2010
Saskatchewan Curriculum

Physical Education

3

Ministry of Education

Physical Education 3
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- university professors
- other educators and community members

in the development of the Grade 3 Physical Education Curriculum.

Introduction

Physical education is a Required Area of Study in Saskatchewan's Core Curriculum. The provincial requirement for Grade 3 Physical Education is **150 minutes of instruction per week** *(Core Curriculum: Principles, Time Allocations, and Credit Policy,* 2009*)* for the entire school year. Ideally, physical education will be scheduled daily in order to provide opportunities for students to develop positive attitudes toward active living, to gain self-confidence as skillful movers, and to promote personal, social, cultural, and environmental growth and appreciation. Quality daily physical education, as part of the entire learning experience concerned with educating the whole person, will support students in developing a solid foundation for a balanced life.

This curriculum provides the intended learning outcomes that Grade 3 students are expected to achieve in physical education by the end of the year. Indicators are included to provide the breadth and depth of learning required by the outcomes.

The learning experiences provided for students in Grade 3 will contribute to student achievement of the provincial Goals of Education by the end of Grade 12.

The Grade 3 Physical Education curriculum provides:

- direction for supporting student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning and the Cross-curricular Competencies within the physical education program
- the K–12 aim and goals of physical education in Saskatchewan
- the critical characteristics and philosophical foundations of effective physical education programs
- the learning outcomes for Grade 3 Physical Education that are based in 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
- a sample assessment rubric 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. Additional support materials that explore and demonstrate these pedagogical understandings are also available (see resource lists on the Ministry of Education website).

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

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

Students who are physically educated are:

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

(Kalyn, 2006, p. 195)

Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its four components and various initiatives, Core Curriculum is intended to support student achievement of the Goals of Education for Saskatchewan.

For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* found on the Saskatchewan Ministry of Education website.

For additional information related to the various components and initiatives of Core Curriculum, please refer to the Ministry website (www.education.gov.sk.ca/policy) for policy and foundation documents including the following:

- *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988)
- *Objectives for the Common Essential Learnings (CELs)* (1998)
- *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)* (2008)
- *The Adaptive Dimension in Core Curriculum* (1992)
- *Policy and Procedures for Locally-developed Courses of Study* (2010)
- *Connections: Policy and Guidelines for School Libraries in Saskatchewan* (2008)
- *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (2005)
- *Gender Equity: Policies and Guidelines for Implementation* (1991)
- *Instructional Approaches: A Framework for Professional Practice* (1991)
- *Multicultural Education and Heritage Language Education Policies* (1994)
- *Physical Education: Safety Guidelines for Policy Development* (1998)
- *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* (2001).

Broad Areas of Learning

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

Lifelong Learners

Related to the following Goals of Education:

- *Basic Skills*
- *Lifelong Learning*
- *Positive Lifestyle*

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 thus supporting them as lifelong learners.

Sense of Self, Community, and Place

Related to the following Goals of Education:

- *Understanding and Relating to Others*
- *Self-concept Development*
- *Spiritual Development*

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

Engaged Citizens

Related to the following Goals of Education:

- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

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

Cross-curricular Competencies

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

Developing Thinking

K-12 Goals for Developing Thinking:

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

Learners construct knowledge to make sense of the world around them. Their understanding develops through thinking contextually, creatively, and critically. In Grade 3 Physical Education, students

will explore, create, express, communicate, and apply deeper understandings of skillful physical movement, active living, and relationships and the interconnectedness of the three. Students will begin to think contextually about movement and relationships. They will begin to understand how different experiences influence their thinking.

Developing Identity and Interdependence

K-12 Goals for Developing Identity and Interdependence:

- *understanding, valuing, and caring for oneself*
- *understanding, valuing, and caring for others*
- *understanding and valuing social, economic, and environmental interdependence and sustainability*

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed world. To achieve this competency requires understanding, valuing, and caring for oneself and others, and understanding and valuing social and environmental interdependence and sustainability. In physical education, Grade 3 students explore and discover who they are and how they can influence their own growth. They begin to demonstrate attitudes and skills for supporting the growth of others in both independent and cooperative ways.

Developing Literacies

K-12 Goals for Developing Literacies:

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

Literacies provide a variety of ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and to communicate meaning. Grade 3 students will develop multiple literacies to support their deeper understanding of self – physically, emotionally, mentally, and spiritually.

Developing Social Responsibility

Goals for Developing Social Responsibility:

- *using moral reasoning*
- *engaging in communitarian thinking and dialogue*
- *taking action*

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It 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, Grade 3 students will develop personal skills to support socially responsible behaviour that is considerate of others and respectful of individual differences.

K–12 Aim and Goals of Physical Education

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

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

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

Active Living Goal

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

The Active Living goal emphasizes the need for children to participate in "authentic" learning experiences that are enjoyable and that lead to deeper understandings about physical fitness. Children benefit from play and purposeful play will support students in being active for life. To support personal well-being, 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.

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)

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

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

Skillful Movement Goal

The opportunity to move is important but learning the hows and whys of movement is more important if children are to gain the confidence and ability to participate in a variety of movement activities. This Skillful Movement goal addresses all aspects of effective motor learning with students gaining a deeper understanding of the transferability of movement skills from one movement activity to another. Rather than students learning the skills of a particular game or sport, Grade 3 students learn the foundations of movement. They continue to develop an understanding of how to move their bodies efficiently and effectively.

Students are more willing to engage in movement activities if they know how to move skillfully, and understand the concepts, tactics, and strategies that support skillful and enjoyable participation. Through involvement in authentic learning experiences, students deepen their understanding of how to move which transfers to using these skills within meaningful contexts in future years. 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 have the ability to apply, the whats, whys, and hows of skillful movement.

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)

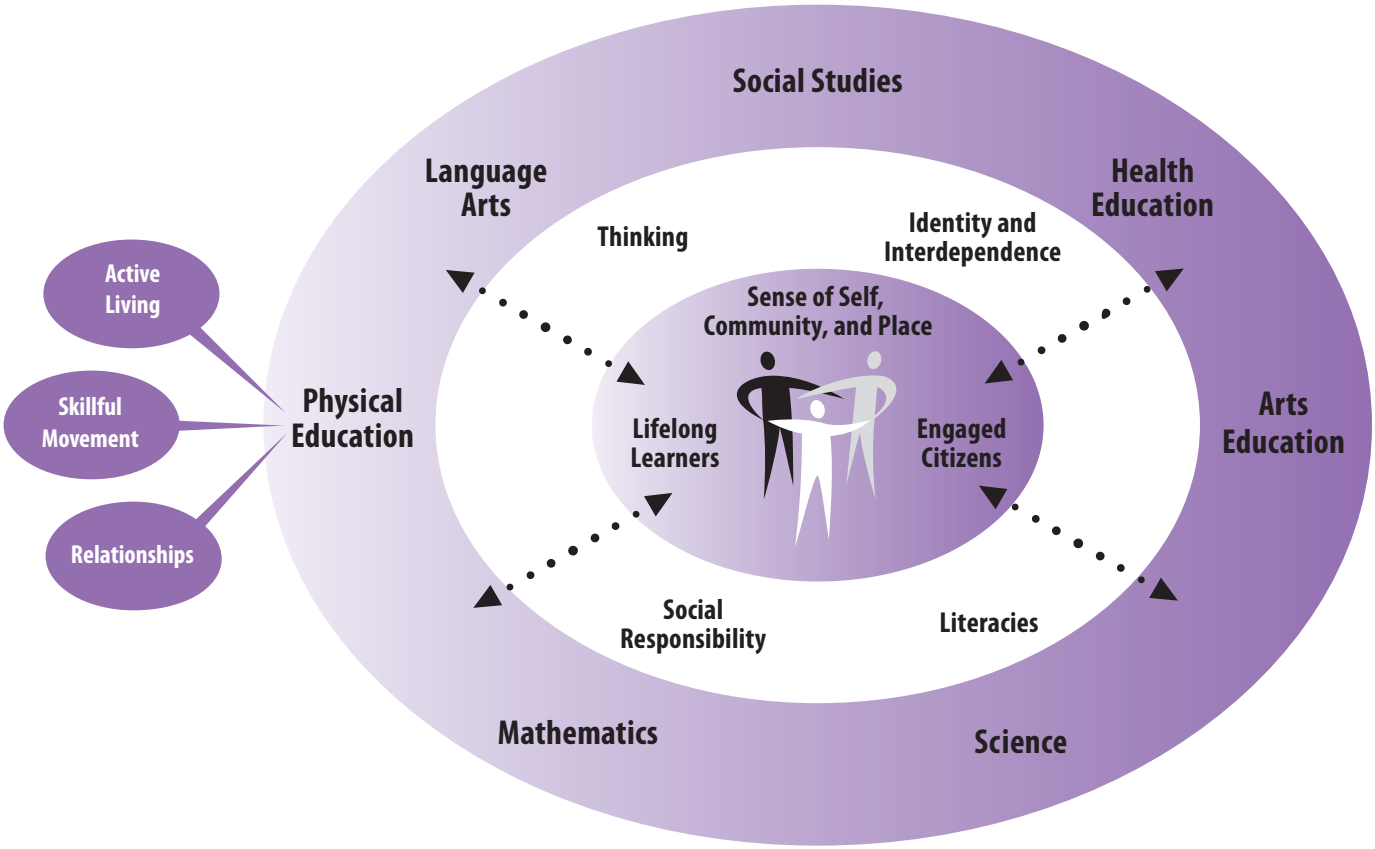
Relationships Goal

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

The 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 of various cultures, students are better able to engage in multiple, diverse relationships.

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 has 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.

Figure 1. Physical Education Connections to other Areas of Study



An Effective Physical Education Program

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

- focuses on achieving physical literacy
- provides meaningful contexts, key ideas, and questions for Elementary 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 based on the curriculum
- is defined by the grade specific outcomes.

Developing Physical Literacy

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

An individual who is physically literate:

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

(Whitehead, 2006)

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)

Counteracting Myths

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

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

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

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

Fact: Daily participation in physical education can improve students' success in all areas of study. "Adding to the growing body of research extolling the cognitive benefits of physical exercise, a recent study concludes that mental focus and concentration levels in young

children improve significantly after engaging in structured physical (movement activities)" (Caterino & Polak [1999], in Blaydes, n.d., p. 2).

Myth: 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 to be physically literate. Teachers need to plan purposeful learning experiences for students around the whats, hows, and whys of being active, moving skillfully, 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, physically fit, able to enjoy a variety of movement activities, able to interact positively in a variety of situations, and committed to lifelong well-being. It is a continuing process of articulated, sequential development of skills, talents, attitudes, and behaviours.

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

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

Myth: Physical education focuses on the more athletically gifted.

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

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

Fact: In physical education, emphasis must be placed on a broad spectrum of learning and personal development. Learning involves thinking and feeling, being active and processing information, thinking critically and making decisions, not just using skills. Teachers

need to provide students with a diversity of learning experiences that provide students with multiple ways of showing what they know.

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

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

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

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

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

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

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.

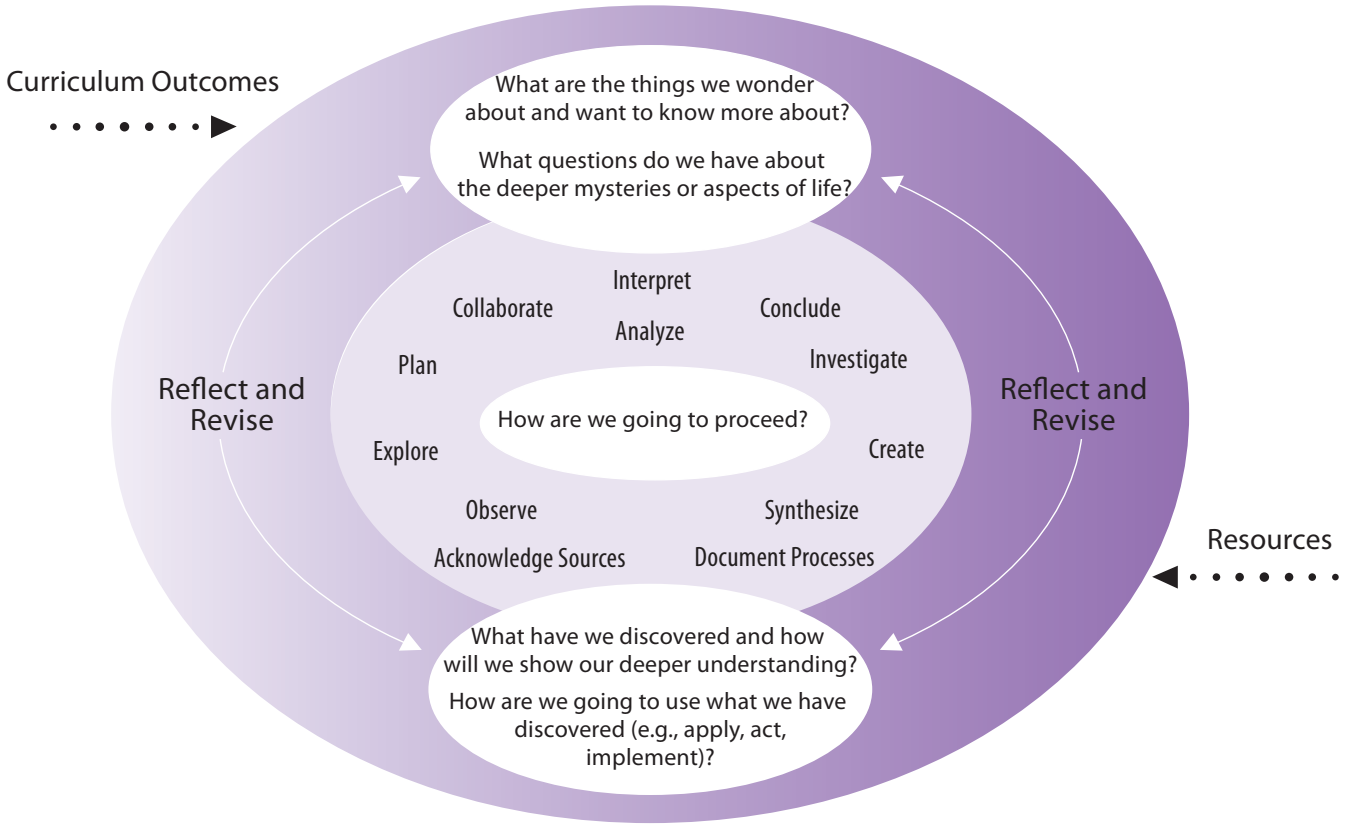
(Mills & Donnelly, 2001, p. xviii)

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

Figure 2. Constructing Understanding through Inquiry



Students who are engaged in inquiry:

- construct deep 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.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

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.

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

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

Creating Questions for Inquiry in Physical Education

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

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

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

In physical education, effective questions are the key to fostering students' critical thinking and problem solving. Questions such as "How should we respond when we are playing and someone else is cheating?" and "What are some activities we can participate in that will help to make our heart stronger?" are 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 "Whose job is it to make sure we are physically active every day?" and "Is there ever a time when we are playing that we do not need to cooperate?". 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.

Effective Questions for Understanding:

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

(Wiggins & McTighe, 2005, p. 110)

Learning through Critical, Creative, and Powerful Strategies

Critical and creative thinking is a central component of learning. Within physical education, one focus should be on "reflective thinking that is used to make reasonable and defensible decisions about movement tasks or challenges" (McBride, 1992, p. 115). More importantly, students need to experience opportunities to use critical and creative thinking within movement performance to understand more deeply the hows and whys of movement. Teachers should plan for authentic learning experiences that will support students in exploring, questioning, reflecting, and making decisions to develop deeper understanding that will lead to the transfer of learning to new situations. Grade 3 students need opportunities to think critically and creatively, to promote deep thinking and deep understanding.

Meeting the Needs of All Students

An inclusive physical education environment is one which provides the opportunity for students of all abilities and interests to participate with their peers. Inclusive physical education recognizes the inherent value and strengths of each student, 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 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, including those with disabilities. 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. Ideally, all students should achieve curriculum outcomes in authentic ways when basic adaptations are made.

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

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)

Teachers will need to make individualized adaptations 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 team, the school division team, and outside agencies to gain ideas on how best to work with students who have specific individual needs. Adjustments can be made in instructional material, methods, and/or the learning environment in order to assist all students in achieving the outcomes.

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.

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

Planning

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

Year Planning

The sample year plan provided on page 17 is based on the following assumptions and recommendations:

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

- Extending is teacher-led and builds on previously introduced learnings to support students in growth towards achieving the outcomes.
- Applying/challenging is teacher-facilitated with the teacher guiding students through learning experiences that challenge students to apply the knowledge, understandings, skills, and attitudes 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 K-12 goals for physical education by the end of Grade 12.
- 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

Table 1 (on the following page) provides a recommended amount of time to commit to each outcome. Even though the focus of time is not equal for all outcomes, each outcome is important and teachers should plan to initiate and extend learnings for all outcomes.

Table 1. Recommended Hours for Each Outcome

Suggested Minimum Time Commitment to Outcomes			
	Suggested Hours of Focus		
	Initiating	**Extending Applying/ Challenging**	**Total Hours**
Outcome 3.1 Health-related Fitness	6	6	12
Outcome 3.2 Active Living	4	4	8
Outcome 3.3 Locomotor Skills	4	4	8
Outcome 3.4 Non-locomotor Skills	3	3	6
Outcome 3.5 Manipulative Skills	6	6	12
Outcome 3.6 Movement Variables	5	5	10
Outcome 3.7 Strategies and Skills	4	4	8
Outcome 3.8 Positive Interactions	3	3	6
Outcome 3.9 Safety	2	2	4
Outcome 3.10 Relationships	3	3	6
Sub total	40	40	80
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			20
Total Hours			100

Table 2. Suggested Year Plan - Outcome Focus

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

Month Time	Outcomes									
	Health-related Fitness	**Active Living**	**Locomotor Skills**	**Non-locomotor Skills**	**Manipulative Skills**	**Movement Variables**	**Strategies and Skills**	**Positive Interactions**	**Safety**	**Relationships**
	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10
Aug./Sept. 13 hours										
October 11 hours										
November 11 hours										
December 8 hours										
January 9 hours										
February 8 hours										
March 8 hours										
April 11 hours										
May 11 hours										
June 10 hours										

Time Frame Plan

The recommended planning framework for physical education is a "time frame" plan. This planning framework encourages teachers to focus their planning for a period of time, while recognizing that students should not be expected to fully achieve an outcome by the end of a time frame. Outcomes are to be achieved by the end of the grade.

The graphic organizer, shown in Figure 3, could be followed when planning for a month of instruction. At the centre of the graphic is the "entry" outcome. This is an outcome that could be the main focus for the month. It could influence the planning for all lessons throughout the month. The surrounding outcomes are all interconnected with the "entry" outcome and some of them would be incorporated into the learnings of each lesson throughout the month. (Note: For balanced attention to the outcomes and balanced planning, the "entry" outcome would change for most months of the year.)

Figure 3. Sample Graphic Organizer for Time Frame Plan - January

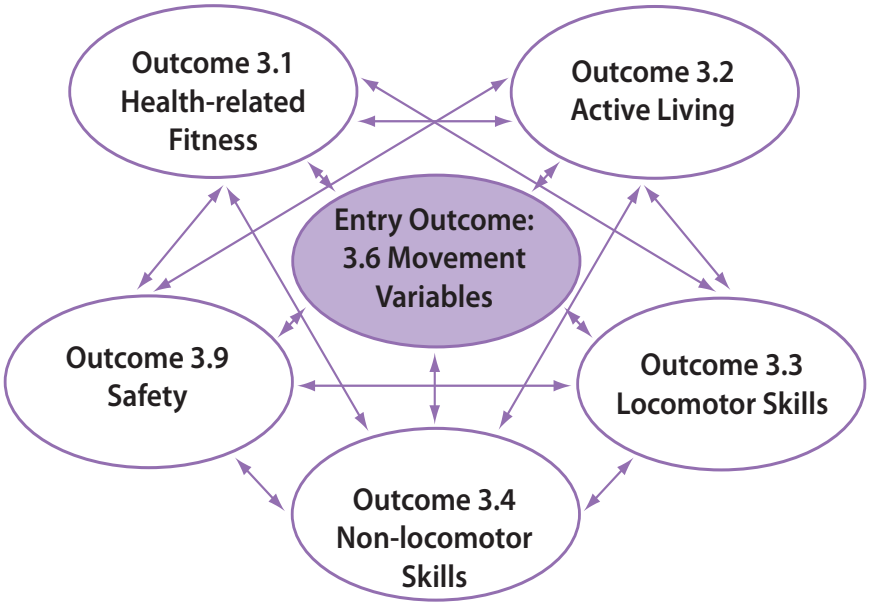


Table 3. Sample Time Frame Planning Template

Time Frame Planning		
Time Frame: (e.g., January – 9 hours of Instruction)		
Entry Point Outcome: [e.g., Movement Variables (3.6)]		
Entry Outcome Focus: The teacher identifies the specific learnings that will be the focus of planning for the time frame. The teacher could refer to specific indicators in this section. Example: Indicators f., g., h., i., j., k., and l.		
Suggested Interconnected Outcomes: The teacher identifies the outcomes that are a supporting focus and interconnected learnings for the 'entry' outcome. Students progress towards achieving each of these outcomes throughout the time frame through teacher-developed authentic learning experiences. The teacher could also identify the specific indicators that will support teacher planning and student learning. Example:		
Health-related Fitness (3.1)	Indicators j., k., l., and m.	
Active Living (3.2)	Indicators b., d., and i.	
Locomotor Skills (3.3)	Indicators a., b., c., k., l., m., n., o., p., and q.	Note: Outcomes and indicators begin on page 30 of this curriculum.
Non-locomotor Skills (3.4)	Indicators a., b., c., d., e., f., g., and h.	
Safety (3.9)	Indicators a., b., c., and d.	
Learning Sequence: The teacher would map out the sequence of learnings based on the outcomes and indicators identified for the time frame. Specifically, the teacher could create a brief description of what will happen each day during this time frame. Each of these indicators provides ideas of what the teacher could connect together to create a series of lessons.		

Lesson Planning

The prerequisite of a meaningful learning experience is a well-planned physical education 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 students have achieved the outcome and how they will assess student progression towards achieving the indicated outcomes. After the outcomes, indicators, and assessment decisions have been made, teachers could choose to use an 'opening for learning - development 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.

As outcomes are interconnected and interdependent, any combination of the outcomes can be the focus for a lesson of instruction. The teacher will have made connections between outcomes when creating the time frame plan. These connections should also be made when the teacher is planning a lesson. This will support students in developing a deeper understanding of the separate outcomes and, more importantly, deeper understandings of the connected learnings associated with being physically literate.

Table 4. Sample Lesson Plan Template

Lesson Plan Template	
Date:	
Outcome Focus: The teacher identifies the interrelated/interconnected outcomes that are the starting point for the lesson plan (e.g., 3.3 – Locomotor Skills, 3.4 – Non-locomotor Skills, 3.6 – Movement Variables, and 3.9 – Safety) and analyzes 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 students have achieved the outcomes and plans strategies and processes to incorporate throughout the lesson that will support the teacher in determining if each student knows and can do this 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 planned 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 to 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 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 focus. The indicators associated with the outcome focus 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 specified 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., slide step sideways), and challenges (jump backward for height), learning stations, and cooperative activities and games play. As much as possible, this plan should be built with the inquiry process as the foundation for learning and student exploration being encouraged. Throughout this learning experience, the teacher should also include plans for questioning for deeper understanding (e.g., How can a movement that some might think is risky actually be a good one to learn to help keep you safe?). 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 points 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 as follows: 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 Lesson Plan – January

Date:

Outcome Focus: Active Living (3.2)

Non-locomotor Skills (3.4)

Movement Variables (3.6)

Learning Focus: (Indicators)

- Explain how participation in movement activities can help one grow as a creative thinker, a performer, a problem solver, and a person with confidence (3.2).
- Use performance words (e.g., "arms straight out to the side", "chin up", "feet tight together") to demonstrate understanding of performance cues language connected to skillful non-locomotor movement (3.4).
- Design and demonstrate, with a partner, a variety of statues (balances) of different shapes with one person bearing all or part of the weight of the partner and focusing on being as stable as possible (3.6).
- Identify adjustments (e.g., lower the centre of gravity, free body parts need to be extended for stability) needed, using performance cues language, to improve performance in teacher and/or classmate demonstrated balances (3.6).

Assessment and Evaluation: Check for understanding by questioning throughout the lesson. Use a checklist of balance performance cues to determine each student's understanding of skillful balancing. Begin tomorrow's class with partner balance demonstration. Record anecdotal notes on each student's understanding of a balance problem and how to solve it.

Organization and Management Considerations: Use mats (one per partnership) and tell students to remove their shoes and socks while on the mats (safety and comfort).

Opening for Learning

Indicators:

- Design and demonstrate, with a partner, a variety of statues (balances) of different shapes with one person bearing all or part of the weight of the partner and focusing on being as stable as possible (3.6).

Learning Experience:

- As students enter the gym, tell them to join with their 'up and down' buddy (pre-established partnership of similar size children) and working together, place a mat in their own space on the gym floor.
- Tell students to work with their partner to create statues (balances) of different shapes with one person bearing all or part of the weight of the partner (demonstrate an example using a partnership of students).

(Example of Adaptation: Provide physical supports, such as a sturdy chair, for a student with a physical disability that affects balance. The student can hold onto the chair while experimenting with balance positions.)

Sample Lesson Plan – January (continued)

Development of Learning

Indicators:

- Explain how participation in movement activities can help one grow as a creative thinker, a performer, a problem solver, and a person with confidence (3.2).
- Use performance words (e.g., "arms straight out to the side", "chin up", "feet tight together") to demonstrate understanding of performance cues language connected to skillful non-locomotor movement (3.4).
- Design and demonstrate, with a partner, a variety of statues (balances) of different shapes with one person bearing all or part of the weight of the partner and focusing on being as stable as possible (3.6).
- Identify adjustments (e.g., lower the centre of gravity, free body parts need to be extended for stability) needed, using performance cues language, to improve performance in teacher and/or classmate demonstrated balances (3.6).

Learning Experience:

- Bring students together and ask them what skills students needed to use to create their statue; lead them to answers such as creative thinkers and problem solvers.
- Ask some partnerships to demonstrate their statues. Comment on positive aspects of their balances using performance cue language (e.g., solid base of support). Ask students to contribute other comments encouraging them to use the language of movement.
- Verbally review and demonstrate the performance cues for a skillful balance; have students repeat the words and mimic the demonstration.
- Ask one sets of partners to demonstrate their statue. The teacher models giving feedback to the partners on how they could strengthen their balance.
- Join two sets of partners together; ask one set to give feedback on the partner balances to the demonstrating pair of students. Instruct the demonstrating pair to express what they are doing with their bodies as they demonstrate, using the performance cues.
- Tell the viewing partners to provide feedback to the demonstrating partnership that will help them with the skillfulness of their balancing.
- Circulate among the students listening to their conversation and posing questions to support learning as needed.
- Bring students together and ask them what made the balancing more challenging when they were creating the statues with their partners as opposed to balancing alone. Discuss their ideas and ask for possible solutions to strengthen the stability and creativity of their partner statues.
- Tell students to work in partners again to make the most creative, stable statues possible.
- Circulate among the students, listening to their conversation and posing questions to support learning as needed.

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

Closure for Learning

Pose **questions and/or provide needed information** to reinforce the lesson focus:

- Review the performance cues that will support students' understanding of how to perform a skillful balance, with a specific emphasis on partner balance considerations (e.g., base of support, centre of gravity).
- Ask students to think about one problem they faced in trying to create stable partner statues and how they solved the problem. Tell them that, in class tomorrow, they will demonstrate their best partner statue, and share one problem and how they solved it.

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

Further Planning Considerations

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 to engage in active living and to become skillful movers. This can also support the teacher in achieving maximum activity time during the instructional time while still supporting students in achieving the learning outcomes of the curriculum.

Achieving Grade Specific Curricular Outcomes

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. Outcomes must not be rewritten or omitted. It is, however, appropriate to deconstruct an outcome and determine its relationship to student assessment and the overall intent of the curriculum. When teachers identify the main concepts and important processes in each outcome and visualize how students can achieve those outcomes, it is far easier to design and implement the most appropriate assessment and instructional tasks.

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.," are each used for 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.," provides specific examples of what could be included as part of the learning experience.

Grade 3 Physical Education Outcomes

The outcomes for Grade 3 Physical Education relate 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 chart of Grade 3 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 goals in boldface font indicating a stronger connection to the outcome.

Active living, skillful movement, and relationships are interconnected aspects of learning that address the whole person in physical education and focus on creating a balanced self. Each outcome in physical education focuses on an important aspect of this area as part of the complete physical education experience. However, no single outcome can stand alone as a learning focus for a period of instruction. Teachers should integrate learning experiences from multiple outcomes related to all three goals into every lesson.

Mainly connected to the Active Living goal, the teacher will lead Grade 3 students to understand and practise the habits and requirements for developing health-related fitness to support personal well-being. The students will be able to express the benefits of incorporating active living into their daily lives to support their whole well-being.

Building towards achieving the Skillful Movement goal, the growth and development of children is of significant consideration and the Basic Movement Patterns underlie the movement skills focused outcomes and indicators. Participation in movement activities usually requires a combination of Basic Movement Patterns and these Movement Patterns are generic in the sense that they are not limited to any single movement activity. After the skills are learned, they can be combined to become the more complex skills used in settings such as those found in games, sports, and body management activities. Most importantly, when students understand the movement patterns, they will develop the confidence and competence to engage in 'new' movement activities.

Flowing out of these movement patterns, specific movement skills are identified for teachers to focus on when teaching Grade 3 students. The level to which Grade 3 students should be expected to perform these movement skills has been identified in the outcomes. The language used to describe and communicate levels of skill proficiency for Grade 3 students is Explore, Progressing towards Control, Control, and Utilization.

Explore: This is the introduction to basic movement patterns and skills where students will be discovering how their bodies move and ways that students can vary that movement. At this level, replication of a specific movement is not expected.

Progressing towards Control: 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, and Parker, 2007, p. 107).

Control: The body appears to respond somewhat accurately to the child's intentions but the movement requires intense concentration. A movement that is repeated becomes increasingly uniform and efficient.

Utilization: The skill performance is somewhat automatic with the student performing the skill without thinking much about how to perform the skill. The skill can be used in multiple contexts.

Detailed performance cues have been provided in the indicators of the curriculum when a Control level of skill is the focus at that grade level.

Table 5. Focus on Movements Skills by Grade Level

Movement Skills – Developmental Progression							
Grade Level Focus							
E – Explore	P – Progressing towards Control			C – Control		U – Utilization	
Basic Movement Patterns	**Movement Skills**	**K**	**1**	**2**	**3**	**4**	**5**
Locomotions	**Locomotor Skills:**						
	Walking	P	C	U	**U**		
	Running	P	C	U	**U**		
	Jumping Forward and Sideways and Landing	P	C	U	**U**		
	Jumping Backward and Landing	E	P	C	**U**	U	
	Hopping	E	P	C	**U**	U	
	Skipping	E	P	C	**U**	U	
	Galloping	E	P	C	**U**	U	
	Leaping	E	P	C	**U**	U	
	Sliding	E	P	C	**U**	U	
	Rolling Forward and Sideways	E	P	C	**U**	U	
	Rolling Backward			P	**C**	U	U
Statics, Landings, and Rotations	**Non-locomotor Skills:**						
	Balancing	P	C	U	**U**	U	
	Jumping and Landing on Feet on the Spot	P	C	U	**U**		
	Landing on Hands from Kneeling Position	E	P	C	**U**	U	
	Landing on Hands from Standing Position		E	P	**C**	U	U
	Rotating on the Spot	E	P	C	**U**	U	
Sending	**Manipulative Skills:**						
	Throwing	E	P	C	**U**	U	
	Kicking	E	P	C	**U**	U	
	Striking Objects with Hands		E	P	**C**	U	U
	Striking Objects with Short-handled Implements		E	P	**C**	U	U
	Volleying			E	**P**	C	U
	Striking with Long-handled Implements			E	**P**	C	U
	Punting				**E**	P	C
Receiving	Catching (Gathering, Collecting)	E	**P**	C	**U**	U	
Accompanying	Hand Dribbling		E	P	**C**	U	U
	Foot Dribbling		E	P	**C**	U	U

Skillful Movement also includes expanding students' awareness of what the body does, where the body moves, how the body performs the movement, and with whom or with what the body moves. These understandings are referred to as the Movement Variables. During the early elementary years, emphasis is placed on establishing a movement vocabulary and on the understanding and use of movement concepts from each of the four categories of Movement Variables – Body, Space, Effort, and Relationships. Grade 3 students will benefit from developing a basic understanding of the Variables to support them in growing as skillful movers and conversely, as students develop movement skills, their understanding of the Movement Variables will increase.

Grade 3 Movement Variables Focus
The Body as an Instrument of Movement (What)
Body parts
Body shapes
Body actions
Space (Where)
General space
Levels – High, medium, low
Directions – Up/down, forward/backward/sideways, right/left
Pathways – Straight, curved, zig-zag
Extensions – size of movement (e.g., small swing, big swing)
– distance of movement from the centre of the body
Effort (How)
Force – Strong, light
Time/Speed – Fast, slow
Flow – Free, controlled
Relationships (With What or Whom)
Body parts – Round, curved, wide, twisted
Objects – Over/under, on/off, near/far, in front/behind, along/through
Others – Around, alongside, alone in a mass, in front/behind

Safe and respectful interactions that reflect a consideration of self, others, and the learning environment are essential while learning and developing as a physically educated person. In Grade 3, the outcomes that more deeply focus on the Relationships goal encourage students to develop a foundation for a balanced self in the context of moving skillfully and living actively.

In Grade 1 Physical Education, students participated in activities to develop the health-related components of fitness. In Grade 2, they focused on how to develop three of the five components of health-related fitness. In Grade 3, the students will now expand this

understanding to developing four components of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to consider how they do so in a variety of settings at school, at home, and in the community. Grade 3 students will begin setting and working towards goals for increased personal participation in movement activities, a skill that will continue to be emphasized through future grades.

Grade 3 students will demonstrate an understanding of how a physically active lifestyle is interconnected with many aspects of their current and future lives including increased skill competency, social growth, and use of leisure time. They will consider the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, stress reduction, increased skill competency, active work life, contact with nature, use of leisure time, and involvement in the community. To support this learning, Grade 3 students will consider various factors that can affect their decisions regarding their level of participation in movement activities. Students will make connections between work life options and opportunities to be active.

The progression of skill development continues in Grade 3 with an even greater emphasis on students engaging in a self-directed approach to developing both the physical performance of movement skills and the understanding of what effective movement looks like. The outcomes and indicators will continue to focus on locomotor (traveling), non-locomotor (non-traveling), and manipulative (moving objects) movement skills with a developmentally appropriate progress of level being identified.

The specific skill development focus in Grade 3 is for students to reach the utilization level of skill performance when jumping backward and landing, hopping, skipping, galloping, leaping, sliding, rolling forward and sideways, when landing on hands from a kneeling position and rotating on the spot, and when throwing, catching, and kicking. They will also experience opportunities to perform rolling backward, landing on hands from a bent knee standing position, hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements at a control level of skill. The teacher will introduce the volleying and striking objects with long-handled implements skills to Grade 3 students and provide them with opportunities to progress towards control.

Building on learnings from the previous grades, Grade 3 students' application of movement variables (space, effort, and relationships) will focus on complex movement skills in the context of participation in a variety of body management activities. These activities will include dance and educational gymnastics, as well as others such as yoga, skipping, and track and field.

Students will start to make decisions about the selection and use of some movement skills, tactics, and strategies as required for effective participation in games and alternate environment activities. Grade 3 students continue to play low-organizational, small-sided, inventive, and cooperative games as well as target games. They will be introduced to lead-up striking/fielding and invasion/territorial games. Students will consider the main intention of games, the differences between types of games, follow the rules of games, and create team games. Grade 3 students will also develop tactics for participation in a variety of alternate environment activities such as cross-country skiing and orienteering. Students will progress in their skill development for skills used in various games and alternate environment activities.

In Grade 1 Physical Education, students focused on demonstrating safe and cooperative behaviours while participating in movement activities. Grade 2 students built on this to explain the purpose behind rules, procedures, and etiquette and applied this understanding while participating in a variety of movement activities. In Grade 3, students focus on demonstrating positive interactions with others in cooperative and competitive movement activities. Students will be able to distinguish between acceptable and unacceptable actions and reactions to guidelines, rules of play, and winning and losing. Students will also reflect on how their attitudes and actions affect others and take responsibility for their own social behaviour while participating with others in movement activities. Understanding and demonstrating "fair play" attitudes and behaviours is a focus for Grade 3 students.

With a great emphasis in Grade 3 on participation in a variety of movement activities including games play, the students will demonstrate an understanding of the risk factors and safety requirements for a variety of movement activities. Students will evaluate their personal commitment to assessing risk factors and applying safe practices. Students will also be able to explain how to control the body and move safely in various movement situations. Building on this, students will pose and practise preventative solutions to potential risks. Grade 3 students will be able to self-evaluate their own approaches to safety during participation in movement activities.

Building on their learnings from kindergarten through Grade 2, Grade 3 students are challenged to strengthen their relationship skills while participating in movement activities. Students will demonstrate consideration and respect for all others regardless of their ideas, abilities, worldviews, physical characteristics, cultural backgrounds, or gender. Students will initiate actions and behaviours that are inclusive of others when participating in movement activities.

Outcomes and Indicators

K-12 Goals: Active Living , Skillful Movement, Relationships

Active Living: Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

Skillful Movement: Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

Relationships: Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

K-12 Goals: Active Living, Skillful Movement, Relationships

Outcomes

3.1 Health-related Fitness

Apply a repertoire of strategies for developing components of health-related fitness, (cardiovascular endurance, flexibility, muscular endurance, and muscular strength), through movement activities during scheduled times in school, at home, and in the community.

Indicators

a. Record and reflect on personal participation in movement activities (e.g., at home, at school, in the community in a variety of environments) over a given period of time (e.g., a day, a week) to make conclusions about "How physically active am I?".

b. Explain why it is important to be physically active in school, at home, and in the community.

c. Explain why (e.g., to improve the strength of the heart and the capacity of the lungs, as well as to support the strength of the mind and the spirit) the body needs to participate in sustained or intermittent vigorous movement activity (running, skipping, cycling, swimming, dancing, snowshoeing, cross-country skiing, games play) for at least 30 minutes a day.

d. Sustain participation in moderate to vigorous movement activities (e.g., walking, snowshoeing, running, paddling, skipping, cycling, swimming, dancing, parachute play) and lead-up games (e.g., tag games, follow the leader) that increase heart rate and respiration rate, for seven consecutive minutes on a consistent basis.

e. Self-initiate and engage in a variety of movement activities that challenge and support health-related fitness.

f. Recognize that both the heart and lungs are key body organs that are challenged positively when we participate in movement activities that improve our cardiovascular fitness.

g. Compare physical differences in the body's response after participation in continuous cardiovascular endurance activity (e.g., running, cross-country skiing, dancing, parachute play) for different lengths of time (e.g., one minute, five minutes, eight minutes) to determine the cardiovascular benefits.

Outcomes	Indicators
3.1 continued	h. Explore and engage in a variety of flexibility exercises, as identified by the teacher, that focus on flexibility of the large muscles (e.g., bicep, triceps, quadriceps, hamstring). i. Self-initiate and incorporate dynamic stretching (see glossary) into warm-up for participation in moderate to vigorous activity. j. Support, lift, and control own body weight in a variety of activities (e.g., balancing on hands, holding raised push-up position and other stable positions, imitating animal walks) and explain how these are beneficial for improving muscular endurance and muscular strength. k. Engage, with guidance, in proper and engaging warm-up activities (e.g., light aerobic activity such as tag games and choreographed routines that include stretching exercises) that prepare the muscles for vigorous activities (e.g., increase blood circulation and elasticity of muscles and ligaments). l. Identify a variety of self-determined fun movement activities that increase heart-lung capacity, and/or muscular endurance. m. Recognize that many opportunities exist within local communities to support people to be active daily (e.g., clubs, teams, with friends at recess, at lunch hour, before/after school programs, and at home after school and on weekends). n. Identify locations within local communities, both indoor and outdoor, where people can engage in movement activities (e.g., home, rink, park, yard, open field, fitness centre). o. Explore, with guidance, and participate in "neighbourhood" (e.g., kick the can, capture the flag, ante-I-over) and "playground" games (e.g., snowsnakes, hopscotch, Chinese skipping, double ball, hide and seek, fox and geese) that involve moderate to vigorous physical movement. p. Identify, record, and reflect on simple, realistic goals for increasing the amount and/or variety of personal participation in movement activities (e.g., playing actively as a group at recess, walking to school every day, joining an activity-based club, playing at the park with family).

K-12 Goals: Active Living, Skillful Movement, Relationships

Outcomes

3.2 Active Living

Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities.

Indicators

a. Explain how participation in movement activities can help one grow as a creative thinker, a performer, a problem solver, and a person with confidence.

b. Evaluate own initiative and commitment to staying involved in movement activities.

c. Explain why it is important to set goals (e.g., personal challenges, improved health, improved skill, reduced level of stress) for maintaining and/or increasing level of participation in movement activities.

d. Discuss the benefits of participating in a variety of activities (e.g., team sports – social interaction; yoga – stress reduction; educational gymnastics – injury prevention; aerobic exercise – strengthen heart and lungs).

e. Express insights to answer questions such as "Can being physically active support us in being a better community member?", "What do we need in order to be physically active?", and "Should we spend more time outside?".

f. Distinguish between jobs that often require a high level of physical activity (e.g., hunter/trapper, construction worker, dancer, nurse) and those that do not (e.g., secretary, computer analyst, bus driver).

g. Share a story of family members and/or local community members whose work lives keep them physically active.

h. Determine what people whose work life does not keep them physically active might have to do in order to be active (e.g., plan a time to exercise each day, join a sports team or club).

i. Express insights on personal factors (e.g., interests, personal success, worldviews, previous experiences, activity likes and dislikes, culture, developmental rates, community opportunities) as well as home and community opportunities that influence self-confidence related to participation in movement activities.

j. Analyze the 'completeness' of a self-created list of movement activities participated in alone, with friends, and with family, for promoting physical, emotional, mental, and spiritual well-being.

K-12 Goals: Active Living, **Skillful Movement**, Relationships

Outcomes

3.3 Locomotor Skills

Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:

- **utilization level of skill when:**
  - **jumping backward and landing**
  - **hopping (body moves on one foot as in right foot to right foot)**
  - **skipping (combines a step and a hop)**
  - **leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot)**
  - **sliding (one foot steps, body propels upward, other foot moves to meet the first foot)**
  - **galloping (one foot steps, body propels upward, other foot moves to meet the first foot)**
  - **rolling forward (see note)**
  - **rolling sideways**
- **control level of skill when:**
  - **rolling backward (see note on page 34).**

Indicators

a. Use performance words (e.g., "land on lead foot", "stay tucked", "swing arms through large arc") to demonstrate understanding of performance cues language connected to skillful locomotor movement.

b. Say performance cues (think-aloud) while rolling backwards.

c. Describe how the body will move when in control of rolling backward skillfully and safely (see note on page 34).

Utilization Level of Skill:

d. Jump backward for height, stretching high in the air, and landing softly and safely in control, maintaining balance on the landing.

e. Jump backward and land in control repeatedly, increasing speed and control over time.

f. Jump and land in patterns of movement (e.g., backward, forward, sideways right, sideways left, backward, repeat).

g. Hop on right foot at least four times and then on left foot at least four times while changing directions by rotating along the vertical axis (e.g., quarter turns, half turns), moving forward and then backward, moving side to side, maintaining balance; continuing to alternate four times on each foot until given the signal to stop.

h. Hop on one foot in-out and/or over a series of obstacles (e.g., hoops on floor, raised hoop supported by boxes, low beam, tires).

i. Skip forward, alternating lead foot, while moving in unison with a partner.

j. Gallop through general space with right foot leading; on signal switch to left foot leading and continue to gallop until given the signal to stop.

k. Leap upward, after running forward, landing in control and continue running to leap again, alternating take-off foot.

l. Slide step sideways for a given number of steps and then slide step the opposite direction for a given number of steps, while mirroring a partner.

m. Transfer weight from two feet to two hands, kicking feet upward, momentarily taking weight on hands only, and back to feet, landing in control with a soft landing.

n. Roll forward smoothly, starting and ending in a standing straddle position.

Outcomes

3.3 continued

Indicators

o. Roll forward two times in a row, starting in a standing position and ending in a standing position transitioning smoothly from one roll to the next.

p. Roll forward ending in a standing position after jumping off a slightly raised object (e.g., benches, steps), landing in control then transitioning smoothly into the roll.

q. Create and present a sequence of forward and sideways rolls, demonstrating smooth transitions and safe, soft landings.

r. Avoid contact with others when utilizing locomotor skills.

Control Level of Skill

s. Roll in a backward direction starting in a standing position, bringing hands to ears while bending knees and lowering through to a seated tuck with back rounded and chin to chest; then placing hands on the floor by the shoulders with palms down and fingers pointing towards shoulders; staying tucked, lifting hips and pushing with the hands against the mat; then extending arms to keep weight off the neck and head while remaining tucked; when feet touch the floor, extending legs and then standing up.

NOTE: Rolling is a safety skill that supports future participation in various movement activities. Grade three students must be reminded of how to protect their necks when rolling forward. They need to be taught how to roll backwards safely (see indicator 's'). Descriptors of how to roll forward safely are provided here as they appear in the Grade 2 curriculum.

Grade Two - How to roll forward in control:

Roll forward with hands and arms receiving body weight evenly at the beginning of roll, keeping chin tucked to chest, sliding head through, with it lightly touching the floor so neck does not bear weight, shifting weight from arms to shoulders, lifting arms off mat as shoulders touch the mat, shifting weight onto a curved back, and keeping body curled as weight moves to feet.

K-12 Goals: Active Living, **Skillful Movement**, Relationships

Outcomes

3.4 Non-locomotor Skills

Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot when participating in movement activities, including at a:

- **utilization level of skill when:**
  - **landing on hands from kneeling position**
  - **rotating on the spot**
- **control level of skill when:**
  - **landing on hands from a bent knee standing position.**

Indicators

a. Use performance words (e.g., "arms straight out to the side", "chin up", "feet tight together") to demonstrate understanding of performance cues language connected to skillful non-locomotor movement.

b. Say performance cues (think-aloud) while landing on hands from a bent knee standing position.

c. Describe how the body will move skillfully and safely when landing on hands from a bent knee standing position.

Utilization Level of Skill

d. Land on hands onto a mat, from a kneeling position, in response to a variety of challenges (e.g., while being 'pushed' by a partner, in a 'wave' pattern with classmates, in unison with a partner, "fall, land, and immediately rise back up").

e. Incorporate landings on hands into sequences of movements.

f. Rotate on the spot (turn) in a variety of ways (e.g., in a squatting position, with arms above head, in one direction and then in the other direction, on one foot), on raised surfaces (e.g., stacked mats, bench, low beam), and while holding objects (e.g., hoops, balls, scarves).

Control Level of Skill

g. Land on hands by falling forward onto a mat, from a bent knee standing position, with finger tips then heels of hands contacting the surface, elbows gradually bending slightly away from the body, and lowering self with very little sound as the body contacts the surface.

h. Land on hands by falling backward onto a mat, from a bent knee standing position, making sure to slowly absorb the impact by reaching back with fingertips of hands facing forward, and bending elbows once hands contact the surface, keeping chin tucked to chest, lowering body weight, and rocking backward on contact.

K-12 Goals: Active Living, **Skillful Movement**, Relationships

Outcomes

3.5 Manipulative Skills

Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:

- **utilization level of skill when:**
  - **throwing**
  - **catching (collecting, gathering)**
  - **kicking**
- **control level of skill when:**
  - **hand dribbling**
  - **foot dribbling**
  - **striking objects with hands**
  - **striking objects with short-handled implements (e.g., short-handled racquets, paddles)**
- **progressing-towards-control level of skill when:**
  - **volleying (to send an object in the air before it comes to rest)**
  - **striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks).**

Indicators

a. Explore and discuss a variety of ways to volley balloons and lightweight balls with hands and with various body parts (e.g., with two hands over head, with two hands underhand, with head, with inside of right foot, with inside of left foot) to determine how the body movement changes when volleying in different ways.

b. Explore and propose how the body positioning and movement changes to strike different objects using various long-handled implements [e.g., shuttlecocks (badminton birdies), whiffle balls, foam balls, tennis balls; tennis racquet, bat, badminton racquet]; holding with one hand, with two hands, underhand, overhead.

c. Use performance words (e.g., "head up looking forward", "ball out in front", "step forward", "backswing", "follow through") to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.

d. Say performance cues (think-aloud) while performing hand dribbling, foot dribbling, striking objects with hands, striking objects with short-handled implements, volleying, and striking objects with long-handled implements.

e. Describe how the body will move in control while hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements skillfully and safely.

Utilization Level of Skill

f. Throw (toss) and catch with hands, maintaining control, a variety of objects (e.g., bean bags, hoops) and different sized and shaped balls, with different combinations of movement (stationary thrower to stationary receiver, stationary thrower to moving receiver, moving thrower to stationary receiver, and moving thrower to moving receiver).

g. Throw and catch objects that rebound off a surface (e.g., off the floor, off a wall).

h. Throw a ball at a target, such as a net, while body is in the air (jumping).

i. Throw a frisbee to a stationary target, such as a partner.

j. Catch objects thrown to different levels, both with the hands and with implements such as a scoop.

k. Catch small objects with one hand utilizing both the right hand and the left hand.

Outcomes	Indicators
3.5 continued	l. Pass (send) and receive soccer balls with different combinations of movement (stationary sender to stationary receiver and stationary sender to moving receiver, and progressing towards moving sender to stationary receiver, and moving sender to moving receiver). m. Kick a ball at a target, such as a net, using a running approach towards a stationary ball. n. Kick a ball that is stationary on the ground and raise it so it travels through the air to a partner. **Control Level of Skill** o. Self-assess ability to control manipulative skills such as throwing, catching, and kicking, to move as many balls as possible in a given amount of time (e.g., throw and catch with a partner, counting successful completions; kick a line-up of balls at a target, counting number of kicks). p. Dribble on the spot with one hand using the pads of the fingers to make contact on top of the ball and holding wrist firm yet flexible; bending knees slightly and keeping back straight as if sitting down a little; positioning feet with foot opposite to dribbling hand forward; holding head up looking for open spaces in the direction of potential travel. q. Dribble with one hand through general space without losing control while keeping the hand on top of the ball and keeping the ball a little in front and to the side of the body. r. Dribble with feet by gently tapping the ball with the inside of the foot – left and right – so that it stays within one metre of the body at all times, holding head up looking for open spaces in the direction of potential travel, and trapping the ball to stop movement by placing a foot on top and slightly behind the ball to stop the dribble. s. Dribble with feet around stationary objects (e.g., pylons) while moving slowly. t. Strike a ball forward with one hand by holding the ball in the non-striking hand, positioning feet with foot opposite to striking hand forward, hitting arm swings backward with weight shifting backward at the same time, swinging arm forward with weight shifting forward and upper body leaning forward slightly from the waist, striking the ball from underneath with an open palm, contacting the ball out in front of the hips, extending the body motion forward and following through with the striking arm towards the target.

Outcomes	Indicators
3.5 continued	u. Strike a small ball (e.g., low-bounce tennis ball, foam ball) with a short-handled paddle repeatedly upwards holding the paddle level and the wrist stiff, keeping eyes on the object at all times, focusing on a consistent contact point, and following through upward slightly. v. Strike a self-dropped foam ball or low-bounce tennis ball, with a short-handled paddle by starting with the paddle back behind the hip, stepping forward with the foot opposite to paddle hand, swinging paddle forward watching the object at all times, slanting paddle slightly upwards, making contact slightly in front of the body, and following through towards a target. **Progressing-towards-control Level of Skill** w. Explore and practise volleying a balloon, beach ball, or soft touch ball to self in the air repeatedly using a variety of body parts (e.g., hands, arms, head, knees) while trying to remain in personal space. x. Explore and practise striking stationary objects (e.g., bean bags, foam/plastic balls, tennis balls, plastic/foam pucks) at large targets using a plastic bat, hockey stick, and/or plastic golf club. y. Explore and practise striking shuttlecocks (badminton birdies) and tennis balls, using long-handled racquets.

K-12 Goals: Active Living, Skillful Movement, Relationships

3.6 Movement Variables **Apply movement variables of:** • **extensions in space** • **a focus on effort (time/ speed, force, flow)** • **relationships with objects and others** **to increase complex movement skills and sequences while participating in body management activities (including dance and educational gymnastics, and others such as yoga, skipping, aerobics, and track and field).**	a. Jump repeatedly a self-turned rope while trying to initiate various movement patterns (e.g., one foot, two feet close together, two feet wide apart, alternating one foot then two feet, increasing and/ or decreasing effort and the use of space). b. Run and jump (one-foot take-off, two-foot landing) in sand, on mats, and/or on grass; record measured distances and compare results of personal performances over time. c. Run and jump over slightly raised objects such as benches, mats, and high jump bars, varying take-off (e.g., one-foot, two-foot) and landing (e.g., one-foot, two-foot). d. Demonstrate the ability to change directions, pathways, and body positions quickly and appropriately by participating in chasing, fleeing, and deking activities.

Outcomes	Indicators
3.6 continued	e. Identify adjustments needed to improve skillful performance in jumping and landing skills by viewing a demonstration (e.g., teacher, student) using correct performance cues language (e.g., swing the arms upward to get more lift; flex hips, knees, and ankles to absorb shock of landing) to improve performance. f. Spring on and off raised objects (e.g., benches, steps) and vary position of body while in flight (in the air) and land in a stable position. g. Balance objects (e.g., beanbags, balls) using different body parts (e.g., head, shoulder, hand, foot) while traveling alone and with a partner. h. Design and demonstrate, with a partner, a variety of statues (balances) of different shapes, with one person bearing some or all of the weight of the partner, while focusing on being as stable as possible. i. Design and demonstrate, with a partner, a variety of stable shapes that replicate 3-D objects/forms. j. Create and perform a sequence of balances that demonstrate a given variety of bases of support (e.g., one foot, one foot and one hand) while remaining on a raised object (e.g., bench, low beam, crate), starting with a jump to a mount position and ending with a dismount landing in control on two feet. k. Identify adjustments (e.g., lower the centre of gravity, free body parts need to be extended for stability) needed, using performance cues language, to improve performance in teacher and/or classmate demonstrated balances. l. Apply movement vocabulary (e.g., hop, spin, deke, dodge, counter-clockwise) when involved in simple movement activities (e.g., obstacle course, tag games, movement sequences). m. Respond physically and verbally to questions such as "How can we take up as much space as possible when standing in one spot?", "What does it mean to get into the open space?", and "How can we create space?". n. Create and perform a sequence of at least five movements (balances, springs, rotations, landings) with smooth flow, and variations in traveling speed between movements, to cover a given space while manipulating one object (e.g., ball, rope, scarf). o. Show an understanding of mirroring and matching movements of partners in stationary positions and while moving (e.g., follow-the-leader).

Outcomes	Indicators
3.6 continued	p. Move for a sustained period of time (building towards seven minutes) while participating in rhythmic activities such as running to the beat of a drum or dancing to music with a fast beat. q. Perform simple rhythmic actions to songs using given criteria (e.g., move only arms and flow smoothly to the beat of the music; move in a forceful and jerky manner as you move throughout general space). r. Imitate, copy, follow, mirror, and shadow dance steps and movements to form sequences and dances as selected by the teacher (e.g., square dance, hand jive). s. Create patterns of movement to rhythms (e.g., slow, moderate, fast, three counts, four counts) heard in music from a variety of cultures. t. Move rhythmically to established counted rhythms as used in various dances such as the square dance from various cultures, the Oklahoma Two Step from First Nations culture, and La Danse du Crochet from the Métis culture (Note: Physical participation in First Nations and Métis dances should occur after the spirit and intent of these dances have been taught in Arts Education through Outcome CH3.2).

K-12 Goals: Active Living, Skillful Movement, Relationships

Outcomes

3.7 Strategies and Skills

Select and use effective movement skills, tactics, and strategies while participating in:

- **low-organizational, inventive, and cooperative games** (e.g., tag games, relay races, fox and geese, prisoner's base)
- **small-sided and lead-up target games** (e.g., bowling, curling, ring or hoop toss, bocce ball)
- **small-sided and lead-up striking/fielding games** (e.g., kickball, long ball)
- **small-sided and lead-up invasion/territorial games** (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, touch football)
- **alternate environment activities** (e.g., hiking, cross-country skiing, orienteering, aquatics, snowshoeing, canoeing, skating, tobogganing, cycling).

Indicators

a. Identify the main intention of games (e.g., target games – to send away an object and make contact with a specific stationary target in fewer attempts or with more accuracy than the opponent; striking/fielding games – to place a ball away from fielders in order to run to bases and score more runs than opponents; invasion/territorial games – invading, getting possession, keeping possession, scoring on opponents' goal) and suggest how these affect strategies used.

b. Cooperatively design, explain, and manage a team game involving given criteria (e.g., must include at least one target, at least two pieces of equipment, some vigorous movement, and a goal) to be played by classmates.

c. Identify and apply effective tactics to use in various games (e.g., striking games – placement of object, coverage of field; net games – positioning, placement of object; invasion games – moving to the open spaces when not in possession of the object).

d. Explain and apply tactics and simple rules used in low-organizational and cooperative games (e.g., tag games, prisoner's base, bombardment).

e. Explain and apply tactics and simple rules used in lead-up games and activities that would be fun and easily played during recess and other activity breaks (e.g., four-square, hopscotch, fox and geese, snowsnakes, tag games).

f. Demonstrate controlled body movement when participating in activities that involve chasing, fleeing, and dodging others, and avoiding objects like pylons (Note: Dodge ball games are not recommended).

g. Demonstrate effective selection of movement skills and correct application of performance cues (e.g., look at target, move into open spaces, visually track object) in throwing and catching type games (e.g., keep away, person-in-the-middle).

h. Respond physically and correctly to movement vocabulary verbalized by the teacher (e.g., run to the North, turn in the direction that the sun sets, glide on two feet, frog kick with your legs).

i. Follow given directions and/or symbols to perform cooperative team tactics in specified situations (e.g., indoor kickball – spread out to cover the open spaces when team is on defense; orienteering race – follow a map to locate items to be gathered and return to a starting point).

Outcomes	Indicators
3.7 continued	j. Identify and practise, with guidance, skills and strategies used in alternate environment activities including outdoor pursuits (e.g., skating: proper skating posture, push and glide, forward stops, forward skating manoeuvres; swimming: basic backstroke, crawl stroke and breathing; orienteering: basic map reading).

K-12 Goals: Active Living, Skillful Movement, **Relationships**

3.8 Positive Interactions **Demonstrate positive interactions with others in cooperative and competitive movement activities.**	a. Respond positively to challenges, successes, and losses while participating in movement activities. b. Participate willingly and respectfully in all physical education activities. c. Demonstrate the ability to be responsible for own social behaviours while participating in interactive movement activities. d. Express insights as to how positive and negative social behaviours (e.g., sharing, showing respect, fairness, honesty, cheating, lying) may affect the outcome of an activity and future social interaction, both during movement activities and at other times. e. Describe what it looks like and sounds like when people are cooperating during participation in competitive movement activities. f. Distinguish between compliance and non-compliance with rules and guidelines of games. g. Express insights to answer questions such as "Why do we play games?", "Why do games have rules?", "When should the score matter?", "Is there any point in competing if we do not keep score?", and "When is it important to win a game?". h. Demonstrate the ability to win graciously and to accept defeat positively. i. Provide input into establishing rules and guidelines for behaviour for participation in cooperative and competitive movement activities. j. Celebrate personal successes and achievements as well as those of others. k. Work and play cooperatively with peers, both as teammates and opponents. l. Explain how personal attitudes (e.g., willingness to try, level of involvement, desire to learn) affect skill development and enjoyment of self and others.

K-12 Goals: Active Living, **Skillful Movement, Relationships**

Outcomes	Indicators
3.9 Safety **Evaluate personal commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities.**	a. Demonstrate and explain appropriate body control and safe movement during participation in movement activities (e.g., body alignment during lifting, carrying, pushing, and pulling). b. Analyze the safety benefits and risks associated with participation in specific movement activities (e.g., body management activities – landings and rotations; games – physical contact with other people). c. Propose and practise preventative solutions to potential risks associated with participation in specified movement activities (e.g., body management activities – protecting neck when rolling; target games – pinching fingers between bowling balls; striking/fielding games – being hit by a long-handed implement; invasion/territorial games – tripping over another group's ball). d. Determine safety provisions (e.g., band-aids, tweezers, sling) needed in case of possible injury or illness (e.g., cuts, burns, heat exhaustion, allergies) that can occur during participation in movement activities. e. Evaluate own approach to safe participation in a variety of movement activities.

K-12 Goals: Active Living, Skillful Movement, **Relationships**

3.10 Relationships **Demonstrate, verbally and non-verbally, consideration and respect for all others (regardless of ideas, abilities, worldviews, physical characteristics, cultural backgrounds, or gender) while participating in physical education activities.**	a. Discuss effective ways to maintain harmony and positive physical interactions while participating in movement activities with one other person, and with many other people. b. Self-initiate the use of strategies for resolving conflict (e.g., appropriate non-verbal communication, respecting personal space, maintaining a calm voice) that may occur while participating in movement activities. c. Role play positive ways to resolve conflicts (e.g., appropriate non-verbal communication, respecting personal space, maintaining a calm voice) that occur while participating in movement activities. d. Initiate inclusion of, and/or willingly include, all others in participation in movement activities. e. Engage positively with maximum effort while respecting the abilities of others when participating in movement activities. f. Listen to and incorporate the ideas of others into game play activities.

Outcomes	Indicators
3.10 continued	g. Create and implement adaptations to movement activities that will support peers with physical limitations to participate fully. h. Create and implement adaptations (e.g., everyone must touch the ball before a team can score; when the ball is dropped, it can be picked up to start over) to movement activities that will ensure that all classmates (regardless of skill level or gender) are equally included. i. Share a story of cultural movement experiences. j. Use language that reflects consideration for all others while participating in movement activities.

Assessment and Evaluation of Student Learning

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

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

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

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

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

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

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

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

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

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

- provides opportunity to report evidence of achievement related to curricular outcomes

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)

- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussions on placement or promotion.

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

Assessment and Evaluation in Physical Education

It is important that teachers plan for how they will assess each student's progress towards, and attainment of, the grade specific outcomes. Table 6 provides some information on what assessment and evaluation should and should not look like in physical education.

Table 6. Assessment and Evaluation Approaches in Physical Education

What Assessment and Evaluation in Physical Education should look like …	What Assessment and Evaluation in Physical Education should NOT look like …
Formal and informal observation based on pre-selected and pre-communicated criteria that provide proof of student learning.	Informal observations not based on specific criteria.
Ongoing individual assessments that focus on the child's understanding and ability to perform as indicated in the grade specific outcomes.	Occasional recording of teacher's perception of the child's ability to get along with others and level of compliance with classroom rules and procedures.
A variety of assessment techniques that assess children's cognitive, affective, and motor performance.	Limited forms of assessment employed and weighted mainly on assessing motor performance based on standardized criteria.
Assessment used to determine individual needs and to support teachers in making decisions regarding future lessons.	Assessment occurring only in the context of reporting one summative evaluation statement for all aspects of physical education.
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).	Assessment based on a generalized perception of students' effort and attitude, and a focus on only one method for students to demonstrate learning.
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.	Assessment based on a generalized perception of the child's effort, attitude, and level of participation.
Performance that is to be assessed should occur in a real-life setting, not a contrived "skills test" setting. (Graham, Holt/Hale, & Parker, 2007, p. 204)	

Teachers will find it to be helpful if they map out the sequence of learnings and the strategies for each 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.

An Example of an Assessment Rubric for Teacher Use

Assessment and evaluation in physical education must be reflective of the three K-12 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 sample assessment rubric shown in Table 7 (on the following page) demonstrates one way a teacher can combine the learnings from more than one outcome to create an assessment tool that reflects the interconnected learnings from multiple outcomes. It reflects the part of the learning focus seen in the sample time frame plan for the month of January (see Table 3 on page 19). It provides an example of criteria to consider when assessing Outcomes 3.3, 3.4, and 3.6. All of these outcomes contribute to students' achievement of the K-12 Skillful Movement goal.

Table 7. Assessment Rubric

K-12 Goal: Skillful Movement			
Locomotor Skills Outcome 3.3 **Non-locomotor Skills Outcome 3.4** **Movement Variables Outcome 3.6**			
Level 4	**Level 3**	**Level 2**	**Level 1**
Always uses the correct language demonstrating understanding of skillful grade appropriate movement.	Usually uses the correct language demonstrating understanding of grade appropriate skillful movement.	Occasionally uses the correct language demonstrating understanding of grade appropriate skillful movement.	Rarely uses the correct language demonstrating understanding of grade appropriate skillful movement.
Always applies understanding of skillful movement to actions.	Usually applies understanding of skillful movement to actions.	Occasionally applies understanding of skillful movement to actions.	Rarely applies understanding of skillful movement to actions.
Always skillfully utilizes: • jumping backward and landing • hopping • skipping • leaping • sliding • galloping • rolling forward • rolling sideways • landing on hands from kneeling position • rotating on the spot.	Usually skillfully utilizes: • jumping backward and landing • hopping • skipping • leaping • sliding • galloping • rolling forward • rolling sideways • landing on hands from kneeling position • rotating on the spot.	Occasionally skillfully utilizes: • jumping backward and landing • hopping • skipping • leaping • sliding • galloping • rolling forward • rolling sideways • landing on hands from kneeling position • rotating on the spot.	Rarely skillfully utilizes: • jumping backward and landing • hopping • skipping • leaping • sliding • galloping • rolling forward • rolling sideways • landing on hands from kneeling position • rotating on the spot.
Always demonstrates a control level of skill when: • rolling backward • landing on hands from a bent knee standing position.	Usually demonstrates a control level of skill when: • rolling backward • landing on hands from a bent knee standing position.	Occasionally demonstrates a control level of skill when: • rolling backward • landing on hands from a bent knee standing position.	Rarely demonstrates a control level of skill when: • rolling backward • landing on hands from a bent knee standing position.
Very easily applies movement variables to enhance skills performance.	Applies movement variables to enhance skills performance.	Struggles somewhat when applying movement variables to enhance skills performance.	Rarely applies movement variables to enhance skills performance.
Always creates and performs sequences and rhythmical actions skillfully and with ease.	Usually creates and performs sequences and rhythmical actions skillfully and with ease.	Occasionally creates and performs sequences and rhythmical actions skillfully and with ease.	Rarely creates and performs sequences and rhythmical actions skillfully and with ease.

An Evaluation Guide for Teachers

A grade is a summative value used to indicate a relative measure of student achievement compared to an established set of criteria. The sample grading method presented in Table 8 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.

Table 8. Sample Grading Method

Grade 3 Outcomes	Suggested Weighting for Final Mark	
	By Outcome	By Goal
Outcome 3.1 Health-related Fitness	12	20
Outcome 3.2 Active Living	8	
Outcome 3.3 Locomotor Skills	8	44
Outcome 3.4 Non-locomotor Skills	6	
Outcome 3.5 Manipulative Skills	12	
Outcome 3.6 Movement Variables	10	
Outcome 3.7 Strategies and skills	8	
Outcome 3.8 Positive Interactions	6	16
Outcome 3.9 Safety	4	
Outcome 3.10 Relationships	6	
Flexible Attention - should be allotted proportionally to the outcomes.	20	20
Total	100	100
This would mean that 12 out of 100 (or more depending on the use of the Flexible Attention) would be the weighting given to Outcome 3.1 when calculating a final mark.		

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

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

Connections with Other Areas of Study

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

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

Teachers have an opportunity to integrate physical education based learnings with other subject areas in at least two different ways. First, teachers can support the learnings related to the outcomes in other subjects by incorporating them into their plans for physical education lessons. Many ideas for this form of integration exist in the indicators of the outcomes. Teachers can build and support mathematical skills where students measure the components of health-related fitness such as heart rate before, during, and after movement.

The second way teachers can support student learning is by making connections to physical education while teaching in other subject areas. Some examples of how this could be done are:

English Language Arts: Grade 3 students will communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow visual or multimedia representations with a clear purpose. They can use visual aids to enhance spoken and written products, and to clarify and enhance oral presentations. Movement should also be encouraged as an option for communicating ideas and information.

Health Education: Students are to understand what it means to contribute to the health of their family and their home which includes recognizing characteristics of healthy homes/healthy families. This

learning is interconnected with the learning in physical education which asks Grade 3 students to analyze the 'completeness' of a self-created list of movement activities participated in alone, with friends, and with family, for promoting physical, emotional, mental, and spiritual well-being.

Mathematics: Students can use their bodies to create 3-D shapes and to imitate 3-D objects. Holding these 'statues' will further support Grade 3 students in understanding 3-D shapes.

Science: When students are investigating the ways that forces cause objects to change direction, a teacher can engage the students in physical movement and apply movement vocabulary such as hop, deke, dodge, and counterclockwise.

Social Studies: When students are explaining the factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean, a teacher can discuss the benefits of participating in a variety of physical activities and ask questions such as "Can being physically active support us in being better community members?".

Arts Education: Multiple opportunities exist to extend student understandings in arts education while enhancing their understandings in physical education by ensuring that the outcomes in both areas of study are addressed. (Please note Table 9, on the following page, clarifies the difference between the physical education dance-related outcomes and the arts education dance-related outcomes.)

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

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

Table 9. Differing Approaches to Teaching Dance

Dance in Physical Education	Dance in Arts Education
Focus: Dance in physical education is a body management activity.	**Focus**: Dance in arts education is a performing art.
The **purpose** of dance in physical education is to engage students in: • 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 skillfully move the body • implementing and reflecting on positive relationship skills.	The **purpose** of dance in arts education is to engage students in: • exploring and expressing ideas and communicating with an audience • learning about dance within its cultural and historical contexts • responding thoughtfully and critically when viewing dance performances.
K-12 Active Living Goal • focus on participation in moderate to vigorous movement activity, including dance • set goals to benefit health-related fitness • reflect critically on the benefits of participation in a variety of movement activities, including dance.	**K-12 Creative/Productive Goal** • focus on the creative process • explore questions and solve expressive movement problems • communicate ideas through dance • participate in individual and collaborative dance making and creative problem solving • transform ideas into abstract symbolic movement representations • create and sequence dance phrases and movement transitions within a choreographic structure or form • reflect critically on own work.
K-12 Skillful Movement Goal • enhance quality of movement through critical and creative sequencing of skills • transfer movement concepts, skills, and strategies through a wide variety of movement activities, including dance.	**K-12 Critical/Responsive Goal** • view and respond to the work of Canadian and International dancers and choreographers • view a wide range of dance forms and styles • research dancers and choreographers and their work • critique the work of Canadian and International dancers and choreographers.
K-12 Relationships Goal • relate respectfully in a wide variety of movement activities, including dance • promote personal, social, and cultural well-being through and in movement activities, including dance.	**K-12 Cultural/Historical Goal** • understand the role of dancers and choreographers in society • discover artistic traditions and innovations (e.g., the work of contemporary Canadian choreographer Bill Coleman or pioneering American choreographer Martha Graham) • learn about the role of heritage and contemporary social dances**, past and present.
* Note: If students are learning a social dance in physical education, this body management activity is being used for the purpose of engaging in a moderate to vigorous movement activity to benefit health-related fitness, to enhance locomotor, non-locomotor, and manipulative skills through critical and creative applications, and to incorporate respectful behaviours in social interactions. Historical and cultural connections will also underlie any experiences in social dance. **Note: If students are learning a social dance in arts education, the activity is contained within a larger unit or sequence of lessons focusing on the role of that dance within its cultural and historical tradition or time period (e.g., the shoemaker's dance taught within a unit on occupations; the grass dance taught within First Nations powwow tradition; or hip hop as a contemporary cultural and social expression of urban youth).	

Glossary

Community is a broad term but generally refers to a group of people with at least one thing in common – location, shared interest, values, experiences, or traditions. Each of us may belong to several different communities – a neighbourhood or home town, a professional community, a volunteer community, or a school community.

Control (Level of Skill Performance) is achieved when the body appears to respond somewhat accurately to the student's intentions but the movement requires obvious 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.)

Dynamic Stretching is a form of stretching that uses movement and momentum to cause a muscular stretch. It involves moving parts of the body and gradually increasing reach, speed of movement, or both. The stretch becomes part of a fluid movement and is repeated with no hold to an end position (e.g., while walking forward, lift right knee to chest, pause to momentarily hold leg to chest, lower leg, continue to walk, lift left knee to chest, pause to momentarily hold leg to chest, lower leg, and repeat as you progress through space).

Explore (Level of Skill Performance) is the introductory level to basic movement patterns and skills where students will be discovering how their bodies move and ways that they can vary that movement. At this level, replication of a specific movement is not expected.

General Space is all of the space within which a body can move while travelling away from a starting point. It is the space that is shared with others.

Goals of Physical Education are broad statements that are a synthesis of what students are expected to know and be able to do upon graduation. The three K-12 goals of physical education include Active Living, Skillful Movement, and Relationships. The outcomes specify how each grade level contributes to the achievement of the K-12 goals.

Health-related Fitness is the body's ability to function efficiently and effectively in all areas impacting one's ability to achieve and maintain a healthy physical life. It includes striving for optimal functioning of the heart, blood vessels, lungs, and muscles. It includes cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition.

Indicators are 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 of indicators 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 they can find.

Lead-up Games are games that are not as complicated as the full game/sport but provide opportunity to apply newly acquired skills and understandings in a controlled environment. These games involve one or more of the skills, rules, tactics, and/or strategies used in the complete game/sport.

Locomotor Skills are skills that see the body moving (traveling) through space. They include such skills as walking, running, leaping, and sliding.

Manipulative Skills are 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).

Movement Activity is 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 Variables are 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 are skills that see the body moving while remaining in one spot (non-traveling). They include such skills as jumping and landing on the spot, balancing, twisting, and bending.

Outcome is a statement of what students are expected to know and be able to do by the end of a particular grade level.

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

Personal Space is all the space that the body or its parts can reach without traveling away from a starting point.

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

Progressing towards Control (Level of Skill Performance) is the level of performance "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).

Questions for Deeper Understanding are 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.

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 for features) rubrics can be used to judge the degree of understanding or proficiency revealed through students' products or presentations.

Small-sided Games involve a smaller number of students than would be seen in the playing of a whole game/sport (e.g., two-on-two soccer as opposed to eleven-on-eleven soccer). These games are created through deconstruction of the whole game into parts to create learning experiences in a progression that will support future play within the whole game/sport.

Think-aloud is a learning strategy where students say out loud how to skillfully perform a basic motor skill or a combination of movements, while performing the skill or movements.

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Grade 3 Physical Education Curriculum

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