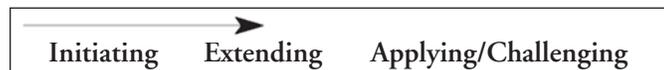
- Outcome 7.10**
(Volunteerism & Leadership)
- Create and implement a plan, in small groups, to teach and/or lead younger children in participation in movement activity ...



Learning Experience

Introduce the vision to engage younger children in movement activities for a series of experiences giving students a time line to prepare lesson. Grade 7's will be meeting with a younger group of students in "a couple of weeks." In small groups, students are to put together a plan to help the Grade _ students improve their ability to perform _ (a specific movement skill). The first time they meet with these students, they want to engage them in a variety of movements that get students moving and that have a specific skill-related connection to _ (a specific movement skill such as throwing a ball overhand for distance).

- Outcome 7.4**
(Cross-training)
- Create and participate in skill stations that address specified criteria related to the health-related components of fitness, skill-related components of fitness, and sport skill performance.



Learning Experience

Discuss the skill-related components of fitness and identify the ones that are most directly connected to the ability to throw for distance (i.e., power, coordination, balance). Divide the students into small groups and tell them they are to begin to create a series of four "stations" that would support the development of the skill-related components of fitness and the ability to throw a ball overhand for distance. They are to try the station ideas while they brainstorm and when they come back to class next day, each group should have one station idea to share. (Give students a handout of the criteria for all four stations, which will include the creation of posters, and an expectation of how students will share the first station the next day.) Let them work in small groups.

Physical Education 7

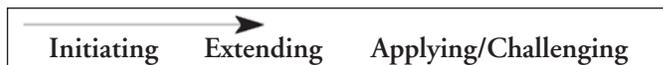
Sample Grade 7 Physical Education Lesson Plan

Lesson Focus: Health-related Fitness
Cross-training
Volunteerism and Leadership

Opening:

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

- Outcome 7.1** (Health-related Fitness)
- Reflect and express responses to questions such as “Do the words ‘exercise’ and ‘fun’ go together?”

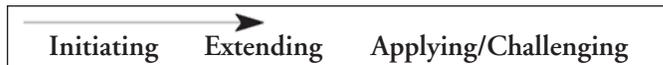


Learning Experience

Propose questions for brief discussion and assign daily log reflection for students to respond to the questions:

1. “Do the words ‘exercise’ and ‘fun’ go together?”
2. “When is having fun important in the process of learning a skill?”

- Outcome 7.4** (Cross-training)
- Create and participate in skill stations ...



Learning Experience

Review the handout that was given to students earlier so they know the requirements for the station explanation that they are to bring to class next day.

Assessment and Evaluation (How will I know that students know and can do this part of the process towards achieving outcomes?):

- Weekly log - students’ reflections to show deeper understanding towards the attainment of the outcomes.
- Four Stations Group Assignment.

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

The Next Two Weeks ...

Over the next two or three days, the students could work in their groups to develop ideas for their four stations. Students should be reminded to refer back to the criteria for the assignment as students develop the initial plan for each station. The teacher can facilitate the Grade 7 students' deeper understanding by providing opportunity for peer feedback on stations, by leading the class in creating a rubric for evaluating a station, and by building lessons that will inform the students of ways to enhance their plans.

During this two-week period, the teacher should continue to build the students' knowledge and skill by focusing on additional indicators related to Outcome 7.4, such as the use of representations to show the connections between health-related fitness and skill-related fitness as they support skill development. Indicators related to Outcome 7.5 could be highlighted to engage students in reflecting on how to throw skillfully and to support the students in strengthening their language skills related to how to throw for distance.

Teachers should build learning experiences related to the biomechanical concepts and principles as addressed in Outcome 7.6. Specifically, the Grade 7 students should explore how to enhance balance and stability, and consider how balance influences the ability to throw objects. Hip rotation is another factor that teachers need to bring to the forefront of students' experiences, during this time, so students can strengthen their understanding of how to throw overhand for distance.

The culmination of this two-week plan for learning would be the actual volunteer and leadership experience with the younger students followed by a final assessment process.

Physical Education 8

Sample Grade 8 Physical Education Lesson Plan

Lesson Focus: Health-related Fitness, Skill-related Fitness
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.

Initiating Extending Applying/Challenging

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.

Initiating Extending Applying/Challenging

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 ...

Initiating Extending Applying/Challenging

Sample Grade 8 Physical Education Lesson Plan

Lesson Focus: Health-related Fitness, Skill-related Fitness
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 need 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 and Culture) | • Propose reasons for changes over time in what movement activity options appeal to different groups of people. |



1. “It is 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 outcomes?):

- 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?

Physical Education 8

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.

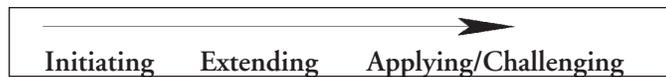
Sample Grade 9 Physical Education Lesson Plan

Lesson Focus: Health-related Fitness, Core Strength
Skill-related Fitness, Complex Skills

Opening:

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

- | | |
|--|---|
| <p>Outcome 9.1
(Health-related Fitness)</p> | <ul style="list-style-type: none"> Self-identify, and incorporate into action plans, movement activities of personal preference that support increased fitness and enjoyment. |
| <p>Outcome 9.3
(Core Strength)</p> | <ul style="list-style-type: none"> Incorporate useful equipment and technology (e.g., stability balls, medicine balls, wobble boards, free weights, professionally led exercises on DVDs) into regular exercise routines that focus on the development of core strength. |



Learning Experience

Students will take responsibility for warm-up activities that students have self-identified previously in their personal improvement plans.

Body:

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

- | | |
|--|--|
| <p>Outcome 9.5
(Complex Skills)</p> | <ul style="list-style-type: none"> View and provide meaningful feedback on skill performance, of self and others, that could be a focus for improvement. Use feedback from classmates, teacher, and self-assessment strategies (e.g., video, checklists) to determine strengths and weaknesses in performance of self-selected complex skills. |
|--|--|



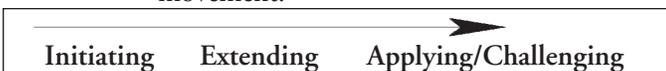
Learning Experience

Students will be videotaped by classmates (or viewed by classmates) as students perform a skill of choice used in a net/wall game. Each student will self-assess strengths and weaknesses in performance using a pre-created checklist of performance cues (or listen to the feedback from classmates). This feedback will be based on pre-established criteria that include the performance cues for skilful performance. Students will have created this criteria checklist alone or with classmates who want to focus on the same skill. This will provide information to each student from which to build their plan for improvement.

Closure:

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

- | | |
|---|--|
| <p>Outcome 9.4
(Skill-related Fitness)</p> | <ul style="list-style-type: none"> Research training techniques that focus on a self-selected skill-related component of fitness. |
| <p>Outcome 9.5
(Complex Skills)</p> | <ul style="list-style-type: none"> Apply principles of practice (e.g., whole-part-whole, part-whole) to a self-created or pre-designed plan to improve performance in self-selected complex skills. Identify both the health-related components of fitness and the skill-related components of fitness that are the significant influences on the performance of particular complex skills. Willingly engage in opportunities for improvement by initiating and taking responsibility for learning how to support own skilful movement. |



Physical Education 9

Sample Grade 9 Physical Education Lesson Plan

Lesson Focus: Health-related Fitness, Core Strength
Skill-related Fitness, Complex Skills

Learning Experience

Through a brainstorming process, students will identify various considerations and sources of information to assist in making a plan to improve the complex skill of choice. The teacher will compile the students' thoughts into a handout that will be the starting point for review and reflection at the beginning of the next class. Students will be expected to bring to the next class, in writing, the title of a written resource or a website address of a source of information that will support them in making their personal plans for improvement (and that could support others).

Assessment and Evaluation (How will I know that students know and can do this part of the process towards achieving the outcome?):

- Each student submits a 'source of information' in writing.
- Students actively engage in working with peers to assess and provide feedback on skill performance.

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

What Next ...

The teacher can build from the previous lesson (which might take more than one day for all students to receive meaningful feedback) by providing students with a compilation of their thoughts regarding considerations and sources of information that will assist students in making a plan to improve the complex skill of choice. Students can respond to teacher questions regarding how these ideas might influence the process that students will engage in as they create personal plans for skill improvement. These plans will focus on benefiting a component of skill-related fitness and a complex skill simultaneously (volleyball spike approach - power for vertical jump). This combined focus would see students building knowledge and skills towards achieving Outcomes 9.4 and 9.5. Students can develop and begin to implement plans during the next two weeks.

The teacher could highlight injury prevention and care during this time of concentrated focus on skill development. Students should acknowledge and demonstrate an understanding of how biomechanical concepts of efficient movement are involved in the skill of choice selected for growth. These safety considerations could be a requirement for both the written plan and application of it, with the teacher assessing this as part of the students' overall demonstration of what they know and are able to do. This inclusion would connect Outcome 9.11 to the learning experience.

Students should also experience opportunities to practise the application of skills within the context of game play to support their growth as skillful movers. This is promoted to increase students' understanding of the tactics and strategies of games while developing students' growth as skillful movers. Teachers should incorporate game play opportunities during this sequence of lessons that see students taking responsibility for their personal growth as skillful movers. These learning settings should be designed to provide students with experiences that can inform their self-assessment of growth. The application of skill within the context of the game, an authentic learning situation, supports students' achievement of Outcome 9.6.

Achieving Grade Specific Curricular Outcomes

*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 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.

Student learning outcomes identify what students are expected to know, understand, and be able to do (e.g., skills, knowledge, and attitudes) by the end of 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 judgment of teachers (e.g., providing a series of more specific indicators, or 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.

Note: Within the outcomes and indicators in this curriculum, the terms “including” and “such as,” as well as the abbreviation “e.g.,” occur. The use of each of these serves a specific purpose. The term “including” prescribes content, contexts, or strategies that students must experience in their learning, without excluding other possibilities. The term “such as” provides examples of possible broad categories of content, contexts, or strategies that teachers or students may choose, without excluding other possibilities. Finally, “e.g.,” introduces specific examples of what could be included as part of the learning experience.

Assessment and Evaluation of Student Learning

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 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 specific curriculum 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 in order to communicate with 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 and inform instructional practices;
- is teacher-driven for student, teacher, and parent use;
- occurs throughout the teaching and learning process, facilitated by 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 and monitoring of her/his own progress;
- supports students in critically analysing learning related to curricular outcomes;
- is student-driven with teacher guidance;
- occurs throughout the learning process.

Assessment of learning

- involves teachers' use of evidence of student learning to make judgments about student achievement;
- provides opportunity to report evidence of achievement related to curricular outcomes;
- occurs at the end of a learning cycle, facilitated by 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

It is important that teachers plan for how they will assess each student's progress towards and attainment of the grade specific outcomes. The following table provides some information on what assessment and evaluation should and should not look like in physical education.

Assessment and Evaluation Approaches in Physical Education

<p>What Assessment and Evaluation in Physical Education Should Look Like...</p>	<p>What Assessment and Evaluation in Physical Education Should NOT Look Like...</p>
<p>Formal and informal observation based on pre-selected and pre-communicated criteria that provide proof of student learning of specific curriculum outcomes</p>	<p>Informal observations not based on specific criteria</p>
<p>Ongoing individual assessments that focus on the child's understanding and ability to perform as indicated in the grade specific curriculum outcomes</p>	<p>Occasional recording of teacher's perception of the individual's ability to get along with others and level of compliance with classroom rules and procedures</p>
<p>Assessment used to determine individual needs and to support teachers in making decisions regarding future lessons</p>	<p>Assessment occurring only in the context of reporting one summative evaluation statement for all aspects of physical education</p>
<p>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 reaching goals</p>	<p>Fitness tests that are administered periodically throughout the year with the results left "sitting" until the next test</p>
<p>Health-related fitness standards are considered</p> <ul style="list-style-type: none"> • by students prior to setting personal goals for improvement • by the teacher early in the school year to support planning and program development 	<p>Health-related fitness standards are considered by only the teacher, at report card time</p>
<p>Evaluation of "fitness" informed by student attainment of student-established goals that are attainable</p>	<p>Evaluation of "fitness" based on comparing student performance to health-related fitness standards as the basis for determining a "fitness mark"</p>
<p>Skills tests that</p> <ul style="list-style-type: none"> • look at the entirety of the skill performance through observation over time with students given time and opportunity to explore and practise • are pre-communicated and practised within authentic learning experiences • are administered in a pre-test, post-test format with opportunity for students to plan for and work towards improvement • focus on the process of the skill performance as opposed to "hitting the target" 	<p>Skills tests that</p> <ul style="list-style-type: none"> • break skills down into segregated movements • students see for the first time on the day that the tests are administered • are administered only at the end of a learning experience • are "one-time" evaluated tools that focus on "number that hit the target" as opposed to how the skill is performed
<p>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)</p>	<p>Written quizzes and tests that measure basic knowledge of rules and definitions without any application to support the demonstration of deeper understanding</p>
<p>Assessment based on the outcomes of the curriculum with the indicators being ways that students can show that they understand and demonstrate what is stated in the outcomes</p>	<p>Assessment based on attendance, dress, general attitude, effort, and level of participation</p>
<p><i>"Performance that is to be assessed should occur in a real-life setting, not a contrived 'skills test' setting."</i> (Graham, Holt-Hale, & Parker, 2007, p.#204)</p>	

Teachers will find it helpful if they map out the sequence of learnings and the strategies for each specific curriculum outcome. There are a variety of assessment strategies that physical education teachers could incorporate to gather information related to assessment for, as, and of learning. Some of these strategies include documented observations, performance checklists, homework (such as family-supported recording of participation in physical activity), portfolios, and student drawings. Teachers should also consider the use of rubrics.

Examples of Assessment Rubrics for Teacher Use

Assessment and evaluation in physical education must be reflective of the three grades 7-9 goals and, specifically, the outcomes. A rubric can be used to determine to what level students understand and are able to do what the outcome identifies. The following rubrics show examples of criteria to consider when assessing outcomes. (See appendix for more rubric samples.)

Outcome 7.1 - Health-related Fitness			
Create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of Activity, and Time), and incorporates daily moderate to vigorous movement activity.			
Level 4	Level 3	Level 2	Level 1
Always fully engages in opportunities to enhance own level of health-related fitness	Usually fully engages in opportunities to enhance own level of health-related fitness	Occasionally fully engages in opportunities to enhance own level of health-related fitness	Rarely fully engages in opportunities to enhance own level of health-related fitness
Always, without prompting, uses safe techniques and strategies when exercising	Often, without prompting, uses safe techniques and strategies when exercising	Occasionally, without prompting, uses safe techniques and strategies when exercising	Must always be prompted to use safe techniques and strategies when exercising
Always demonstrates correct understanding of various aspects of health-related fitness	Usually demonstrates correct understanding of various aspects of health-related fitness	Occasionally demonstrates correct understanding of various aspects of health-related fitness	Rarely demonstrates correct understanding of various aspects of health-related fitness
Always fully engages in the use of fitness appraisal methods	Usually fully engage in the use of fitness appraisal methods	Occasionally fully engages in the use of fitness appraisal methods	Rarely fully engages in the use of fitness appraisal methods
Clearly designs challenging fitness plans that follow the F.I.T.T. principle	Clearly designs somewhat challenging fitness plans that follow the F.I.T.T. principle	Fitness plans follow the F.I.T.T. principle but are not clear and are not challenging	Fitness plans do not follow the F.I.T.T. principle and are not challenging
Always accurately assesses own health-related and responsible behaviours for growth	Usually accurately assesses own health-related and responsible behaviours for growth	Occasionally accurately assesses own health-related and responsible behaviours for growth	Rarely accurately assesses own health-related and responsible behaviours for growth

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 Rubric for Teacher Use

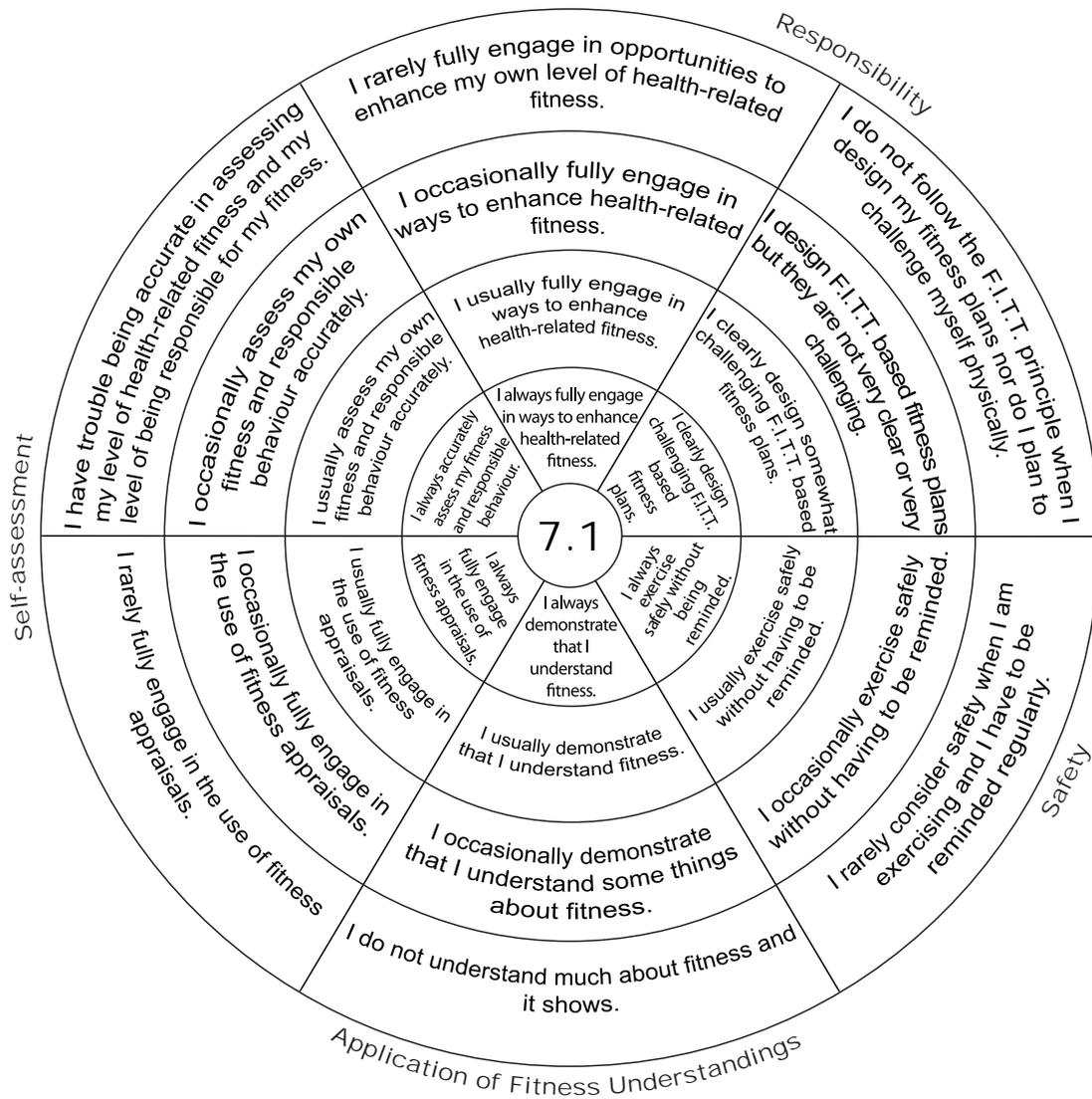
Outcome 9.5 - Complex Skills

Build skills towards proficiency in four self-selected complex movement skills including one from four of the following categories:

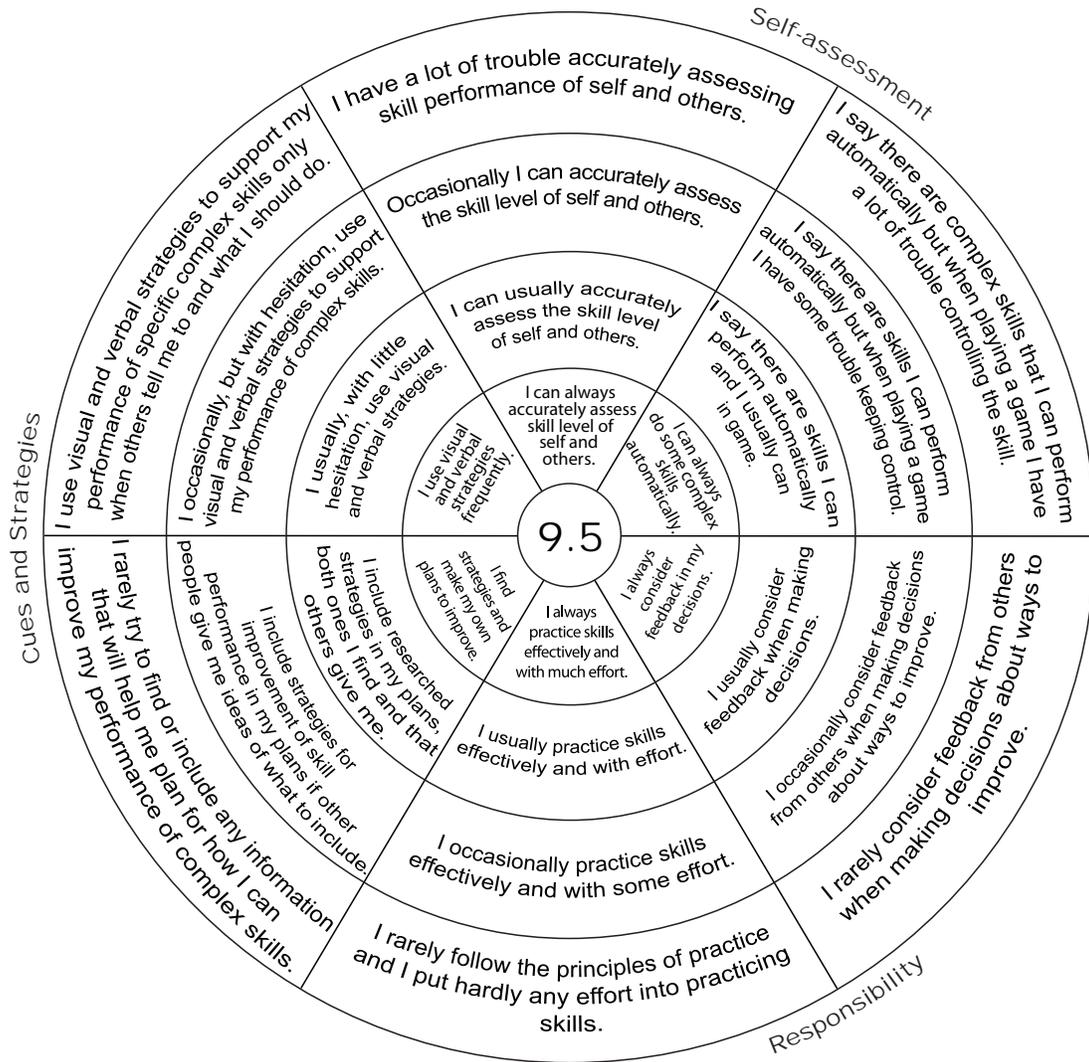
- target games
- striking/fielding games
- net/wall games
- invasion/territorial games
- alternate environment activities
- body management activities.

Level 4	Level 3	Level 2	Level 1
Always assesses accurately the level of complex skill performance of self and others	Usually assesses accurately the level of complex skill performance of self and others	Occasionally assesses accurately the level of complex skill performance of self and others	Rarely assesses accurately the level of complex skill performance of self and others
Frequently performs identified complex skills at a level of automation while participating in game situations	Often performs identified complex skills at a level of automation while participating in game situations	Occasionally performs identified complex skills at a level of automation while participating in game situations	Rarely performs identified complex skills at a level of automation while participating in game situations
Always considers the feedback from others when making decisions about ways to improve	Usually considers the feedback from others when making decisions about ways to improve	Occasionally considers the feedback from others when making decisions about ways to improve	Rarely considers the feedback from others when making decisions about ways to improve
Incorporates a variety of self-selected and researched strategies into plans for complex skill performance improvement	Incorporates a variety of self-selected and researched strategies, with a few self-determined, into plans for complex skill performance improvement	Incorporates a few researched strategies suggested by others into plans for complex skill performance improvement	Rarely incorporates researched strategies into plans for complex skill performance improvement
Frequently, and with no hesitation, implements visual and verbal strategies to support performance of specific complex skills	Usually, and with little hesitation, implements visual and verbal strategies to support performance of specific complex skills	Occasionally, and with hesitation, implements visual and verbal strategies to support performance of specific complex skills	Must be prompted to implement visual and verbal strategies to support performance of specific complex skills
Regularly applies principles of practice to personal performance plans and practises skills at a high level of engagement	Regularly applies principles of practice to personal performance plans while practising skills at a moderate level of engagement	Occasionally applies principles of practice to personal performance plans while practising skills at a moderate level of engagement	Rarely applies principles of practice to personal performance plans and rarely engages completely in practising skills

An Assessment Bull's Eye Rubric for Student Use - Outcome 7.1



An Assessment Bull's Eye Rubric for Student Use - Outcome 9.5



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 7 Outcomes	Suggested Weighting for Final Mark	
	By Outcome	By Goal
Outcome 7.1 Health-Related Fitness	14	26
Outcome 7.2 Body Composition	4	
Outcome 7.3 Skeleton System	3	
Outcome 7.4 Cross-training	5	
Outcome 7.5 Complex Skills	7	35
Outcome 7.6 Biomechanics	5	
Outcome 7.7 Movement Concepts	5	
Outcome 7.8 Decision Making	8	
Outcome 7.9 Alternate Environment & Body Management	10	
Outcome 7.10 Volunteerism & Leadership	6	21
Outcome 7.11 Influences	2	
Outcome 7.12 Safety & Rules	5	
Outcome 7.13 Relationship Skills	4	
Outcome 7.14 History & Culture	4	
Flexible Attention - should be allotted proportionally to the outcomes	18	18
Total	100	100

This would mean that 14 out of 100 (or more, depending on the use of the flexible attention) would be the weighting given to Outcome 7.1 when calculating (if the teacher is required to calculate a mark for a report card).

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 Health-Related Fitness	13	23
Outcome 8.2 Muscular System	4	
Outcome 8.3 Skill-related Fitness	6	
Outcome 8.4 Complex Skills	4	38
Outcome 8.5 Biomechanics	6	
Outcome 8.6 Concepts, Tactics, & Strategies	8	
Outcome 8.7 Decision Making	4	
Outcome 8.8 Alternative Environment Activities	8	
Outcome 8.9 Movement Sequences	8	21
Outcome 8.10 Volunteerism & Leadership	6	
Outcome 8.11 Technological Influences	2	
Outcome 8.12 Basic First Aid	4	
Outcome 8.13 Social Behaviour	4	
Outcome 8.14 History & Culture	5	18
Flexible Attention - should be allotted proportionally to the outcomes	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 (if the teacher is required to calculate a mark for a report card).

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 9 Outcomes	Suggested Weighting for Final Mark	
	By Outcome	By Goal
Outcome 9.1 Health-Related Fitness	14	30
Outcome 9.2 Body Composition	3	
Outcome 9.3 Core Strength	8	
Outcome 9.4 Skill-related Fitness	5	
Outcome 9.5 Complex Skills	6	36
Outcome 9.6 Games, Tactics, & Strategies	12	
Outcome 9.7 Alternate Environment	12	
Outcome 9.8 Body Management	6	
Outcome 9.9 Volunteerism & Leadership	5	16
Outcome 9.10 Influences	2	
Outcome 9.11 Prevention & Care	3	
Outcome 9.12 Respectful Behaviour	3	
Outcome 9.13 Contemporary Culture	3	
Flexible Attention - should be allotted proportionally to the outcomes	18	18
Total	100	100

This would mean that 14 out of 100 (or more, depending on the use of the flexible attention) would be the weighting given to Outcome 9.1 when calculating (if the teacher is required to calculate a mark for a report card).

The Connection and Distinction between Dance in Physical Education and Dance in Arts Education

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. If students are learning a social dance in arts education, the activity is contained within a larger unit or sequence of lessons focussing 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, or hip hop as a contemporary cultural and social expression of urban youth).

Dance in Physical Education	Dance in Arts Education
<p>Focus: Dance in physical education is a body management activity.</p>	<p>Focus: Dance in arts education is expressive movement, using body, space, time, and energy.</p>
<p>The purpose of dance in physical education is to engage students in</p> <ul style="list-style-type: none"> • exploring rhythmic activities as well as cultural, social, and contemporary dance as a means to positively influence both health-related and skill-related fitness • making critical and creative decisions about how to skilfully move the body • implementing and reflecting on positive relationship skills <p>7-9 Active Living Goals</p> <ul style="list-style-type: none"> • to focus on participation in moderate to vigorous movement activity, including dance • to set goals to benefit health-related fitness • to reflect critically on the benefits of participation in a variety of movement activities, including dance <p>7-9 Skilful Movement Goals</p> <ul style="list-style-type: none"> • to enhance quality of movement through critical and creative sequencing of skills • to transfer movement concepts, skills, and strategies through a wide variety of movement activities, including dance <p>7-9 Relationships Goals</p> <ul style="list-style-type: none"> • to relate respectfully in a wide variety of movement activities, including dance • to promote personal, social, and cultural well-being through movement activities, including dance 	<p>The purpose of dance in arts education is to engage students in</p> <ul style="list-style-type: none"> • Creating, Making, and Presenting • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding <p>Creating, Making, and Presenting</p> <ul style="list-style-type: none"> • Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of dance. • Students will be expected to create and/or present, collaboratively and independently, expressive products in dance for a range of audiences and purposes. <p>Understanding and Connecting Contexts of Time, Place, and Community: Dance</p> <ul style="list-style-type: none"> • Students will be expected to demonstrate critical awareness of and value for the role of dance in creating and reflecting culture. • Students will be expected to respect the contributions to the dances of individuals and cultural groups in local and global contexts, and value dance as record of human experience and expression. • Students will be expected to examine the relationship among dances, societies, and environments. <p>Perceiving and Responding: Dance</p> <ul style="list-style-type: none"> • Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works. • Students will be expected to understand the role of technologies in creating and responding to expressive works. • Students will be expected to analyse the relationship between artistic intent and the expressive work. <p><i>For the end of grade 9 outcomes, please see Arts Education Foundation Document.</i></p>

Grade 7 Physical Education Outcomes

The outcomes for Grade 7 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 7 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 the learning for Grade 7 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 7 students will build on their learning experience from Grade 6 which emphasizes the need for taking individual responsibility for personal fitness. The first Grade 7 outcome is mainly connected to the Active Living goal, but supports the other two goals as well. In Grade 6, students are expected to improve their cardiovascular fitness and work through the required decision-making process independently following the Frequency, Intensity, Type of activity, and Time (F.I.T.T.) principle. In Grade 7, the students will expand their ability to set goals, and create and implement basic plans to achieve improved levels of three components of health-related fitness: cardiovascular endurance, muscular endurance, and flexibility.

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)

Grade 7 Physical Education sees students begin to develop a deeper understanding of a fourth component of health-related fitness – body composition. In Grade 6, students learned what is meant by body composition and how it is affected by, and affects participation in, movement activities. Students began to reflect on the value of this understanding as opposed to focusing on body weight. Grade 7 students will examine their personal habits related to nutrition and fluid intake practices, and how these practices influence participation in movement activities as well as body composition. Related to body composition, students will also demonstrate an understanding of the effects of exercise and inactivity on the skeletal system.

Influences that can affect participation in movement activities are numerous. In Grade 6, students learned to recognize and acknowledge individual attributes and limitations, both of self and others, that influence participation in movement activities. In Grade 7, this focus shifts to examining external influences that may affect options for active living and influence movement skill development. Developing this deeper understanding will help students explore the ‘real’ barriers to living an active lifestyle.

The ability to transfer skills and understanding across movement activity options supports students' deeper understanding, improved performance, and enjoyment of a variety of movement experiences. In Grade 7, students will learn about and implement strategies for cross-training. This will build students' understanding of learning transfer and support them in developing a control level of performance of a variety of complex skills. 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. Building on this skill development, as well as the many complex skills that were introduced in Grade 6, Grade 7 students will develop further their ability to combine locomotor, non-locomotor, and manipulative skills into complex skills that are used in various movement activities.

In Grade 6, students were introduced to the biomechanical concepts and principles of force production, force absorption, and resistance. In Grade 7, the focus changes to the concepts and principles of balance, stability, and spin. Students will explore, apply, and communicate these concepts and principles as a means to enhance independence in learning motor skills.

While Grade 7 students could experience opportunities to use skills, tactics, and strategies for play in all types of games, the focus in Grade 7 is within the categories of Striking/Fielding games and Net/Wall games, as well as Low-organizational and Inventive games. Through multiple experiences in lead-up games and activities, Grade 7 students will begin to understand the movement concepts associated with the skills used in a variety of games that fit into these three categories, and will start to make situational decisions about tactics and strategies to be used in these games. Concepts include such things as individual responsibility within a team defence used in Striking/Fielding games, and spin or rotation used when sending objects in Net/Wall games.

Prior to Grade 7, students were exposed to a variety of skills needed for enjoyable and safe participation in a variety of alternate environment activities such as hiking and orienteering, and body management activities such as dance and educational gymnastics. In Grade 7, students should be ready to apply previous learning to new learning so they are able to use these skills in a controlled way while participating in a variety of alternate environment and body management activities.

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)

... 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)

To become engaged citizens, students need to become actively involved in authentic learning experiences in which students can develop both the skills and the disposition to care for others. In Grade 7 Physical Education, students are to plan, organize, and lead cooperatively, movement activity to engage younger students and to connect with others. This will give students the opportunity to role model for others and practise the behaviours associated with demonstrating self-responsibility and caring for others (Hellison, 2011) so they can grow as social beings who make positive connections to others. Participation in movement activities will be the vehicle for this personal growth experience.

Finally, the Grade 7 Physical Education learning experience has students explore the past and present influences of Canada's Northern people on opportunities and options for participation in movement activities. 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.

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 7 Outcomes Movement Activities Focus					Skills Only Focus	
Net/Wall Games	Striking/Fielding Games	Low-organizational and Inventive Games	Body Management Activities	Alternate Environment Activities	Target Games	Invasion/Territorial Games
<ul style="list-style-type: none"> • badminton • table tennis • tennis • volleyball • pickleball 	<ul style="list-style-type: none"> • softball • longball • cricket • kickball 	<ul style="list-style-type: none"> • king’s court • prisoner’s base • capture the flag • cooperative games • environmental games 	<ul style="list-style-type: none"> • dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping • fitness • circuit training 	<ul style="list-style-type: none"> • aquatics • cross-country skiing • downhill skiing • snowshoeing • cycling • hiking • skating • orienteering • skateboarding • wall climbing • canoeing • kayaking • roping 	<ul style="list-style-type: none"> • bowling • curling • golf • bocce ball • archery • ring toss • pin guard 	<ul style="list-style-type: none"> • basketball • touch/flag football • soft lacrosse • soccer • floor hockey • team handball • ultimate frisbee • speedball • double ball • rugby

Grade 7 Physical Education 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

7.1 Health-related Fitness

Create and implement a personal health-related fitness plan targeting the **health-related fitness** components of **cardiovascular endurance, muscular endurance, and flexibility** that involves setting a goal for improvement, applies the **F.I.T.T. principle** (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.

Indicators

- a. Demonstrate and regularly use the safe and proper techniques for flexibility exercises (e.g., slow, sustained, within comfort zone, focus on target muscles, minimize other body parts, stretch to the limit of the movement, slow and rhythmical breathing) on a consistent basis.
- b. Demonstrate and regularly use challenging and safe strategies while participating in continuous aerobic activity (e.g., running, skipping, snowshoeing, cycling, swimming, dancing, paddling, outdoor obstacle course races) in a progression towards eleven consecutive minutes on a consistent basis.
- c. Sustain participation in aerobically challenging lead-up games (e.g., three-on-three soccer, two-on-two basketball, three-on-three double ball) that increase heart rate and respiration rates in a progression towards eleven consecutive minutes on a consistent basis.
- d. Willingly engage in a variety of movement activities at a moderate to vigorous level of effort in a progression towards eleven consecutive minutes.
- e. Describe the cardiovascular, muscular endurance, and flexibility benefits of participation in a variety of striking/fielding games, net/wall games, low-organizational and inventive games, alternate environment activities, and body management activities.
- f. Communicate, with clarity and correctness, the relevance of target heart zone in determining the effectiveness of participation in movement activities in supporting cardiovascular fitness.
- g. Practise monitoring heart rate and calculating target heart zone to draw conclusions about personal achievement of maintaining target heart zone for a given length of time, in a progression towards eleven consecutive minutes.
- h. Distinguish the difference between aerobic and anaerobic activity to draw conclusions about the connection to cardiovascular and muscular endurance.
- i. Demonstrate safe and effective technique while participating in repetitive physical movement that challenges muscular endurance (e.g., various forms of push-ups, curl-downs, v-sits) on a consistent basis.
- j. Design and lead others in a flexibility and muscular endurance workout following given guidelines (e.g., a focus on the upper body, a focus for a basketball player).

Outcomes**7.1 Health-related Fitness**
(continued)**Indicators**

- j. Design and lead others in a flexibility and muscular endurance workout following given guidelines (e.g., a focus on the upper body, a focus for a basketball player).
- k. Identify responsible decisions that promote daily participation in movement activity and improved personal health-related fitness (e.g., be active outside whenever possible, participate in intramurals, play a game at recess, invite a friend to join in participating in movement activity, participate in community sport, walk to school).
- l. Determine and monitor personal level of health-related cardiovascular, muscular endurance, and flexibility fitness incorporating the use of data collection tools (e.g., written resources and computer programs, pedometers, stop watches).
- m. Analyze, with guidance, personal fitness appraisal data to enhance understanding of personal fitness level by gathering and comparing data over time as related to:
 - cardiovascular endurance (e.g., endurance walk or run)
 - muscular endurance (e.g., continuous push-ups, continuous curl-ups)
 - flexibility (e.g., sit and reach, should stretch).
- n. Compare personal fitness performance on fitness appraisals to previous personal performance throughout the year and to standards to determine personal strengths and weaknesses.
- o. Create and implement fitness plans, incorporating F.I.T.T. principles, to improve health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility.
- p. Compare own fitness results and movement activity participation over a period of time (e.g., beginning, middle, and end of year) to evaluate success of plan.
- q. Propose ways to improve own personal fitness plans after reflecting on personal progress throughout the time frame for the plan.
- r. Express insights in responses to questions such as “Why would you bother to set fitness goals and create plans to achieve those goals year after year?” and “Do the words ‘exercise’ and ‘fun’ go together?”

Goals: *Active Living, Skillful Movement, Relationships***Outcomes****7.2 Body Composition**

Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.

Indicators

- a. Communicate, with clarity and correctness, the main contributions (e.g., energy, tissue repair, bone density, hydration) of the essential nutrients (i.e., carbohydrates, fats, protein, minerals, vitamins, and water) in the performance of the body as it relates to participation in movement activities.
- b. Inquire about recommended diets for athletes who specialize in movement activity areas (e.g., long distance runner, hockey player, speed swimmer, biathlon competitor).
- c. Explain how career might have implications for food and fluid intake (e.g., an indoor office workers who sits most of the day compared to a farmer/fisher who is outdoors moving most of the day).
- d. Monitor and assess own fluid intake practices.
- e. Apply knowledge of recommended levels of water consumption to daily behaviours.

Outcomes

7.2 Body Composition
(continued)

Indicators

- f. Describe the benefits of consuming water on a daily basis as it relates to participation in movement activities.
- g. Explain how to safely use snow and natural water resources for hydration.
- h. Inquire about the nutritional and performance benefits and detriments of commercially promoted sports drinks and energy drinks.
- i. Describe the best type and quantities of fluid to consume during various movement activities under different conditions (e.g., indoor, outdoor, humid, long/short duration).
- j. Identify potential illnesses and injuries that can result from malnutrition and dehydration that have a direct impact on the body's ability to participate in movement activities.
- k. Evaluate whether own food consumption choices and own level of participation in movement activities, over time, will increase, decrease, or maintain body composition.

Goals: Active Living, Skillful Movement, Relationships

Outcomes

7.3 Skeletal System
Demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/decreased bone density, increased/decreased bone mass) and the function (i.e., shape support, protection) of the skeletal system in relation to participating in movement activities.

Indicators

- a. Demonstrate the location of indicated bones referring to them by proper name (e.g., humerus, ulna, radius, femur, tibia, fibula, scapula, clavicle, ribs, pelvis, skull).
- b. Explain the impact of exercise and inactivity on the skeletal system.
- c. Communicate, with clarity and correctness, how the different skeletal joints are configured (e.g., ball-and-socket, hinge, pivot) and how they work in co-operation with muscles and ligaments.
- d. Tell a story (e.g., written, visual, audio, video, creative performance) that represents the importance of exercise during adolescence as a means of preventing skeletal-related injuries, illnesses, and disease both currently and in the future.

Goals: Active Living, Skillful Movement, Relationships

Outcomes

7.4 Cross-training
Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops co-ordination and agility used in basketball; golf and hockey develop hand/eye coordination/striking skills) while participating in movement activities.

Indicators

- a. Create and participate in flexibility routines for a specified sport movement skill (e.g., curling delivery, hockey goalie, paddling in a kayak).
- b. Create and participate in skill stations that address specified criteria related to the health-related components of fitness, skill-related components of fitness, skill-related components of fitness, and sport skill performance (e.g., agility, speed, and muscular endurance for pass reception in football; power, coordination, and strength for blocking in volleyball; power, balance, and coordination for throwing for distance).
- c. Identify and participate in a variety of body management activities (e.g., resistance training, core strength training, circuit training, pilates, yoga, educational gymnastics) that develop a variety of fitness components that have direct benefit to overall fitness and skill.

Outcomes**7.4 Cross-training**
(continued)**Indicators**

- d. Demonstrate, through representations such as graphic organizers, an understanding of how participation in movement activities as a means of improving health-related components of fitness has a direct impact on the skills needed to participate in specified sports.
- e. Express insights in response to questions such as “Is there any problem with being a “one sport” kind of person?” and “What does cross-training have to do with me if I don’t play any sports?”

Goals: *Active Living, Skillful Movement, Relationships***Outcomes****7.5 Complex Skills**

Demonstrate control, including smooth transitions, of complex movement skills that combine **locomotor** (traveling) skills, **non-locomotor** (non-traveling) skills, and **manipulative** (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, paddling a kayak, passing a lacrosse ball) while participating in movement activities.

Indicators

- a. Communicate, with clarity and correctness, using performance words to demonstrate understanding of the performance cues (e.g., backswing, hip rotation, follow through) to support the performance of complex skills.
- b. Incorporate “talk-aloud” self-learning methods (e.g., while performing complex skills saying the performance cues words out loud) to strengthen the ability to skillfully perform complex skills.
- c. Select personal goals for the performance of complex skills and practise for attainment by identifying the critical elements of a specific skill (e.g., basketball - dribbling: dominant hand, non-dominant hand, while guarded) and establishing criteria for demonstration of competent performance of skill (e.g., time ranges for an obstacle course or relay dribble, time to cover a long distance running course).
- d. Verbalize and apply skill appropriate performance cues (e.g., opposite foot forward, weight transfer, follow through) while practising striking skills associated with net/wall games and striking/fielding games (e.g., overhand serve in volleyball, short and long serve in badminton, batting in softball).
- e. Use correct form to make solid contact when sending objects by striking (e.g., serve in tennis, serve in volleyball).
- f. Use body parts sequentially to build force for complex skill performance.
- g. Combine locomotor, non-locomotor, and manipulative skills to perform game or sport required combination skills (e.g., soccer - dodge an opponent, run to an open space, receive a pass, fake, dribble in for a shot on net) in practise, and in modified game-like and game situations (e.g., three-on-three soccer, five-on-five soccer).
- h. Combine movement skills that have been practised and learned for unpredictable situations and for the flow of the game in game situations (e.g., gathering and throwing while moving, dribbling and shooting while moving, shifting appropriately to receive).
- i. Analyze skill performance of self others, detecting and correcting mechanical errors, based on pre-established and communicated criteria (e.g., performance cues checklist, rubric).
- j. Generate and use assessment tools (e.g., checklist, rating scales, rubrics) in small groups for a peer analysis of skill performance.
- k. Practise skills at a high level of engagement.
- l. Express insights in response to questions such as “How will focusing on improving skill performance support me in living an active life regardless of my sport interest level?”

Goals: *Active Living, Skillful Movement, Relationships***Outcomes****7.6 Biomechanics**

Explore, apply, and communicate biomechanical concepts and principles of balance, stability, spin, and rotation as a means to enhance independence in learning motor skills involving **locomotor** (traveling), **non-locomotor** (non-traveling), and **manipulative** (moving objects) skills.

Indicators

- a. Communicate, with clarity and correctness, using the appropriate language, the biomechanical concepts and principles related to balance, stability, spin, and rotation.
- b. Explore and describe the impact of variations of base of support (e.g., low, high, above base of support, outside of base of support) on balance.
- c. Propose solutions for improving balance related to given situations (e.g., a person who tries to do a headstand always tips over).
- d. Explain how equipment required for participation (e.g., heavy backpack, snowshoes) and for protection (e.g., helmet and padding) might affect balance.
- e. Explain why balance is challenged when participating in various movement activities (e.g., skating, paddling a canoe, walking on a balance beam, walking on stilts).
- f. Discuss how one's balance will be affected by body type (e.g., very tall versus short, very tall and light weight versus very tall and heavier weight).
- g. Explore and describe the flight of an object using a variety of ways to contact the object (e.g., punt a football using the side of the foot, using the top of the foot; contacting the ball crosswise, contacting the ball lengthwise; serve a volleyball underhand using a fist, using an open hand; contacting the ball underneath, in the center, on the right side, on the left side).
- h. Explore and explain how rebound is affected when different spins are applied to an object (e.g., top spin versus backspin applied to a basketball when performing a bounce pass).
- i. Propose solutions for improved direction of flight related to given situations (e.g., a volleyball serve is always veering off to the left).
- j. Explore and explain how moving the mass of an object closer to the axis of rotation will cause the object to rotate faster.
- k. Describe ways to increase and decrease the momentum of a spin (e.g., move arms closer and farther away from the body).
- l. Explore and describe how velocity of rotation can be increased when participating in movement activities (e.g., throw a ball sidearm while standing, when throw a ball sidearm after rotating in a complete circle).
- m. Consider and explore the application of the biomechanical concepts and principles of balance, stability, spin, and rotation to enhance movement as required by the flow of play in striking/fielding games, net/wall games, and low-organizational and inventive games.
- n. Consider and explore the biomechanical concepts and principles of balance, stability, spin, and rotation to enhance movement used in alternate environment and body management activities.

Goals: *Active Living, Skillful Movement, Relationships***Outcomes****7.7 Movement Concepts**

Identify and apply, with guidance, movement concepts while participating in:

- **net/wall games** (e.g., badminton - body awareness in ready position to receive a serve)
- **striking/fielding games** (e.g., softball - body position to catch a fly ball or grounder).

Indicators

- a. Communicate, with clarity and correctness, using performance words to demonstrate understanding of how to perform a variety of movements associated with net/wall and striking/fielding games.
- b. Select and practise effective grip, footwork, and body movement to execute the various strokes used in net games such as tennis, badminton, table tennis, and pickleball.
- c. Demonstrate recommended footwork for movement on the court and field as required for the situation.
- d. Compare the performance cues of various skills used in a variety of net/wall games and striking/fielding games (e.g., serve reception in volleyball compared to hit reception in softball; striking in softball compared to underhand stroke in tennis).
- e. Demonstrate progression in skills required for participation in net/wall games and striking/fielding games by using a pre-assessment, plan for growth, principle of practice, and post-assessment method.
- f. Communicate, with clarity and correctness, the terminology associated with skills and rules for selected team movement activities (e.g., drop shot, clear, service in net/wall games/leading off, stealing bases in striking/fielding games).
- g. Apply movement concepts while participating in game situations with classmates.
- h. Discuss the application of movement concepts, by self and others, after participation in a movement activity.
- i. Propose and demonstrate adjustments in individual skill performance to respond to given and evolving strategic needs in game situations (e.g., softball - hitting to right field as opposed to hitting to left field).

Goals: *Active Living, Skillful Movement, Relationships***Outcomes****7.8 Decision Making**

Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in:

- **net/wall games** (e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball)
- **striking/fielding games** (e.g., softball, longball, kickball, cricket)
- **low-organizational, inventive, and co-operative games** (e.g., walleyball, king's court).

Indicators

- a. Communicate, with clarity and correctness, the terminology associated with the tactics of selected net/wall and striking/fielding games while participating in practice and game situations.
- b. Express reflective insights in response to questions such as “What does it mean to “read the situation” in the context of participating in movement activities?” and “What tactics will be most beneficial to take into consideration in any type of game that involves striking an object?”
- c. Propose and practise the application of individual performance adjustments (e.g., badminton - opponent has a weak backhand stroke; therefore, birdie placement is to backhand) and team performance adjustments (e.g., shifting the positioning of the infield to accommodate batter strength) as a response to reading the opponent's strategy.
- d. Make effective choices that demonstrate strategic planning and reflect an awareness of what opponents and teammates are doing while in practice and game situations.
- e. Explain the connection between tactics and strategies used and the rules of a variety of net/wall games and striking/fielding games (e.g., which serve is best to use in badminton based on the boundary lines - whether singles or doubles).

Outcomes**7.8 Decision Making**
(continued)**Indicators**

- f. Identify, practise, and incorporate various offensive tactics, while participating in practice and game situations with classmates, that are used in a variety of:
 - net/wall games (e.g., set to a spike in volleyball, hitting to open spaces in all games)
 - striking/fielding games (e.g., when would be a good time to bunt in softball)
 - low-organizational, inventive, and cooperative games (e.g., when to use the wall, and when not to, in walleyball).
- g. Identify, practise, and incorporate various defensive tactics, while participating in practice and game situations with classmates, that are used in a variety of:
 - net/wall games (e.g., returning to base position within the court after playing the ball, shifting to cover as a team)
 - striking/fielding games (e.g., shifting positioning on the field when there is a left-handed batter)
 - low-organizational, inventive, and cooperative games (e.g., adjusting positioning to receive a ball that is coming off the wall in walleyball).
- h. Appropriately return to a recovery (base) position between skill attempts while participating in game situations.
- i. Appropriately support teammates who are playing the ball by moving into position to receive the ball from the teammate.
- j. Demonstrate purposeful team communication skills (calling the ball, calling for help, sharing what opponents are doing) while participating in game situations with classmates.
- k. Adapt rules of low-organizational and inventive games (e.g., one bounce volleyball) based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusion, and/or safety) and participate in game situations with classmates using adapted rules.

Goals: Active Living, Skillful Movement, Relationships**Outcomes****7.9 Alternate Environment & Body Management**

Utilize selected movement skills and combinations of skills (i.e., locomotor, non-locomotor, and manipulative) to participate in a variety of:

- **alternate environment activities** (e.g., skating, cross-country skiing, swimming, snowshoeing, cycling, hiking, tracking, skateboarding, roping, canoeing, downhill kiing, orienteering)
- **body management activities** including dance and educational gymnastics, as well as others (e.g., wrestling, track and field, pilates, yoga, aerobics).

Indicators

- a. Willingly engage in developing skills, used alone or in combination, while participating in a variety of alternate environment and body management activities.
- b. Create and implement a plan to increase efficiency of movement to support sustained participation in a variety of alternate environment activities.
- c. Analyze self-selected and teacher-selected alternate environment activities (e.g., downhill skiing, water polo, orienteering) to determine the specific movement skills (e.g., snowplow in skiing, treading water in swimming, map reading) required for enjoyable participation in the activities.
- d. Analyze self-selected and teacher-selected body management activities (e.g., hip hop dance, wrestling, yoga) to determine the specific movement skills (e.g., one-two step in hip hop, duck out or spin and roll in wrestling, warrior's pose in yoga) required for enjoyable participation in the activities.
- e. Demonstrate dynamic balance (e.g., cartwheels, skating backwards, stroking while canoeing, quick change of direction in various activities) applying biomechanical principles (e.g., lower centre of gravity, widen base of support) for stability.
- f. Perform extensions and/or variations of moving skills (e.g., sprinting, springing, rotating) applying biomechanical principles (e.g., speed is affected by weight of body, range of motion, number of involved body segments, application of force) for speed, height, and/or distance.
- g. Identify and apply biomechanical concepts (e.g., torque, equilibrium, reaction force) related to acceleration and deceleration of the body.
- h. Create and perform a sequence of movement skills and combinations of skills that include the movement of objects and are performed to a rhythm (e.g., music, drum beat, clapping).
- i. Demonstrate an understanding of the concept of flow and how to achieve flow in relation to sequences of combined movements while participating in dance and other body management activities such as yoga and aerobics.
- j. Co-create and teach a group dance sequence that combines a variety of locomotor, non-locomotor, and manipulative skills.

Goals: *Active Living, Skillful Movement, Relationships*

Outcomes

7.10 Volunteerism & Leadership
 Plan, organize, lead, and evaluate cooperatively movement activity, such as intramurals, fitness fun days, and playground games, to engage other students and to connect with others.

Indicators

- a. Implement a means (e.g., survey, interview) to determine the interests and abilities of the target audience for participation in a planned activity.
- b. Compare the concepts of cooperative and competitive movement activities as a consideration for selecting movement activities for others.
- c. Create and implement, in small groups, a plan to teach and/or lead younger children in participation in movement activity (e.g., intramurals, cooperative game, skill development lesson, activity stations, outdoor hike, fitness buddies, playground games).
- d. Role model active play for younger children that involves the younger children in the play.
- e. Assess the success of the implementation of the plan by considering a variety of feedback sources (e.g., participants, peer/teacher, self-reflection).
- f. Willingly seek advice and support (e.g., classmate, teachers, elders, community members such as recreation directors, health promotions personnel) for how to involve younger children in movement activities.
- g. Express insights in response to questions such as “What does it mean to be a leader and how does that apply in an active living context?”, “Does there have to be a winner in order for participation in movement activities to be fun?”, “How can losing affect someone’s willingness to participate in movement activities?”, and “What is the best way to pick teams?”

Goals: *Active Living, Skillful Movement, Relationships*

Outcomes

7.11 Influences
 Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.

Indicators

- a. Research the facility and program options available in the community that support participation in movement activities.
- b. Identify the gaps in current community facility and program options as they would apply to the various community members (e.g., young children, youth, adults, seniors, physically disabled, males, females).
- c. Propose solutions to community “activity deficits” and present solutions to community decision maker, if applicable.
- d. Calculate the cost of participation in a variety of community-based movement activities (e.g., dance clubs, hockey teams, public swimming, golfing) and propose comparable options (e.g., physical fitness benefits, enjoyment aspect) that are less expensive or free.
- e. Express insight in response to questions such as “Are there barriers to our achieving personally appropriate levels of participation in movement activities?”

Goals: *Active Living, Skillful Movement, Relationships***Outcomes****7.12 Safety & Rules**

Analyze and apply the safety guidelines and rules related to **net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities** to develop an appreciation of their impact on self and others.

Indicators

- a. Demonstrate automation (i.e., can perform with control, smoothly and without hesitation) in the use of safety skills while participating in net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities.
- b. Propose preventive measures to be followed regarding potential safety issues related to the various aspects involved in playing net/wall games (e.g., equipment, court surfaces) and striking/fielding games (e.g., equipment, foul balls).
- c. Justify the need for rules related to safety (e.g., batter's box in softball/baseball, protective eye wear in badminton).
- d. Represent and apply an understanding of safety guidelines appropriate for a variety of alternate environment activities (e.g., prevention of skin conditions such as sunburn, selection of appropriate clothing and footwear, wearing a lifejacket when in a canoe).
- e. Represent and apply an understanding of safety guidelines and rules appropriate for a variety of body management activities (e.g., stay behind the backstop when a classmate is throwing discus; keep knees slightly bent during aerobic movements).

Goals: *Active Living, Skillful Movement, Relationships***Outcomes****7.13 Relationship Skills**

Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.

Indicators

- a. Evaluate own attitudes, values, and behaviour related to interacting with others while participating in, or encouraging others to participate in, movement activities.
- b. Self-assess personal progression through the five levels of a social skills continuum (i.e., irresponsible behaviour, self-control, involvement, responsibility, and caring for others) on a regular basis.
- c. Acknowledge when own behaviour is not reflective of the top three levels of social interaction and suggest alternatives for making positive adjustments.
- d. Collaboratively create and implement a group plan for supporting others in participating in movement activities (e.g., Terry Fox Run/Walk, family dance, round dance, nature hike, winter games) incorporating plans for role modeling responsible and caring behaviour.

Goals: *Active Living, Skillful Movement, Relationships*

Outcomes

7.14 History & Culture

Examine, evaluate, and represent both the historical and present impact of Canada’s Northern people on the development of movement activity options as a means of supporting the well-being of self and others.

Indicators

- a. Willingly participate in movement activities originating with Canada’s Northern people, led by others (classmates, teacher, guest presenter).
- b. Show respect and a willingness to honour cultural protocol when participating in cultural movement activities.
- c. Tell a story (e.g., written, visual, audio, video, creative performance) of a movement activity that is historically connected to our Northern neighbours (e.g., tracking, Bola Toss, Blanket Toss, Arctic games, Tug-o-War, cultural dance).
- d. Express insights (e.g., discussion, journal) into the motivation and/or historical factors that influenced the development of the movement activities created by our Northern people and the benefits of these activities related to physical, emotional, mental, and spiritual well-being.
- e. Evaluate the impact that specific Northern people, including those of both genders, have had on the movement activities pursued by self and others.

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.

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)

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.

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 activities. 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.

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)

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 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
<ul style="list-style-type: none"> • bowling • curling • golf • bocce ball • archery • ring toss • pin guard 	<ul style="list-style-type: none"> • basketball • touch/flag football • soft lacrosse • soccer • floor hockey • team handball • ultimate frisbee • speedball • double ball • rugby 	<ul style="list-style-type: none"> • badminton • table tennis • tennis • volleyball • pickleball 	<ul style="list-style-type: none"> • softball • longball • cricket • kickball 	<ul style="list-style-type: none"> • king’s court • prisoner’s base • capture the flag • cooperative games • environmental games 	<ul style="list-style-type: none"> • dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping • fitness • circuit training 	<ul style="list-style-type: none"> • aquatics • cross-country skiing • downhill skiing • snowshoeing • cycling • hiking • skating • orienteering • skateboarding • wall climbing • canoeing • kayaking • roping

Grade 8 Physical Education 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

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.

Indicators

- 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.
- 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.
- Willingly engage in a variety of movement activities at a moderate to vigorous level of effort in a progression towards twelve consecutive minutes.
- Monitor heart rate to draw conclusions about personal achievement of maintaining target heart zone for twelve consecutive minutes on a consistent basis.
- Develop and test, physically, a hypothesis on the effects of various movement activities on the heart rate.
- 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.
- 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.
- Design and participate in fitness circuits/stations that challenge all four components of health-related fitness.
- 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).
- 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, pedometers, stop watches, spirometre, blood pressure sensor).

Outcomes

8.1 Health-related Fitness
(continued)

Indicators

- k. Analyze personal fitness appraisal data to enhance understanding of personal fitness level by gathering and comparing data over time as related to:
 - cardiovascular endurance (e.g., endurance walk or run)
 - muscular endurance (e.g., continuous push-ups, continuous curl-ups, the “Dot Drill”)
 - muscular strength (e.g., grip strength, pull up or modified pull up, flexed arm hang)
 - flexibility (e.g., sit and reach, shoulder stretch).
- l. Compare personal fitness performance on fitness appraisals to previous personal performance and health-related standards to determine personal strengths and weaknesses.
- m. Create and implement plans to improve health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility.
- n. Identify methods for evaluation of success of personal fitness plan and personally reflect on ways to improve the plan.
- 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.
- 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

8.2 Muscular System
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).

Indicators

- a. Demonstrate exercises that will affect the muscular endurance, muscular strength, or flexibility of indicated muscles.
- 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.
- c. Create and participate in a variety of individual, partner, and team challenges that require sustained use of indicated muscle groups.
- 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.
- 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).
- 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.
- 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).

Outcomes**8.2 Muscular System**
(continued)**Indicators**

- 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).
- 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****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.

Indicators

- 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).
- 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).
- 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).
- 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).
- 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).
- 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

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.

Indicators

- a. Demonstrate the ability to repeatedly perform a skill at game appropriate speed without hesitation.
- b. Demonstrate the ability to manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.
- 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).
- 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.
- 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

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.

Indicators

- 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). (Students learn about forces in grade 5.)
- 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.
- 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”).
- 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.
- 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).
- 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).
- 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.

Outcomes**8.5 Biomechanics**
(continued)**Indicators**

- h. Explore and propose conclusions about how the angle of take-off can affect the height or the distance of a jump.
- 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).
- j. Describe and physically demonstrate the impact of:
 - 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)
 - 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)
 - 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).
- 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.
- 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

8.7 Decision Making

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.

Indicators

- 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).
- 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).
- 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).
- 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.
- 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****8.8 Alternate Environment Activities**

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).

Indicators

- a. Willingly participate in a variety of alternate environment activities focusing on developing the skills that are unique to the activities.
- b. Create and implement practice plans for skill development related to participation in specific alternate environment activities.
- c. Participate in natural (outdoor) alternate environment movement activity in and around own neighbourhood and community.
- 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).
- 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).
- f. Identify options available for participation in natural and built alternate environment movement activity in and around own neighbourhood and community.
- 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).
- 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).
- i. Demonstrate an understanding of how to prepare and preserve the natural environment when using it for activities (e.g., hiking, camping, backpacking).
- 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**

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.

Indicators

- a. Design, represent using symbols and patterns, and perform the story of a sport or activity through interpretive movements.
- 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).
- 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).
- d. Design, represent using symbols, and perform a floor routine that incorporates jumping and landing, springs, balances, supports, and rotations.
- 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).
- 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

8.10 Volunteerism & Leadership

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.

Indicators

- 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).
- 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).
- 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).
- d. Willingly seek advice and support (e.g., classmates, teachers, elders, community members such as recreation directors, health promotions personnel) for how to involve others in movement activities.
- 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).
- f. Share personal reflections on the experience and success of engaging someone else in movement activity.

Goals: *Active Living, Skillful Movement, Relationships*

Outcomes

8.11 Technological Influences

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.

Indicators

- a. Discuss the fitness benefits of participation in movement activities that involve the use of electronic gaming systems after experiencing participation.
- 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.
- c. Analyze 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).
- 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, spirometers).
- e. Discuss career options that would involve working with technology to support others’ participation in movement activities.
- 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).
- g. Explain how technology has improved the design and construction

Outcomes**8.11 Technological Influences**
(continued)**Indicators**

- of personal protective equipment in a number of sports (e.g., goalie equipment, cycling helmets).
- 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****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.

Indicators

- Identify the main aims of first aid as related to movement activities (i.e., prevent further injury, promote recovery, protect yourself).
- Explain the need for the precautions of wearing rubber gloves when providing first aid in situations involving blood and other bodily fluids.
- 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).
- 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.
- Identify the signs of different types of injuries (e.g., joint injuries: S.H.A.R.P. – swelling, heat, altered, red, painful).
- 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****8.13 Social Behaviour**

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.

Indicators

- 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).
- 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.
- 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 football is a boys only sport and that field hockey is a girls only sport).
- 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

8.14 History & Culture

Analyze the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives (e.g., ParticipAction, Indigenous Games, walking paths) that support personal, family, and community active living and well-being.

Indicators

- 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.
- b. Co-create conclusions on the similarities of a variety of historically-based cultural perspectives on well-being.
- 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?”).
- 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).
Shapes PEI www.upei.ca/cshr/SHAPES
- e. Explain the core messages that recent societal initiatives are emphasizing as related to the well-being of the whole person.
- f. Demonstrate an understanding of the connections between personal well-being, family well-being, and community well-being.

Grade 9 Physical Education Outcomes

The outcomes for Grade 9 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 9 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 the important aspects of learning for Grade 9 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.

Students first began to formally develop their understanding of, and skills in, taking responsibility for a personal level of health-related fitness in Grade 5. In Grade 6, 7, and 8, students continued to build and reinforce their understandings and skills in managing their own level of fitness. As Grade 9 students, they will examine and apply the principles of training to personal action plans for improvement and/or maintenance of self-selected components of health-related components of fitness. This will ensure that all students, regardless of their preferences for participation in movement activities, know how to appropriately challenge themselves to achieve physical well-being over a lifetime.

Focusing ... 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)

The health-related fitness component of muscular strength became an area of focus in Grade 8. Students applied an understanding of how to positively affect the major muscle groups. In Grade 9, students will shift their emphasis to investigating and applying safe and effective strategies for developing the strength of core muscles and joint muscles. Through a variety of experiences, such as creating and implementing regular exercise routines that focus on the development and maintenance of core strength, students will deepen their level of responsible behaviour.

The health-related fitness component of body composition was first addressed in Grade 6. Students learned the meaning of body composition and how it is affected by, and affects participation in, movement activities. Students began to reflect on the value of this understanding as opposed to focusing on body weight. Grade 7 students examined personal habits related to nutrition and fluid intake practices and how these practices influence participation in movement activities as well as body composition. In Grade 8, this topic is addressed in the health education curriculum. In Grade 9 Physical Education, students will determine safe and credible publicly promoted options for managing body composition weight and will analyze the influence of mass media on body image.

In earlier grades, students learned the difference between health-related fitness and skill-related fitness. They learned how interdependent the two are – how growth in one area impacts growth in the other. Grade 8 students applied their ability to make personal plans for fitness improvement to enhance skill-related components of fitness to support enjoyment in personal, social, and competitive movement activities. Grade 9 students will build on this prior learning to implement personal plans for improvement of one self-selected component of skill-related fitness as it applies to complex movement skills used in a sport or activity of interest.

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, 7, and 8, students learned how to combine these skills into the complex skills used in games and sport, with Grade 8 students working towards a level of automation in skill performance. Grade 9 students will build skills towards proficiency in four self-selected complex movement skills that are chosen from four of six different types of games and activities identified in the curriculum.

Grade 8 students developed their skills to apply effective tactics and strategies to be used in games. As an extension of this learning, students also analyzed the situational decisions, of self and others, that are made under the pressure of game situations. Students provided feedback and proposed options for improvement to support the development of deeper understandings in order to enhance performance. In collaboration with others, Grade 9 students will design and implement plans to use effective tactics and strategies, while considering the rules, when participating in a variety of movement activity situations. This will enhance students’ own performance and enjoyment, and support the performance and enjoyment of others.

Prior to Grade 9, 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 8, students applied and adapted activity-related skills to support regular participation in alternate environment activities. Grade 9 students will design and implement plans to use effective tactics and strategies, with consideration for the environment, to support participation in alternate environment activities.

Throughout the grades, students have been exploring and building skills to support participation in a variety of body management activities. Grade 8 students incorporated combinations of skills used in a variety of games with those used in body management activities to create movement sequences. Grade 9 students will reflect and express insights on the experience of participating in body management activities as a means to support participation in recreational and leisure time activities for physical, emotional, mental, and spiritual well-being.

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)

Students need to become actively involved in authentic learning experiences in order to develop the skills and disposition to care for others. This will support Grade 9 students in becoming engaged citizens. In earlier grades, students experienced specific authentic learning opportunities to engage others in participation in movement activities. Grade 9 students will further strengthen their ability to engage others by collaboratively planning and leading a movement activity event that students will promote to a wider audience.

The emphasis on safety in physical education has been a focus throughout the grades. In Grade 8, students demonstrated the skills required to administer basic first aid within the context of participation in movement activities. Grade 9 students will apply their understanding of basic first aid knowledge to focus on the prevention and care of a variety of movement activity-related injuries.

Grade 9 students have been building their social skills in a variety of contexts. In the context of physical education, students have been encouraged to take responsibility for their personal growth as a social being. As Grade 9 students, they will examine the positive and negative influences of organized sports, movement competitions (e.g., dance competition), and mass media on social behaviour. This examination will guide students' reflection on positive social behaviours in the context of both a participant in, and a spectator of, movement activities. This outcome focuses on Grade 9 students incorporating positive social behaviours into all aspects of personal involvement in movement activities.

Influences that can affect participation in movement activities are numerous. Previously, students have considered the impact of individual attributes and limitations, external influences, environmental influences, and current and emerging technologies on participation in movement activities. Grade 9 students will analyze the influences of mass media, advertising strategies, and other sources to determine their impact on promoting active living. Students at this level will also identify and analyze personal perspectives on how to manage the contemporary opportunities and challenges that influence one's ability to develop as a skillful mover, to live a balanced, active lifestyle, and to develop and maintain safe and respectful 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 9 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
<ul style="list-style-type: none"> • bowling • curling • golf • bocce ball • archery • ring toss • pin guard 	<ul style="list-style-type: none"> • basketball • touch/flag football • soft lacrosse • soccer • floor hockey • team handball • ultimate frisbee • speedball • double ball • rugby 	<ul style="list-style-type: none"> • badminton • table tennis • tennis • volleyball • pickleball 	<ul style="list-style-type: none"> • softball • longball • cricket • kickball 	<ul style="list-style-type: none"> • king’s court • prisoner’s base • capture the flag • cooperative games • environmental games 	<ul style="list-style-type: none"> • dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping • fitness • circuit training 	<ul style="list-style-type: none"> • aquatics • cross-country skiing • downhill skiing • snowshoeing • cycling • hiking • skating • orienteering • skateboarding • wall climbing • canoeing • kayaking • roping

Grade 9 Physical Education 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

9.1 Health-Related Fitness

Examine and apply the principles of training (i.e., overload, progression, specificity, adaptation, use/ disuse) to personal action plans that incorporate daily moderate to vigorous movement activity and focus on the improvement and/or maintenance of self-selected components of **health-related fitness** (cardiovascular endurance, muscular endurance, muscular strength, flexibility).

Indicators

- Apply an understanding of the principles of training while participating in movement activities that focus on challenging one or more components of health-related fitness.
- Assess personal level of fitness in health-related components of fitness, using a variety of fitness appraisals and credible health-related fitness standards.
- Create, implement, evaluate, and revise a personal fitness plan that illustrates the use of the principles of training and incorporates at least 30 consecutive minutes of moderate to vigorous activity on a daily basis.
- Engage in a variety of movement activities at a moderate to vigorous level of effort daily for at least 12 consecutive minutes.
- Identify, and incorporate into action plans, movement activities of personal preference that support increased fitness and enjoyment.
- Assess fitness plans of others (e.g., classmate created, family member created) as to the effectiveness of the plans based on the incorporation of the principles of training to benefit specified components of health-related fitness.
- Provide feedback to support others (e.g., classmate, family member) in making improvements to personal fitness plans.
- Reflect on and incorporate feedback from others related to personal fitness plans.
- Express insights in response to questions such as “What is your plan for remaining active for the rest of your life?”, “How do you know if you are in ‘good enough’ shape?”, and “How might your level of fitness affect your preferred future?”

Goals: *Active Living, Skillful Movement, Relationships*

Outcomes

9.2 Body Composition

Determine safe and credible publicly promoted options for managing body composition and weight (i.e., decrease body fat, increase muscle content) and analyze the influence of mass media on body image.

Indicators

- a. Appraise the safety and factual benefits of commercially promoted means for managing body weight and composition (e.g., weight loss supplements, diet plans, fitness equipment) based on class-established criteria.
- b. Propose conclusions as to why today’s society may be attracted to commercially promoted means of weight loss.
- c. Locate proof of the uncertainty and lack of safety associated with various commercially promoted means of weight loss.
- d. Debate the pros and cons of commercially promoted means of managing weight and body composition.
- e. Analyze the fitness benefits related to body composition compared to other factors (e.g., financial commitment, access) of various commercially promoted pieces of fitness equipment (e.g., treadmills, bow-flex, home universal gym systems).
- f. Propose how the “fitness and weight control” industry might affect body image.
- g. Express insights in response to questions such as “How can we determine if something is really beneficial or, conversely, potentially dangerous to our physical well-being?” and “Why does society have a weight problem?”

Goals: *Active Living, Skillful Movement, Relationships*

Outcomes

9.3 Core Strength

Investigate and apply safe and effective strategies for developing the strength of core muscles and joint muscles.

Indicators

- a. Demonstrate an understanding of the distinction between core muscles and joint muscles.
- b. Explain the safety issues that are common to, and unique to, the development of strength in the core muscles and the joint muscles.
- c. Create and implement regular exercise routines that focus on the development and maintenance of core strength and include exercises for the upper abdominals, lower abdominals, obliques, and back.
- d. Incorporate useful equipment and technology (e.g., stability balls, circuit charts, medicine balls, wobble boards, free weights, professionally led exercises on DVDs) into regular exercise routines that focus on the development of core strength.
- e. Justify the advantages of focusing on the development of core strength as a means to support active living for life as well as performance in movement activities.
- f. Explain the concept of core strength training as it relates to the body muscular system.
- g. Explain the safety issues related to the development of joint muscle strength.
- h. Identify and incorporate safe methods to develop joint muscle strength through multiple repetitions of low weight bearing exercises as opposed to few repetitions of high weight bearing exercises.

Goals: *Active Living, Skillful Movement, Relationships***Outcomes****9.4 Skill-related Fitness**

Implement personal plans for improvement of a self-selected **skill-related component of fitness** (power, agility, speed, reaction time, balance, and coordination) as it applies to complex movement skills used in a sport or activity of interest (e.g., power in the legs to increase vertical jump for volleyball spike, agility for avoiding a pin in wrestling, balance used in ballet, coordination used in juggling or cup stacking).

Indicators

- a. Research training techniques that focus on a self-selected skill-related component of fitness.
- b. Implement a training plan that focuses on a self-selected skill-related component of fitness and connects to the skills of a movement activity of interest.
- c. Implement self-created pre-assessment and post-assessment strategies for determining progress in a self-selected component of skill-related fitness.
- d. Critique personal plan for improvement of self-selected skill-related component of fitness to determine what worked well and what did not work well.
- e. Express insights in response to questions such as “Who is responsible for making sure that I know what I could do to enhance my abilities?”

Goals: *Active Living, Skillful Movement, Relationships***Outcomes****9.5 Complex Skills**

Build skills towards proficiency in four self-selected complex movement skills including **one from four of the following categories**:

- **target games** (e.g., bowling, curling, golf, archery)
- **striking/fielding games** (e.g., long ball, softball, slo-pitch, cricket)
- **net/wall games** (e.g., badminton, tennis, table tennis, volleyball)
- **invasion/territorial games** (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)
- **alternate environment activities** (e.g., orienteering, skating, cross-country skiing, canoeing, roping, downhill skiing, wall climbing, in-line skating, skate boarding, cycling)
- **body management activities** (e.g., dance, wrestling, track and field, pilates, martial arts, yoga, aerobics, gymnastics).

Indicators

- a. Apply principles of practice to a self-created or pre-designed plan to improve performance in self-selected complex skills.
- b. Implement visual and oral strategies (e.g., sketch movement patterns, verbalize performance of skill while performing it) to support skill development for each of the four self-selected complex movement skills.
- c. Identify complex skills that are at a level of automation (i.e., can perform with control, smoothly and without hesitation) and demonstrate the ability to perform these skills while participating in game situations.
- d. View and provide meaningful feedback on skill performance, of self and others, that could be a focus for improvement.
- e. Create and implement plans to improve performance.
- f. Use feedback from classmates, teacher, and self-assessment strategies (e.g., video, checklists) to determine strengths and weaknesses in performance of self-selected complex skills.
- g. Research, represent, and apply the biomechanical principles of selected skills to correct errors in skill performance as identified by self and/or others.
- h. Identify both the health-related components of fitness and the skill-related components of fitness that are the significant influences on the performance of particular complex skills.
- i. Discuss and practise mental imagery as a means to internalize and apply performance cues that will support proficient performance of complex movement skills.
- j. Assess level to which proficiency of performance of complex movement skills has been attained after repeated participation in the movement activities that incorporate the skills.
- k. Willingly engage in opportunities for improvement by initiating and taking responsibility for learning how to support own skillful movement.

Goals: Active Living, Skillful Movement, Relationships

Outcomes

9.6 Games, Tactics, & Strategies

Collaboratively with teacher or peer, design and implement plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others in each of the following:

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

Indicators

- a. Participate, at moderate to vigorous levels, in a variety of game situations to practise the application of tactics, strategies, rules, and skills of play.
- b. Consider tactical and strategic options, made alone and with others, as well as appropriate application of the rules and skills of the games, both full and lead-up (e.g., three-on-three soccer, half-court basketball, king’s court volleyball).
- c. Demonstrate a willingness to discuss with teammates and to make group decisions regarding options for tactics and strategies to be used in game situations (e.g., play to run in touch football, defense to use in basketball, call to make in curling, how to create distractions to support teammates in prisoner’s base).
- d. Demonstrate a personal understanding of effective tactical and strategic decisions to be used in given game situations.
- e. Work towards a level of automation (i.e., can perform with control, smoothly and without hesitation) in the application of some self-specified, team-specified, and/or teacher-specified tactical decisions while participating in game situations.
- f. Propose, and apply modifications to, rules of games to enhance the enjoyment and fitness benefits for all (e.g., two ‘spies’ allowed in prisoner’s base, one bounce allowed between contact in volleyball).

Goals: Active Living, Skillful Movement, Relationships**Outcomes****9.7 Alternate Environment**

Collaboratively with teacher or peer, design and implement plans to use effective tactics and strategies to enhance performance and enjoyment of self and others, while showing respect for the environment, when participating in a variety of **alternate environment activities** (e.g., orienteering, skating, cross-country skiing, canoeing, roping, downhill skiing, wall climbing, in-line skating, skate boarding, cycling, completing a challenge course, Quincy building).

Indicators

- a. Willingly participate at moderate to vigorous levels in a variety of alternate environment activities to practise the application of tactics and strategies.
- b. Demonstrate responsible behaviours that reflect personal application of effective strategies to support the enjoyment of, and sustained involvement in, alternate environment activities (e.g., dress appropriately for outdoor activity, bring required supplies such as shovels for building a Quincy).
- c. Consider requirements, make plans, and implement actions, alone and with others, to engage in a new-to-me (us) alternate environment activity.
- d. Demonstrate respectful treatment of the environment at all times when participating in alternate environment activities.
- e. Collaboratively create and implement a plan to enhance the outdoor environment while being active (e.g., a clean up the school yard race, a tree planting hike).

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

9.8 Body Management Express insights on the experience of participating in **body management activities**, including dance and gymnastics, as well as others (e.g., pilates, yoga, aquatics, karate, cross country running, aerobics, weight training, tai chi) as a means to support participation in recreational and leisure time activities for physical, emotional, mental, and spiritual well-being.

Indicators

- a. Willingly participate in a variety of social dances (e.g., polka, two-step, jive) or cultural dances that are associated with social events or cultural activities in own geographical location.
- b. Willingly participate in body management activities (e.g., yoga, aerobics, swimming, karate, weight training, resistance training, tai chi) alone and with others.
- c. Assess the physical, emotional, mental, and spiritual well-being benefits of participation in body management activities.
- d. Determine own preference for participation in body management activities and the pros and cons of this preference related to personal well-being.
- e. Analyze the potential positive and negative outcomes of specific body management activities for supporting various dimensions of the whole person (e.g., how participation in social dance can positively and negatively affect emotional well-being; how weight lifting can positively and negatively affect physical well-being).
- f. Investigate emerging career options that are presenting themselves as a result of a trend towards increased participation in body management activities.

Goals: *Active Living, Skillful Movement, Relationships*

Outcomes

9.9 Volunteerism & Leadership
 Plan, participate in, and lead, with others, a movement activity event (e.g., a tournament, a fitness-athon, an outdoor orienteering challenge, a winter carnival, Arctic Games, a team scavenger hunt) to engage others (e.g., peers, classmates, younger students, community members) in movement activity.

Indicators

- a. Use a democratic decision-making process to select the best options for group-led movement activity event.
- b. Brainstorm the aspects that must be considered in order to run a movement activity event for others.
- c. Self-analyze and communicate personal skills that one can contribute to the group process for organizing and running a movement event.
- d. Express insights into how personal skills related to planning and leading a movement activity might impact career choices in the future.
- e. Follow through with a personal commitment to carrying out an aspect of organizing and running a movement activity event.
- f. Brainstorm potential supports in the school and community for establishing partnerships to develop and promote movement activities.
- g. Collaborate with others (e.g., peers, other classes, other schools, community members) in organizing, promoting, and running a movement activity event.

Goals: *Active Living, Skillful Movement, Relationships*

Outcomes

9.10 Influences
 Identify and discuss the influences of mass media, advertising strategies, and other sources to determine their impact on promoting active living (e.g., commercials, sport and special events coverage, physical activity promotions such as fund-raising walkathons/runs).

Indicators

- a. Identify the various mediums through which our understanding, beliefs, and attitudes regarding active living are influenced.
- b. Discuss the impact of more recent promotional strategies (e.g., infomercials, pedometers in cereal boxes) on active living.
- c. Explain the diversity of the benefits (e.g., personal health, public health) associated with participation in publicly promoted movement activity events such as a charitable fund-raising movement activity event.
- d. Tell a story (e.g., written, visual, audio, video, creative performance) of own involvement or another person's involvement in a media-promoted organized movement activity (e.g., a local tournament, a charitable fund-raising event that involves movement activity).
- e. Debate the influence of mass media on attitudes towards participation in movement activities and as a means of promoting mass participation in regular movement activity.

Goals: *Active Living, Skillful Movement, Relationships***Outcomes****9.11 Prevention & Care**

Apply an understanding of how to prevent (e.g., using proper technique) and care for a variety of movement activity-related injuries (e.g., sprains, breaks, contusions, skin irritations, concussions).

Indicators

- a. Identify and apply the biomechanical concepts of efficient movement (e.g., centre of gravity, body alignment) that are important for safe exercising in lifting and carrying activities (e.g., bend knees, hold object close to body, avoid twisting positions, keep head position neutral) to prevent injury while participating in movement activities.
- b. Respond appropriately to a variety of role-played and/or ‘teachable moment’ situations (e.g., injured teammate who has “rolled an ankle”, unconscious child in a playground) using basic first-aid procedures and techniques.
- c. Propose options for how to support injured joints (e.g., tensor wrapping, taping) and practise applying options available.
- d. Make connections between the understanding and skills that are being developed and career options that are associated with the prevention and care of activity-related injuries that result from participation in movement activities.

Goals: *Active Living, Skillful Movement, Relationships***Outcomes****9.12 Respectful Behaviour**

Demonstrate an understanding of and incorporate positive social behaviours into all aspects of personal involvement in movement activities, in the context of both a participant and a spectator, after examining the positive and negative influences of organized sports, movement competitions (e.g., dance competition), and mass media on the social behaviour of self and others.

Indicators

- a. Discuss the impact that various issues associated with participation in sport have on society in general, and personal social behaviours specifically, including but not limited to violence and aggression in sport by athlete and spectators, abuse of officials, drug use including steroids and intravenous drugs, tobacco and alcohol sponsorship, and gambling.
- b. Debate issues related to participation in movement activities (e.g., keeping accurate score in golf according to the rules, calling the boundaries correctly in badminton, acceptance of people of all body types in dance) that reflect individual standards for acceptable behaviour in social situations.
- c. Describe the characteristics of specific positive role models, locally, provincially, and globally, who are involved in movement activities.
- d. Demonstrate a personal commitment to positive social behaviour while participating in and watching movement activities.
- e. Present personal reflective opinions on highly publicized ethical controversies (e.g., steroid use by professional athletes, criminal charges against athletes as the result of actions during sporting competitions, fan abuse of or attacks on athletes and/or officials, gambling related inappropriate behaviours of athletes and/or officials) that have influenced societal thinking regarding social behaviour related to movement activities.
- f. Express insights in response to questions such as “Why is there a shortage of minor officials and coaches in almost all sports played in Prince Edward Island?” and “Do I ever do anything that would make someone else want to quit being involved in movement activities?”
- g. Create a personal “Code of Ethics” for acceptable social behaviour related to participation in sport.

Goals: *Active Living, Skillful Movement, Relationships*

Outcomes

9.13 Contemporary Culture

Identify and discuss personal perspectives on how to manage the contemporary opportunities and challenges that influence one’s ability to develop as a skillful mover, to live a balanced, active lifestyle, and to develop and maintain safe and respectful relationships.

Indicators

- a. Explore and discuss contemporary opportunities and challenges (e.g., medical advances to repair injuries, performance-enhancing drug use) that can influence personal standards and decisions related to participation in movement activities on a regular basis.
- b. Propose and discuss connections between the types and levels of participation of self and others in movement activities (e.g., professional and amateur sport options; sport participation opportunities for women, minorities, and those with disabilities; physical education, fitness, and training; major national and international sporting competitions).
- c. Express insights on how Canada’s success (or lack of) at World level athletic competitions impacts movement activity options at the provincial and local level (e.g., financial support for elite athletes versus financial support for physical activity options for all; emphasis on high performance training versus participation in a variety of movement activities; and emphasis on competition versus cooperative and social interaction).
- d. Express insights in response to questions such as “Has society gone too far in its concern for safety and desire to protect children and youth from injury?” and “Is there a role for government to play in controlling the activity levels of its citizens?”

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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