



Physical Education

9

Physical Education 9

ISBN 978-1-897211-95-3

1. Physical education and training (Middle school) - Saskatchewan - Curricula. 2. Competency-based education - Saskatchewan.

Saskatchewan. Ministry of Education. Curriculum and E-Learning. Humanities Unit.

All rights are reserved by the original copyright owners.

Table of Contents	
Acknowledgements.....	v
Introduction.....	1
Core Curriculum	2
Broad Areas of Learning	2
Building Lifelong Learners	2
Building a Sense of Self and Community	2
Building Engaged Citizens	2
Cross-curricular Competencies	3
Developing Thinking.....	3
Developing Identity and Interdependence	3
Developing Literacies	3
Developing Social Responsibility	4
Aim and Goals of K-12 Physical Education	4
Active Living Goal.....	5
Skillful Movement Goal	6
Relationships Goal	6
An Effective Physical Education Program.....	8
Developing Physical Literacy.....	8
Constructing Understanding through Inquiry.....	11
Learning through Critical, Creative, and Powerful Strategies.....	14
Meeting the Needs of All Students.....	14
Planning.....	15
Achieving Grade Specific Curricular Outcomes	22
Outcomes and Indicators	27
Assessment and Evaluation of Student Learning	36
Connections with Other Areas of Study	42
The Connection and Distinction Between Dance in Physical Education and Dance in Arts Education.....	43
Glossary	45
References	48
Feedback Form	51

Acknowledgements

The Ministry of Education wishes to acknowledge the professional contributions and advice given by:

- teachers
- First Nations Elders
- university professors
- other educators and community members

in the development of the Grade 9 Physical Education Curriculum.

Introduction

Physical education is a Required Area of Study in Saskatchewan's Core Curriculum. The provincial requirement for Grade 9 Physical Education is **150 minutes of instruction per week** (*Core Curriculum: Principles, Time Allocations, and Credit Policy*, 2007) for the entire school year in order to provide opportunities for students to develop positive attitudes toward active living, to gain self-confidence as skillful movers, and to promote personal, social, cultural, and environmental growth and appreciation. Ideally, physical education will be scheduled daily. Quality daily physical education, as part of the entire learning experience concerned with educating the whole person, will support students in developing a solid foundation for a balanced life.

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

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

The Grade 9 Physical Education curriculum provides:

- direction for supporting student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning and the Cross-curricular Competencies within the physical education program
- the K-12 aim and goals of physical education in Saskatchewan
- the critical characteristics and philosophical foundations of effective physical education programs
- the provincially identified learning outcomes for Grade 9 Physical Education that are based in research
 - the indicators of outcomes (i.e., evidence of student understanding) to enable teachers to assess the degree to which students have achieved the outcome
- sample assessment and evaluation in physical education
- an overview for connecting physical education with other subject areas.

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

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.*

(Kaly, 2006, p. 195)

Core Curriculum

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

Broad Areas of Learning

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

Building Lifelong Learners

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

Related to the following Goals of Education:

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

Related to the following Goals of Education:

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

Related to the following Goals of Education:

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

Building a Sense of Self and Community

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

Building Engaged Citizens

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

Cross-curricular Competencies

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

Developing Thinking

Learners construct knowledge to make sense of the world around them. Their understanding develops through thinking contextually, creatively, and critically. In Grade 9 Physical Education, students will create, examine, express, analyze, and apply deeper understandings of skillful physical movement, active living, and relationships and the interconnectedness of the three. Students will begin to think contextually about movement and how it applies to, and varies during, different experiences.

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

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed world. To achieve this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. In physical education, Grade 9 students will develop and implement plans to grow physically, socially, mentally, and spirituality. This will extend to supporting the growth of others in both cooperative and supportive ways.

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

Developing Literacies

Literacies are multi-faceted and provide a variety of ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and to communicate meaning. Grade 9 students will use literacies

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

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

Developing Social Responsibility

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

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

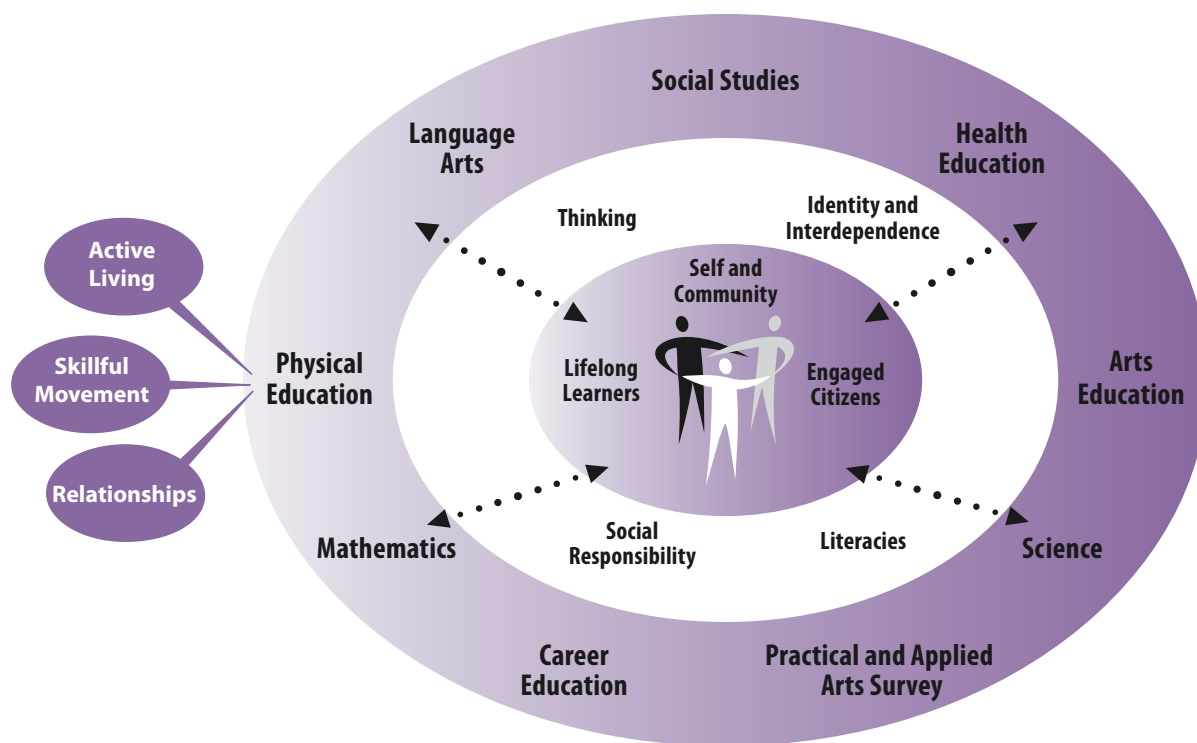
Aim and Goals of K-12 Physical Education

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

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

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

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



Active Living Goal

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

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

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

(Gilbert, 2004, p. 25)

Skillful Movement Goal

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

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

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)

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, cultural values and practices, and the problems faced by minority cultures, students are better able to engage in multiple, diverse relationships.

The focus on holistic education is on relationship – relationship between linear thinking and intuition, the relationship between mind and body, the relationship between the various domains of knowledge, the relationship between the individual and the community, and the relationship between self and self. In a holistic curriculum the student examines these relationships so that he or she gains both relationship awareness and the skills necessary to transform the relationship where necessary.
(Smith, 2001, p. 83)

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

An Effective Physical Education Program

There are six characteristics emphasized in this curriculum that are components of an effective physical education program.

Student learning is supported by a program that:

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

Developing Physical Literacy

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

An individual who is physically literate:

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

(Whitehead, 2006)

Counteracting Myths about Physical Education

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

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

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

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

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

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

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

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

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

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

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

(Ratey, 2001, p. 178)

Physical Education 9

Myth: Physical education focuses on the more athletically gifted.

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

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

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

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

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

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

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

A Quality Physical Education program includes:

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

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

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

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

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

Constructing Understanding through Inquiry

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

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

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

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

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.

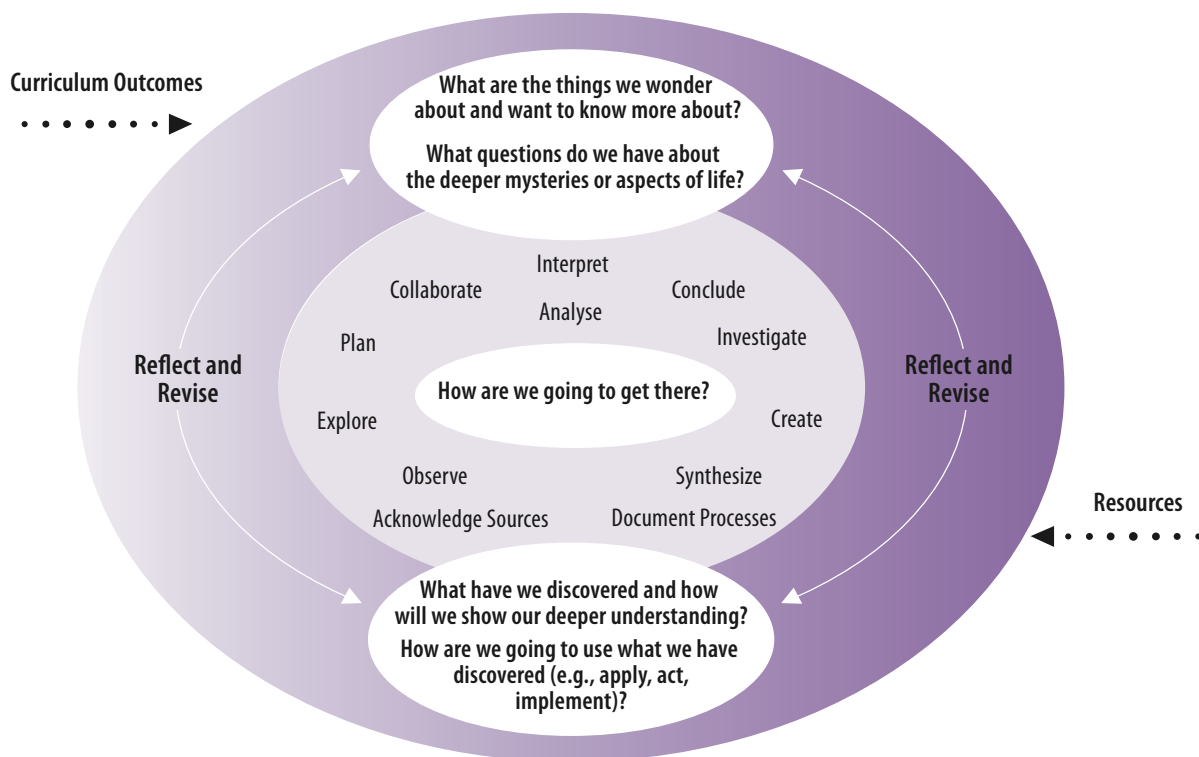
(Mills & Donnelly, 2001, p. xviii)

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

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

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

Constructing Understanding Through Inquiry



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

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

Creating Questions for Inquiry in Physical Education

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

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

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

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

Effective Questions for Understanding

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

(Wiggins & McTighe, 2005, p. 110)

Learning through Critical, Creative, and Powerful Strategies

Critical and creative thinking is a central component of learning. Within physical education, one focus should be on “reflective thinking that is used to make reasonable and defensible decisions about movement tasks or challenges” (McBride, 1991, p. 115). More importantly, students need to experience opportunities to use critical and creative thinking within movement performance to understand more deeply the hows and whys of movement. Teachers should plan for authentic learning experiences that will support students in questioning, reflecting, and making decisions to develop deeper understanding that will lead to the transfer of learning to new situations.

Meeting the Needs of All Students

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

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

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

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

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.

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

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

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

Planning

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

Year Planning

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

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

Because of the importance students place on feeling confident in their abilities, Physical Education teachers should work diligently to create opportunities for all of their students to experience success.
(Humbert, 2005, p. 12)

Physical Education 9

Suggested Minimum Time Commitment to Outcomes

	Suggested Hours of Focus		
	Initiating	Extending Applying/ Challenging	Total Hours
Outcome 9.1 Health-related Fitness	4	10	14
Outcome 9.2 Body Composition	1	2	3
Outcome 9.3 Core Strength	3	5	8
Outcome 9.4 Skill-related Fitness	2	3	5
Outcome 9.5 Complex Skills	2	4	6
Outcome 9.6 Games, Tactics, & Strategies	4	8	12
Outcome 9.7 Alternative Environment	4	8	12
Outcome 9.8 Body Management	2	4	6
Outcome 9.9 Volunteerism & Leadership	2	3	5
Outcome 9.10 Influences	1	1	2
Outcome 9.11 Prevention & Care	1	2	3
Outcome 9.12 Respectful Behaviour	1	2	3
Outcome 9.13 Contemporary Culture	1	2	3
Sub total	28	54	82
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			18
Total Hours			100

Suggested Year Outcome Focus

	→ Focused attention to the outcome				 Underlying attention to the outcome				
	Aug/ Sept. 13 Hours	Oct. 11 Hours	Nov. 12 Hours	Dec. 8 Hours	Jan. 9 Hours	Feb. 8 Hours	March 8 Hours	April 10 Hours	May 11 Hours	June 10 Hours
Outcome 9.1 Health-related Fitness	→									
Outcome 9.2 Body Composition							→	→		
Outcome 9.3 Core Strength	→									
Outcome 9.4 Skill-related Fitness			→	→	→					
Outcome 9.5 Complex Skills	→	→	→	→	→
Outcome 9.6 Games, Tactics, & Strategies	→	→	→	→	→	
Outcome 9.7 Alternative Environment	→	→			→	→		→	→	→
Outcome 9.8 Body Management	→	→	→	→	→	
Outcome 9.9 Volunteerism & Leadership								→	→	
Outcome 9.10 Influences					→					
Outcome 9.11 Prevention & Care	→	→
Outcome 9.12 Respectful Behaviour	→	→
Outcome 9.13 Contemporary Culture	→	→

Physical Education 9

Lesson Planning

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

Opening:

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

Body:

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

Closure:

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

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

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

Sample Grade 9 Physical Education Lesson Plan – Early December

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

Opening:

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

Outcome 9.1

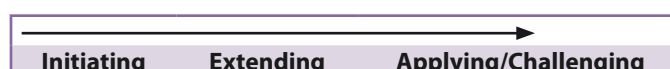
(Health-related Fitness)

- Self-identify, and incorporate into action plans, movement activities of personal preference that support increased fitness and enjoyment.

Outcome 9.3

(Core Strength)

- Incorporate useful equipment and technology (e.g., stability balls, medicine balls, wobble boards, free weights, professionally led exercises on DVDs) into regular exercise routines that focus on the development of core strength.



Learning Experience

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

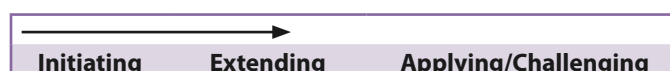
Body:

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

Outcome 9.5

(Complex Skills)

- View and provide meaningful feedback on skill performance, of self and others, that could be a focus for improvement.
- Use feedback from classmates, teacher, and self-assessment strategies (e.g., video, checklists) to determine strengths and weaknesses in performance of self-selected complex skills.



Learning Experience

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

Closure:

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

Outcome 9.4

(Skill-related Fitness)

- Research training techniques that focus on a self-selected skill-related component of fitness.

Outcome 9.5

(Complex Skills)

- Apply principles of practice (e.g., whole-part-whole, part-whole) to a self-created or pre-designed plan to improve performance in self-selected complex skills.
- Identify both the health-related components of fitness and the skill-related components of fitness that are the significant influences on the performance of particular complex skills.
- Willingly engage in opportunities for improvement by initiating and taking responsibility for learning how to support own skilful movement.



Physical Education 9

Sample Grade 9 Physical Education Lesson Plan – Early December

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

Learning Experience

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

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

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

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

What Next ...

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

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

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

Critical Characteristics of an Outcome

An outcome will . . .

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

Indicators:

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

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

Achieving Grade Specific Curricular Outcomes

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

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

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

Grade 9 Physical Education Outcomes

The outcomes for Grade 9 Physical Education make direct connection to all three physical education goals of Active Living, Skillful Movement, and Relationships. Not only do students need to move, they need to understand the 'hows, whats, wheres, and whys' of movement. In the following list of Grade 9 outcomes and indicators, all three goals are listed above the outcome, with one, two, or all three of the goals in boldface font. All three goals are reflected in each outcome, with the words in boldface font indicating a stronger connection. These goals are interconnected aspects of learning that address the whole person in physical education and focus on creating a balanced self.

The outcomes in physical education focus on the important aspects of learning for Grade 9 students in this area of study. No single outcome, however, can stand alone as a learning focus for a period of instruction. Teachers should integrate learning experiences related to more than one outcome into every lesson.

Students first began to formally develop their understanding of, and skills in, taking responsibility for a personal level of health-related fitness in Grade 5. In Grade 6, 7, and 8, students continued to build and reinforce their understandings and skills in managing their own level of fitness. As Grade 9 students,

they will examine and apply the principles of training to personal action plans for improvement and/or maintenance of self-selected components of health-related components of fitness. This will ensure that all students, regardless of their preferences for participation in movement activities, know how to appropriately challenge themselves to achieve physical well-being over a lifetime.

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

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

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

It is important to note that through kindergarten to Grade 5, students progressed through the stages of “progressing towards control”, “control”, and “utilization” of specific developmentally

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

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

Physical Education 9

appropriate locomotor, non-locomotor, and manipulative skills. In Grade 6, 7, and 8, students learned how to combine these skills into the complex skills used in games and sport, with Grade 8 students working towards a level of automation in skill performance. Grade 9 students will build skills towards proficiency in four self-selected complex movement skills that are chosen from four of six different types of games and activities identified in the curriculum.

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

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

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

Prior to Grade 9, students were exposed to a variety of skills needed for enjoyable and safe participation in a variety of alternate environment activities and body management activities. In Grade 8, students applied and adapted activity-related skills to support regular participation in alternate environment activities. Grade 9 students will design and implement plans to use effective tactics and strategies, with consideration for the environment, to support participation in alternate environment activities.

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

Students need to become actively involved in authentic learning experiences in order to develop the skills and disposition to care for others. This will support Grade 9 students in becoming engaged citizens. In earlier grades, students

experienced specific authentic learning opportunities to engage others in participation in movement activities. Grade 9 students will further strengthen their ability to engage others by collaboratively planning and leading a movement activity event that students will promote to a wider audience.

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

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

Influences that can affect participation in movement activities are numerous. Previously, students have considered the impact of individual attributes and limitations, external influences, environmental influences, and current and emerging technologies on participation in movement activities. Grade 9 students will analyze the influences of mass media, advertising strategies, and other sources to determine their impact on promoting active living. Students at this level will also identify and analyze personal perspectives on how to manage the contemporary opportunities and challenges that influence one's ability to develop as a skillful mover, to live a balanced, active lifestyle, and to develop and maintain safe and respectful relationships.

... providing today's young people with guidelines for, and practice in, taking responsibility for their personal well-being and contributing to the well-being of others can make a difference in what they value and what choices they make.
(Hellison, 2003, p. 12)

Physical Education 9

Organization of Movement Activities

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

Grade 9 Outcomes Movement Activities Focus						
Target Games	Invasion/Territorial Games	Net/Wall Games	Striking/Fielding Games	Low-organizational and Inventive Games	Body Management Activities	Alternate Environment Activities
<ul style="list-style-type: none"> • bowling • curling • golf • bocce ball • archery • ring toss • pin guard 	<ul style="list-style-type: none"> • basketball • touch/flag football • soft lacrosse • soccer • floor hockey • team handball • ultimate frisbee • speedball • double ball • moose skin ball • buffalo corral 	<ul style="list-style-type: none"> • badminton • table tennis • tennis • volleyball • pickleball 	<ul style="list-style-type: none"> • softball • longball • cricket • kickball 	<ul style="list-style-type: none"> • king's court • prisoner's base • capture the flag • bombardment • cooperative games • environmental games 	<ul style="list-style-type: none"> • dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping 	<ul style="list-style-type: none"> • aquatics • cross-country skiing • downhill skiing • snow-shoeing • cycling • hiking • skating • orienteering • skate boarding • wall climbing • canoeing • kayaking • trapping • roping

Outcomes and Indicators

Goals

Students will:

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

Goals: Active Living, Skillful Movement, Relationships

Outcomes (What students are expected to know and be able to do.)

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

Indicators (Students who have achieved this outcome should be able to:)

- Apply an understanding of the principles of training while participating in movement activities that focus on challenging one or more components of health-related fitness.
- Assess personal level of fitness in health-related components of fitness, using a variety of fitness appraisals (e.g., fitness appraisals identified in written resource and technological sources such as Fitnessgrams/Activitygrams [Meredith & Welk, 2007]), and credible health-related fitness standards.
- Create, implement, evaluate, and revise a personal fitness plan that illustrates the use of the principles of training and incorporates at least 30 consecutive minutes of moderate to vigorous activity on a daily basis.
- Willingly engage in a variety of movement activities at a moderate to vigorous level of effort daily for at least 12 consecutive minutes.
- Identify, and incorporate into action plans, movement activities of personal preference that support increased fitness and enjoyment.
- Assess fitness plans of others (e.g., classmate created, family member created) as to the effectiveness of the plans based on the incorporation of the principles of training to benefit specified components of health-related fitness.
- Provide feedback to support others (e.g., classmate, family member) in making improvements to personal fitness plans.
- Reflect on and incorporate feedback from others related to personal fitness plans.
- Express insights in response to questions such as “What is your plan for remaining active for the rest of your life?”, “How do you know if you are in ‘good enough’ shape?”, and “How might your level of fitness affect your preferred future?”

Physical Education 9

Goals: Active Living, *Skillful Movement*, Relationships

Outcomes

9.2 Body Composition

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

Indicators

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

Goals: Active Living, *Skillful Movement*, Relationships

Outcomes

9.3 Core Strength

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

Indicators

- Demonstrate an understanding of the distinction between core muscles and joint muscles.
- Explain the safety issues that are common to, and unique to, the development of strength in the core muscles and the joint muscles.
- Create and implement regular exercise routines that focus on the development and maintenance of core strength and include exercises for the upper abdominals, lower abdominals, obliques, and back.
- Incorporate useful equipment and technology (e.g., stability balls, medicine balls, wobble boards, free weights, professionally led exercises on DVDs) into regular exercise routines that focus on the development of core strength.
- Justify the advantages of focusing on the development of core strength as a means to support active living for life as well as performance in movement activities.
- Explain the concept of core strength training as it relates to the body muscular system.

Outcomes

9.3 Core Strength (continued)

Indicators

- g. Explain the safety issues related to the development of joint muscle strength.
- h. Identify and incorporate safe methods to develop joint muscle strength through multiple repetitions of low weight bearing exercises as opposed to few repetitions of high weight bearing exercises.

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

Outcomes

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

Indicators

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

Physical Education 9

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

Outcomes

9.5 Complex Skills

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

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

Indicators

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

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

9.6 Games, Tactics, & Strategies
Design and implement, collaboratively, plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others in each of the following:

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

Indicators

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

Physical Education 9

Goals: Active Living, Skillful Movement, Relationships

Outcomes

9.7 Alternate Environment
Design and implement, collaboratively, plans to use effective tactics and strategies to enhance performance and enjoyment of self and others, while showing respect for the environment, when participating in a variety of alternate environment activities (e.g., orienteering, skating, cross-country skiing, canoeing, roping, downhill skiing, dog sledding, wall climbing, in-line skating, skate boarding, cycling, completing a challenge course, Quincy building).

Indicators

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

Goals: Active Living, Skillful Movement, Relationships

Outcomes

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

Indicators

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

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

Outcomes

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

Indicators

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

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

Outcomes

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

Indicators

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

Physical Education 9

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

Outcomes

9.11 Prevention & Care

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

Indicators

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

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

Outcomes

9.12 Respectful Behaviour

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

Indicators

- Analyze the impact that various issues associated with participation in sport have on society in general, and personal social behaviours specifically, including but not limited to violence and aggression in sport by athlete and spectators, abuse of officials, drug use including steroids and intravenous drugs, tobacco and alcohol sponsorship, and gambling.
- Debate issues related to participation in movement activities (e.g., keeping accurate score in golf according to the rules, calling the boundaries correctly in badminton, acceptance of people of all body types in dance) that reflect individual standards for acceptable behaviour in social situations.
- Describe the characteristics of specific positive role models, locally, provincially, and globally, who are involved in movement activities.
- Demonstrate a personal commitment to positive social behaviour while participating in and watching movement activities.
- Present personal reflective opinions on highly publicized ethical controversies (e.g., steroid use by professional athletes, criminal charges against athletes as the result of actions during sporting competitions, fan abuse of or attacks on athletes and/or officials, gambling related inappropriate behaviours of athletes and/or officials) that have influenced societal thinking regarding social behaviour related to movement activities.

Outcomes

9.12 Respectful Behaviour (continued)

Indicators

- f. Express insights in response to questions such as “Why is there a shortage of minor officials and coaches in almost all sports played in Saskatchewan?” and “Do I ever do anything that would make someone else want to quit being involved in movement activities?”
- g. Create a personal “Code of Ethics” for acceptable social behaviour related to participation in sport.

Goals: Active Living, Skillful Movement, *Relationships*

Outcomes

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

Indicators

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

Assessment and Evaluation of Student Learning

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

(National Association for Sport and Physical Education, 2004)

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the 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
- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussion on placement or promotion.

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

Assessment and evaluation in physical education must be reflective of the three goals and, specifically, the outcomes. A holistic analytic rubric can be used to determine to what level students understand and are able to do what the outcome identifies. The rubric, on page 39, expands to the fullness of the intent of the Complex Skills outcome (9.5) that is a focus in the sample lesson on pages 19-20.

Physical Education 9

Assessment and Evaluation in Physical Education

What Assessment and Evaluation in Physical Education should look like ...	What Assessment and Evaluation in Physical Education should NOT look like ...
Formal and informal observation based on pre-selected and pre-communicated criteria that provide proof of student learning.	Informal observations not based on specific criteria.
Fitness appraisals that are administered with the results being used by students to set challenging goals and by teachers to plan lessons so as to support students in obtaining goals.	Fitness tests that are administered periodically throughout the year with the results left “sitting” until the next test.
Health-related fitness standards are considered: <ul style="list-style-type: none"> by students prior to setting personal goals for improvement by the teacher early in the school year to support planning and program development. 	Health-related fitness standards are considered by only the teacher, at report card time.
Evaluation of ‘fitness’ informed by student attainment of student-established goals that are challenging.	Evaluation of ‘fitness’ based on comparing student performance to health-related fitness standards as the basis for determining a “fitness mark”.
Skills tests that: <ul style="list-style-type: none"> look at the entirety of the skill performance through observation over time with students given time and opportunity to explore and practise are pre-communicated and practised within authentic learning experiences are administered in a pre-test, post-test format with opportunity for students to plan for and work towards improvement focus on the process of the skill performance as opposed to ‘hitting the target’. 	Skill tests that: <ul style="list-style-type: none"> break skills down into segregated movements students see for the first time on the day that the tests are administered are administered only at the end of a learning experience are ‘one-time’ evaluation tools that focus on ‘number that hit the target’ as opposed to how the skill is performed.
Effective questions that challenge students to think critically and creatively, and require students to synthesize and apply previous learnings in authentic situations. Student responses are received in a variety of ways (e.g., written, visual, oral).	Written quizzes and tests that measure basic knowledge of rules and definitions without any application to support the demonstration of deeper understanding.
Assessment based on the outcomes of the curriculum with the indicators being ways that students show that they understand and demonstrate what is stated in the outcomes.	Assessment based on attendance, dress, and general attitude.
<p><i>Performance that is to be assessed should occur in a real-life setting, not a contrived “skills test” setting.</i> (Graham, Holt-Hale, & Parker, 2007, p. 204)</p>	

An Assessment Rubric for Teacher Use

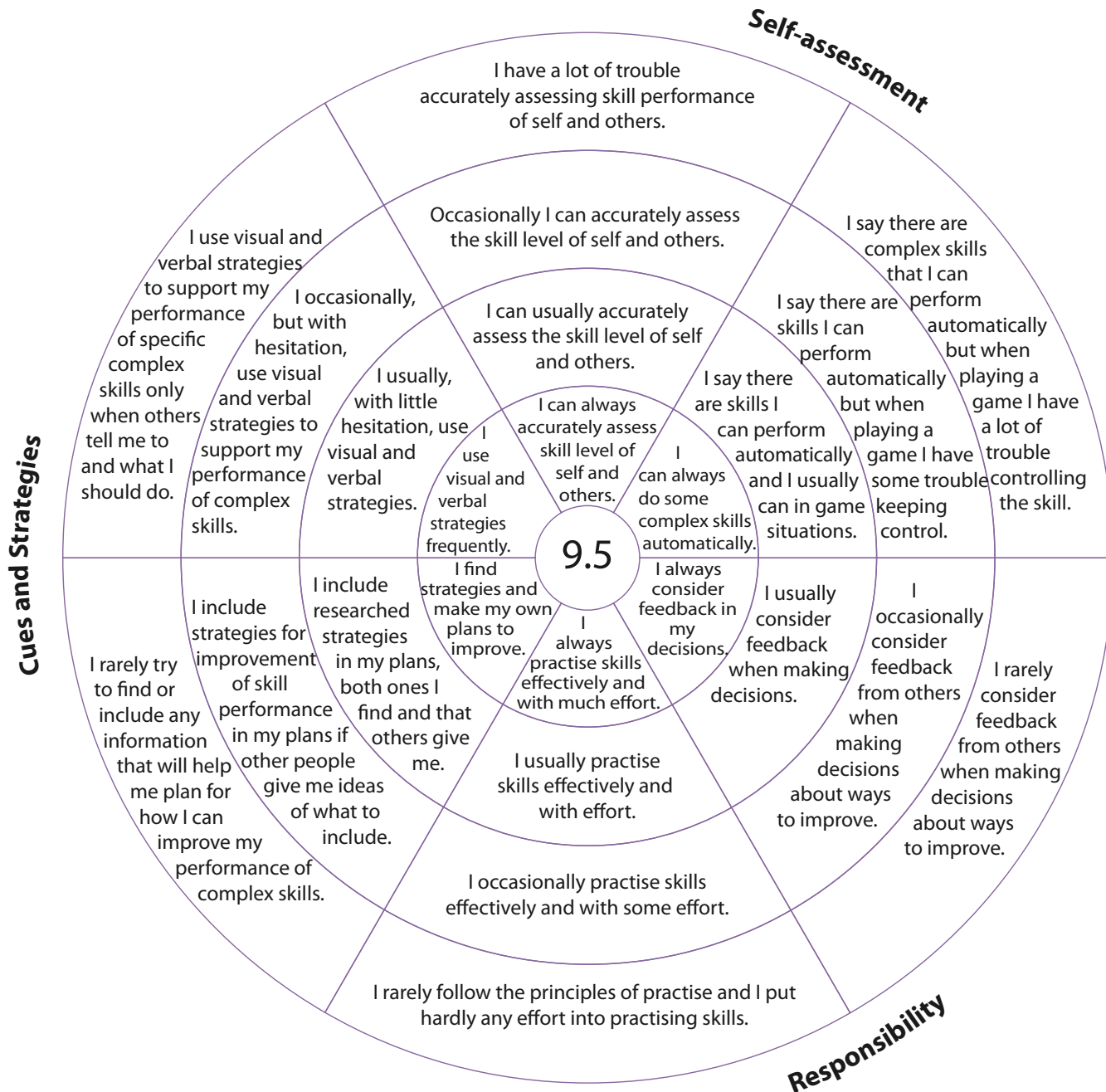
Outcome 9.5 – Complex Skills

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

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

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

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



An Evaluation Guide for Teachers

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

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

This would mean that 14 out of 100 (or more depending on the use of the Flexible Attention) would be the weighting given to outcome 9.1 when calculating a mark for the report card at the end of the year.

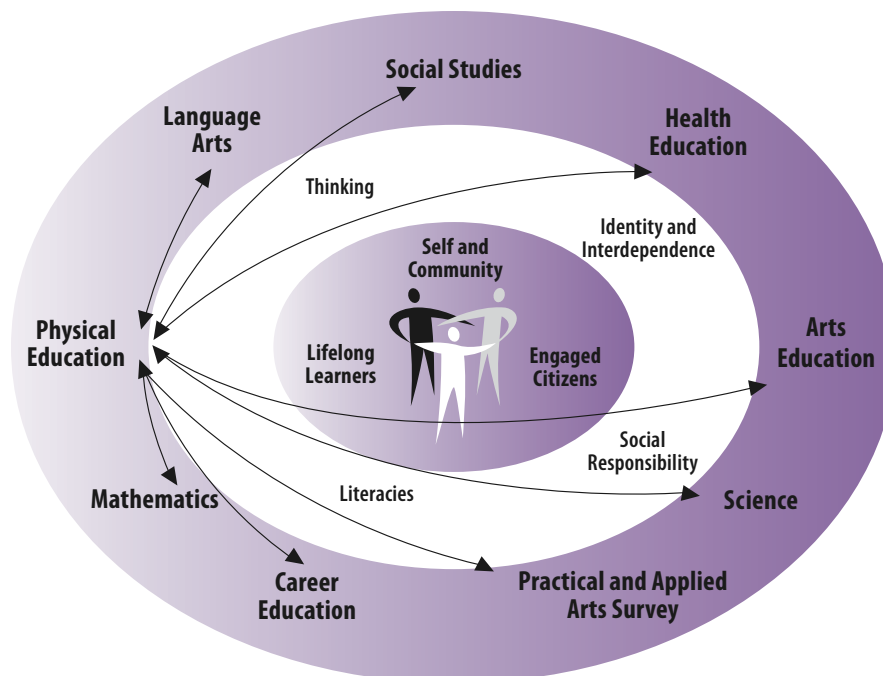
Connections with Other Areas of Study

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

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

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

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



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

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

Dance in Physical Education	Dance in Arts Education
Dance in physical education is a body management activity.	Dance in arts education is a performing art.
<p>The purpose of dance in physical education is to engage students in:</p> <ul style="list-style-type: none"> exploring rhythmic activities as well as cultural, social*, and contemporary dance as a means to positively influence both health-related and skill-related fitness making critical and creative decisions about how to skillfully move the body implementing and reflecting on positive relationship skills. 	<p>The purpose of dance in arts education is to engage students in:</p> <ul style="list-style-type: none"> 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.
<p>Active Living Goal</p> <ul style="list-style-type: none"> 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. 	<p>Creative/Productive Goal</p> <ul style="list-style-type: none"> 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.
<p>Skillful Movement Goal</p> <ul style="list-style-type: none"> 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. 	<p>Critical/Responsive Goal</p> <ul style="list-style-type: none"> 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.

Physical Education 9

Dance in Physical Education	Dance in Arts Education
Relationships Goal <ul style="list-style-type: none"> • 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. 	Cultural/Historical Goal <ul style="list-style-type: none"> • 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.
<p>* 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.</p>	
<p>**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).</p>	

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

Physical Education 9

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

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

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

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

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

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

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

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

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

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

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

Principles of Practice – support the learning of movement skills and include:

- incorporating a whole-part-whole method
- engaging in shorter practice of specific skills distributed over time as opposed to one session and/or one long session
- practising in game-like conditions and not as isolated experiences.

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

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

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

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

Physical Education 9

References

- Blaydes, J. (n.d.). *Advocacy: A case for daily quality physical education*. Retrieved December 2, 2007, from http://staffweb.esc12.net/~mbooth/documents/shac/brain_research.doc
- Brophy, J. & Alleman, J. (1991). A caveat: Curriculum integration isn't always a good idea. *Educational Leadership*, 49, 66.
- Canadian Association of Health, Physical Education, Recreation, and Dance (2006). *The need for quality daily physical education programs in Canadian schools*. Retrieved January 29, 2008, from <http://www.nationalchildrensalliance.com/nca/pubs/2006/Quality%20Physical%20Education%20Programs%20Policy%20Brief.pdf>
- California Department of Education. (1994). *Physical education framework for California public schools kindergarten through grade twelve*. Retrieved January 17, 2007, from the California Department of Education web site.
- Canadian Sport Centres. (n.d.). *Canadian sport for life: Developing physical literacy*. Vancouver, BC: Canadian Sport Centres.
- Cone, T., Werner, P., Cone, S., & Woods, A. (1998). *Interdisciplinary teaching through physical education*. Champaign, IL: Human Kinetics.
- Education Review Office. (1996). *Science in schools – Implementing the 1995 science curriculum* (5). Wellington: Crown Copyright.
- Gilbert, J. (2004). No, you do not have to run today, you get to run. *The Journal of Physical Education, Recreation & Dance*, 75, 25-30.
- Graham, G., Holt/Hale, S., & Parker, M. (2007). *Children moving: A reflective approach to teaching physical education* (7th ed.). New York, NY: The McGraw-Hill Companies.
- Griffin, L. L. & Butler, J. I. (Eds.). (2005). *Teaching games for understanding: Theory, research, and practice*. Champaign, IL: Human Kinetics.
- Hellison, Donald R. (2003). *Teaching responsibility through physical activity* (2nd ed.). Champaign, IL: Human Kinetics.
- Hickson, C. & Fishburne, J. (n.d.) *What is effective physical education teaching and can it be promoted with generalist trained elementary school teachers?* Edmonton, AB: University of Alberta. Retrieved November 13, 2007, from <http://www.aare.edu.au/04pap/hic04158.pdf>
- Humbert, L. (2005). CAHPERD scholar address: Carpe diem – a challenge for us all. *Physical and Health Education Journal*, 71, 4-13.
- Kalyn, B. (2006). *A healthy journey: Indigenous teachings that direct culturally responsive curricula in physical education*. Edmonton, AB: University of Alberta, Department of Secondary Education.
- Kuhlthau, C. C. & Todd, R. J. (2008). *Guided inquiry: A framework for learning through school libraries in 21st century schools*. Newark, NJ: Rutgers University.

- McBride, R. (1992). Critical thinking: An overview with implications for physical education. *Journal of Teaching in Physical Education*, 11, 112-125.
- Meredith, M. D. & Welk, G. J. (Eds.). (2007). *Fitnessgram/Activitygram test administration manual* (4th ed.). Champaign, IL: Human Kinetics/Cooper Institute for Aerobics Research.
- Mills, H. & Donnelly, A. (2001). *From the ground up: Creating a culture of inquiry*. Portsmouth, NH: Heinemann Educational Books, Ltd.
- National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: National Association for Sport and Physical Education.
- National Education Steering Committee of the Moving to Inclusion Initiative. (1994). *Moving to inclusion: Active living through physical education: Maximizing opportunities for students with a disability – Introduction*. Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability.
- Ratey, J. (2001). *User's guide to the brain: Perception, attention, and the four theaters of the brain*. Toronto, ON: Random House of Canada Limited.
- Saskatchewan Learning. (2007). *Core curriculum: Principles, time allocations, and credit policy*. Regina, SK: Government of Saskatchewan.
- Smith, M. (2001). Relevant curricula and school knowledge: New horizons. In K.P. Binda & S. Calliou (Eds.), *Aboriginal education in Canada: A study in decolonization* (pp. 77-88). Mississauga, ON: Canadian Educators' Press.
- Whitehead, M. (2006). *Physical literacy*. Retrieved September 20, 2007, <http://www.physical-literacy.org.uk/definitions.php>
- Wiggins, G. & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Feedback Form

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

Document Title: **Physical Education Grade 9 Curriculum**

1. Please indicate your role in the learning community:

- ☐ parent
 ☐ teacher
 ☐ resource teacher
☐ guidance counsellor
 ☐ school administrator
 ☐ school board trustee
☐ teacher librarian
 ☐ school community council member
☐ other _____

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

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

- ☐ print
☐ online

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

- ☐ print
☐ online

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

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

The curriculum content is:	Strongly Agree	Agree	Disagree	Strongly Disagree
a. appropriate for its intended purpose	1	2	3	4
b. suitable for your use	1	2	3	4
c. clear and well organized	1	2	3	4
d. visually appealing	1	2	3	4
e. informative	1	2	3	4

Physical Education 9

5. Explain which aspects you found to be:

Most useful:

Least useful:

6. Additional comments:

7. Optional:

Name: _____

School: _____

Phone: _____ Fax: _____

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

Please return the completed feedback form to:

Executive Director
Curriculum and E-Learning Branch
Ministry of Education
2220 College Avenue
Regina SK S4P 4V9
Fax: 306-787-2223