Ministry of Education

Saskatchewan Curriculum

Physical Education

7

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Acknowledgements

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- teachers
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- university professors
- other educators and community members

in the development of the Grade 7 Physical Education Curriculum.

Introduction

Physical education is a Required Area of Study in Saskatchewan's Core Curriculum. The provincial requirement for Grade 7 Physical Education is **150 minutes of instruction per week** *(Core Curriculum: Principles, Time Allocations, and Credit Policy,* 2007*)* for the entire school year in order to provide opportunities for students to develop positive attitudes toward active living, to gain self-confidence as skillful movers, and to promote personal, social, cultural, and environmental growth and appreciation. Ideally, physical education will be scheduled daily. Quality daily physical education, as part of the entire learning experience concerned with educating the whole person, will support students in developing a solid foundation for a balanced life.

Research findings … support the inclusion of Physical Education in the overall educational experiences of children and illustrate the value of Physical Education in the holistic development of students.
(Hickson & Fishburne, n.d., p. 6)

This curriculum provides the intended learning outcomes that Grade 7 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 7 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 7 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.

Students who are physically educated are:

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

(Kalyn, 2006, p. 195)

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.

Core Curriculum

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

Broad Areas of Learning

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

Building Lifelong Learners

Related to the following Goals of Education:
- *Basic Skills*
- *Life-long Learning*
- *Self Concept Development*
- *Positive Lifestyle*

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

Building a Sense of Self and Community

Related to the following Goals of Education:
- *Understanding and Relating to Others*
- *Self Concept Development*
- *Positive Lifestyle*
- *Spiritual Development*

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

Building Engaged Citizens

Related to the following Goals of Education:
- *Understanding and Relating to Others*
- *Positive Lifestyle*
- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

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

Cross-curricular Competencies

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

Developing Thinking

Learners construct knowledge to make sense of the world around them. Their understanding develops through thinking contextually, creatively, and critically. In Grade 7 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 7 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 7 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.

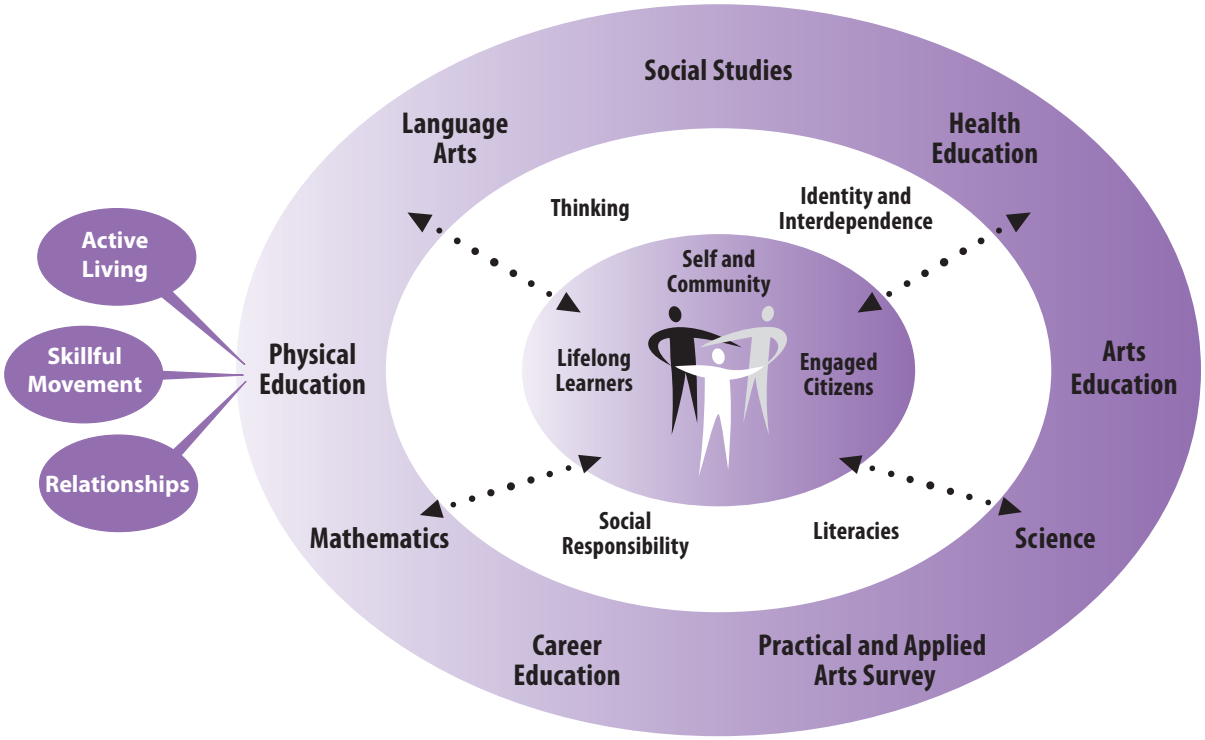
Aim and Goals of K-12 Physical Education

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

Children who possess inadequate motor skills are often relegated to a life of exclusion from the organized and free play experiences of their peers, and subsequently, to a lifetime of inactivity because of their frustrations in early movement behaviour.
(Seefeldt, Haubenstricker, & Reuschlen [1979] in Graham, Holt/Hale, & Parker, 2007, p. 28)

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

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

Relationships Goal

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)

"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.

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

An Effective Physical Education Program

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

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

Developing Physical Literacy

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

An individual who is physically literate:

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

(Whitehead, 2006)

Counteracting Myths about Physical Education

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

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

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

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

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

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

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

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

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

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

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

(Ratey, 2001, p. 178)

Myth: Physical education focuses on the more athletically gifted.

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

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

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

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

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

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

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

A Quality Physical Education program includes:

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

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

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

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

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

Constructing Understanding through Inquiry

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

Inquiry is 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 is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.*
>
> (Mills & Donnelly, 2001, p. xviii)

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

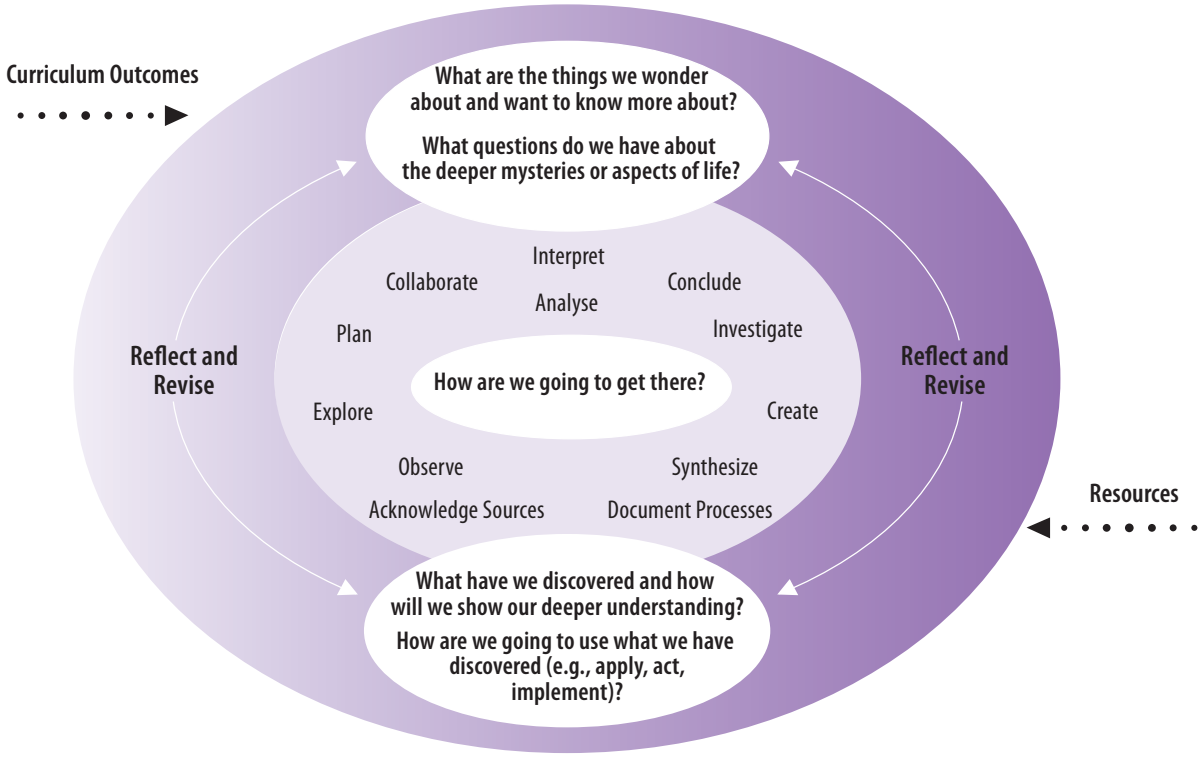
- construct knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new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

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

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

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

Constructing Understanding Through Inquiry



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

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

Creating Questions for Inquiry in Physical Education

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

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

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

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

Effective Questions for Understanding

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

(Wiggins & McTighe, 2005, p. 110)

Learning through Critical, Creative, and Powerful Strategies

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

Meeting the Needs of All Students

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

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

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

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

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

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

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

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

Planning

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

Year Planning

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

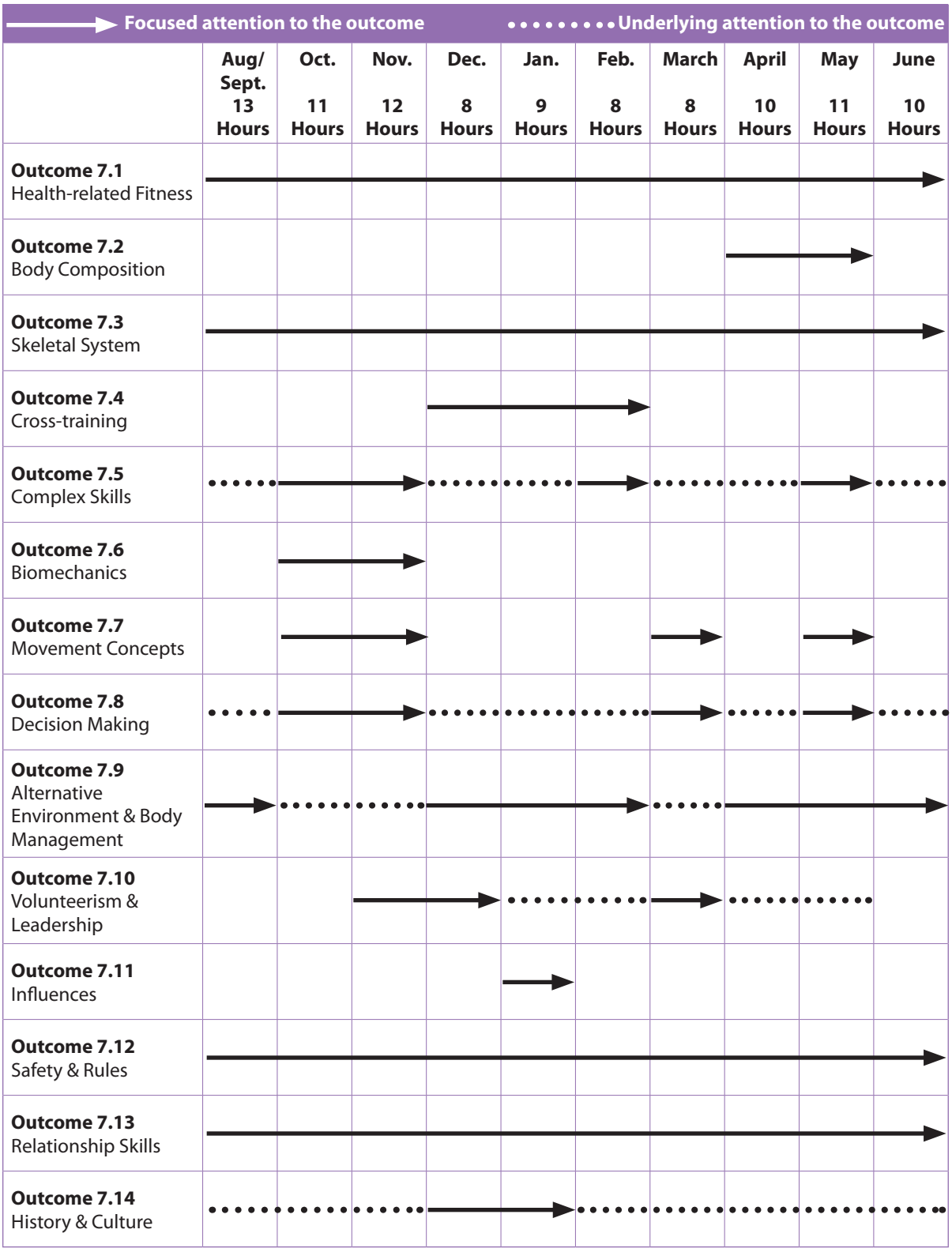
- Instructional physical education is scheduled for 150 minutes a week.
- Physical education classes are scheduled for at least 30 minutes a day, every day throughout the school year.
- Active physical education classes will take place in many locations such as the classroom, the hallways, the school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

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

Suggested Minimum Time Commitment to Outcomes

	Suggested Hours of Focus		
	Initiating	**Extending Applying/ Challenging**	**Total Hours**
Outcome 7.1 Health-related Fitness	7	7	14
Outcome 7.2 Body Composition	2	2	4
Outcome 7.3 Skeletal System	2	1	3
Outcome 7.4 Cross-training	3	2	5
Outcome 7.5 Complex Skills	4	3	7
Outcome 7.6 Biomechanics	3	2	5
Outcome 7.7 Movement Concepts	3	2	5
Outcome 7.8 Decision Making	4	4	8
Outcome 7.9 Alternative Environment & Body Management	5	5	10
Outcome 7.10 Volunteerism & Leadership	3	3	6
Outcome 7.11 Influences	1	1	2
Outcome 7.12 Safety & Rules	2	3	5
Outcome 7.13 Relationship Skills	2	2	4
Outcome 7.14 History & Culture	2	2	4
Sub total	43	39	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



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 7 Physical Education Lesson Plan – Early November

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

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

Outcome 7.1
(Health-related Fitness)

- Demonstrate and regularly use challenging and safe strategies while participating in continuous aerobic activity ...
- Demonstrate safe and effective technique while participating in repetitive physical movement that challenges muscular endurance ...

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

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

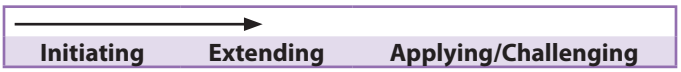
Outcome 7.10
(Volunteerism & Leadership)

- Create and implement a plan, in small groups, to teach and/or lead younger children in participation in movement activity ...

Learning Experience
Introduce the vision to engage younger children in movement activities for a series of experiences and that the first experience will happen in a couple of weeks. In small groups, students are to put together a plan to help the Grade __ students improve their ability to perform __ (a specific movement skill). The first time they meet with these students, they want to engage them in a variety of movements that get students moving and that have a specific skill-related connection to __ (a specific moment skill such as throwing a ball overhand for distance).

Outcome 7.4
(Cross-training)

- Create and participate in skill stations that address specified criteria related to the health-related components of fitness, skill-related components of fitness, and sport skill performance.



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

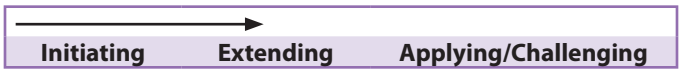
Sample Grade 7 Physical Education Lesson Plan – Early November

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

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

Outcome 7.1
(Health-related Fitness)

- Reflect and express responses to questions such as "Do the words 'exercise' and 'fun' go together?"

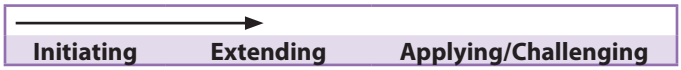


Learning Experience
Propose questions for brief discussion and assign daily log reflection for students to respond to the questions:

1. "Do the words 'exercise' and 'fun' go together?"
2. "When is having fun important in the process of learning a skill?"

Outcome 7.4
(Cross-training)

- Create and participate in skill stations ...



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

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

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

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

The Next Two Weeks …

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

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

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

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

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 7 Physical Education Outcomes

The outcomes for Grade 7 Physical Education make direct connection to all three physical education goals of Active Living, Skillful Movement, and Relationships. Not only do students need to move, they need to understand the 'hows, whats, wheres, and whys' of movement. In the following list of Grade 7 outcomes and indicators, all three goals are listed above the outcome, with one, two, or all three of the goals in boldface font. All three goals are reflected in each outcome, with the words in boldface font indicating a stronger connection. These goals are interconnected aspects of learning that address the whole person in physical education and focus on creating a balanced self.

The outcomes in physical education focus on important aspects of the learning for Grade 7 students in this area of study. No single outcome, however, can stand alone as a learning focus for a period of instruction. Teachers should integrate learning experiences related to more than one outcome into every lesson.

Grade 7 students will build on their learning experience from Grade 6 which emphasizes the need for taking individual responsibility for personal fitness. The first Grade 7 outcome

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

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

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

The ability to transfer skills and understanding across movement activity options supports students' deeper understanding, improved performance, and enjoyment of a variety of movement experiences. In Grade 7, students will learn about and implement strategies for cross-training. This will build students' understanding of learning transfer and support them in developing a control level of performance of a variety of complex skills. It is important to note that through kindergarten to Grade 5, students progressed through the stages of "progressing towards control", "control", and "utilization" of specific developmentally appropriate locomotor, non-locomotor, and manipulative skills. Building on this skill development, as well as the many complex skills that were introduced in Grade 6, Grade 7 students will develop further

> *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)

their ability to combine locomotor, non-locomotor, and manipulative skills into complex skills that are used in various movement activities.

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

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)

While Grade 7 students could experience opportunities to use skills, tactics, and strategies for play in all types of games, the focus in Grade 7 is within the categories of Striking/Fielding games and Net/Wall games, as well as Low-organizational and Inventive games. Through multiple experiences in lead-up games and activities, Grade 7 students will begin to understand the movement concepts associated with the skills used in a variety of games that fit into these three categories, and will start to make situational decisions about tactics and strategies to be used in these games. Concepts include such things as individual responsibility within a team defence used in Striking/Fielding games, and spin or rotation used when sending objects in Net/Wall games. It is important that teachers create opportunities for students to propose options for individual and team play, to 'test' these options, and to reflect on the effectiveness of chosen tactics and strategies. All of this will be achieved while students consider and practise safe behaviours that also reflect the students' understanding of the rules of different games.

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

To become engaged citizens, students need to become actively involved in authentic learning experiences in which students can develop both the skills and the disposition to care for others. In Grade 7 Physical Education, students are to plan, organize, and lead cooperatively, movement activity to engage younger students and to connect with others. This will

give students the opportunity to role model for others and practise the behaviours associated with demonstrating self-responsibility and caring for others (Hellison, 2003) so they can grow as social beings who make positive connections to others. Participation in movement activities will be the vehicle for this personal growth experience.

Finally, the Grade 7 Physical Education learning experience has students explore the past and present influences of Canada's Northern people on opportunities and options for participation in movement activities. By making these connections, students will strengthen their awareness of a global community and consider how the past influences their present and future choices related to active living, skillful movement, and relationships.

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

Organization of Movement Activities

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

Grade 7 Outcomes Movement Activities Focus					Skills Only Focus	
Net/Wall Games	**Striking/ Fielding Games**	**Low-organizational and Inventive Games**	**Body Management Activities**	**Alternate Environment Activities**	**Target Games**	**Invasion/ Territorial Games**
• badminton • table tennis • tennis • volleyball • pickleball	• softball • longball • cricket • kickball	• king's court • prisoner's base • capture the flag • bombardment • cooperative games • environmental games	• dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping	• aquatics • cross-country skiing • downhill skiing • snow-shoeing • cycling • hiking • skating • orienteering • skate boarding • wall climbing • canoeing • kayaking • trapping • roping	• bowling • curling • golf • bocce ball • archery • ring toss • pin guard	• basketball • touch/flag football • soft lacrosse • soccer • floor hockey • team handball • ultimate frisbee • speedball • double ball • moose skin ball • buffalo corral

Outcomes and Indicators

Goals

Students will:

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

Goals: *Active Living*, Skillful Movement, Relationships

Outcomes (What students are expected to know and be able to do.)	**Indicators** (Students who have achieved this outcome should be able to:)
7.1 Health-related Fitness ***Create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.***	a. Demonstrate and regularly use the safe and proper techniques for flexibility exercises (e.g., slow, sustained, within comfort zone, focus on target muscles, minimize other body parts, stretch to the limit of the movement, slow and rhythmical breathing) on a consistent basis. b. Demonstrate and regularly use challenging and safe strategies while participating in continuous aerobic activity (e.g., running, skipping, snowshoeing, cycling, swimming, dancing, paddling, outdoor obstacle course races) in a progression towards eleven consecutive minutes on a consistent basis. c. Sustain participation in aerobically challenging lead-up games (e.g., three-on-three soccer, two-on-two basketball, three-on-three double ball) that increase heart rate and respiration rates in a progression towards eleven consecutive minutes on a consistent basis. d. Willingly engage in a variety of movement activities at a moderate to vigorous level of effort in a progression towards eleven consecutive minutes. e. Describe the cardiovascular, muscular endurance, and flexibility benefits of participation in a variety of striking/fielding games, net/wall games, low-organizational and inventive games, alternate environment activities, and body management activities. f. Communicate, with clarity and correctness, the relevance of target heart zone in determining the effectiveness of participation in movement activities in supporting cardiovascular fitness.

Outcomes	Indicators
7.1 Health-related Fitness *(continued)*	g. Practise monitoring heart rate and calculating target heart zone to draw conclusions about personal achievement of maintaining target heart zone for a given length of time, in a progression towards eleven consecutive minutes. h. Distinguish the difference between aerobic and anaerobic activity to draw conclusions about the connection to cardiovascular and muscular endurance. i. Demonstrate safe and effective technique while participating in repetitive physical movement that challenges muscular endurance (e.g., various forms of push-ups; various forms of abdominal exercises such as curl-ups, curl-downs, v-sits) on a consistent basis. j. Design and lead others in a flexibility and muscular endurance workout following given guidelines (e.g., a focus on the upper body, a focus for a basketball player, a focus for a hunter). k. Identify responsible decisions that promote daily participation in movement activity and improved personal health-related fitness (e.g., be active outside whenever possible, participate in intramurals, play a game at recess, invite a friend to join in participating in movement activity, participate in community sports, walk to school). l. Determine and monitor personal level of health-related cardiovascular, muscular endurance, and flexibility fitness incorporating the use of data collection tools (e.g., written resources and computer programs such as Fitnessgrams, Activitygrams [Meredith & Welk, 2007], pedometers, stop watches). m. Analyze, with guidance, personal fitness appraisal data to enhance understanding of personal fitness level by gathering and comparing data over time as related to: o cardiovascular endurance (e.g., endurance walk or run) o muscular endurance (e.g., continuous push-ups, continuous curl-ups) o flexibility (e.g., sit and reach, shoulder stretch). n. Compare personal fitness performance on fitness appraisals to previous personal performance throughout the year and to standards to determine personal strengths and weaknesses. o. Create and implement fitness plans, incorporating F.I.T.T. principles, to improve health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility. p. Compare own fitness results and movement activity participation over a period of time (e.g., beginning, middle, and end of year) to evaluate success of plan.

Outcomes	Indicators
7.1 Health-related Fitness *(continued)*	q. Propose ways to improve own personal fitness plans after reflecting on personal progress throughout the time frame for the plan. r. Express insights in responses to questions such as "Why would you bother to set fitness goals and create plans to achieve those goals year after year?" and "Do the words 'exercise' and 'fun' go together?"

Goals: *Active Living*, Skillful Movement, Relationships

Outcomes	Indicators
7.2 Body Composition ***Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.***	a. Communicate, with clarity and correctness, the main contributions (e.g., energy, tissue repair, bone density, hydration) of the essential nutrients (i.e., carbohydrates, fats, protein, minerals, vitamins, and water) in the performance of the body as it relates to participation in movement activities. b. Inquire about recommended diets for athletes who specialize in movement activity areas (e.g., long distance runner, hockey player, speed swimmer, biathlon competitor). c. Explain how career might have implications for food and fluid intake (e.g., an indoor office worker who sits most of the day compared to a hunter/trapper who is outdoors moving most of the day). d. Monitor and assess own fluid intake practices. e. Apply knowledge of recommended levels of water consumption to daily behaviours. f. Describe the benefits of consuming water on a daily basis as it relates to participation in movement activities. g. Explain how to safely use snow and natural water resources for hydration. h. Inquire about the nutritional and performance benefits and detriments of commercially promoted sports drinks and energy drinks. i. Describe the best type and quantities of fluid to consume during various movement activities under different conditions (e.g., indoor, outdoor, humid, long/short duration). j. Identify potential illnesses and injuries that can result from malnutrition and dehydration that have a direct impact on the body's ability to participate in movement activities. k. Evaluate whether own food consumption choices and own level of participation in movement activities, over time, will increase, decrease, or maintain body composition.

Goals: *Active Living,* Skillful Movement, Relationships

Outcomes	Indicators
7.3 Skeletal System ***Demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/decreased bone density, increased/decreased bone mass) and the function (i.e., shape support, protection) of the skeletal system in relation to participating in movement activities.***	a. Demonstrate the location of indicated bones referring to them by proper name (e.g., humerus, ulna, radius, femur, tibia, fibula, scapula, clavicle, ribs, pelvis, skull). b. Explain the impact of exercise and inactivity on the skeletal system. c. Communicate, with clarity and correctness, how the different skeletal joints are configured (e.g., ball-and-socket, hinge, pivot) and how they work in co-operation with muscles and ligaments. d. Tell a story (e.g., written, visual, audio, video, creative performance) that represents the importance of exercise during adolescence as a means of preventing skeletal-related injuries, illnesses, and disease both currently and in the future.

Goals: *Active Living, Skillful Movement,* Relationships

Outcomes	Indicators
7.4 Cross-training ***Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops coordination and agility used in basketball; golf and hockey develop hand/eye coordination/striking skills) while participating in movement activities.***	a. Create and participate in flexibility routines for a specified sport movement skill (e.g., curling delivery, hockey goalie, paddling in a kayak). b. Create and participate in skill stations that address specified criteria related to the health-related components of fitness, skill-related components of fitness, and sport skill performance (e.g., agility, speed, and muscular endurance for pass reception in football; power, co-ordination, and strength for blocking in volleyball; power, balance, and coordination for throwing for distance). c. Identify and participate in a variety of body management activities (e.g., resistance training, core strength training, circuit training, pilates, yoga, educational gymnastics) that develop a variety of fitness components that have direct benefit to overall fitness and skill. d. Demonstrate, through representations such as graphic organizers, an understanding of how participation in movement activities as a means of improving health-related components of fitness has a direct impact on the skills needed to participate in specified sports. e. Express insights in response to questions such as "Is there any problem with being a "one sport" kind of person?" and "What does cross-training have to do with me if I don't play any sports?"

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

Outcomes	Indicators
7.5 Complex Skills ***Demonstrate control, including smooth transitions, of complex movement skills that combine* locomotor *(traveling) skills,* non-locomotor *(non-traveling) skills, and* manipulative *(moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, paddling a kayak, passing a lacrosse ball) while participating in movement activities.***	a. Communicate, with clarity and correctness, using performance words to demonstrate understanding of the performance cues (e.g., backswing, hip rotation, follow through) to support the performance of complex skills. b. Incorporate "talk-aloud" self-learning methods (e.g., while performing complex skills saying the performance cues words out loud) to strengthen the ability to skillfully perform complex skills. c. Select personal goals for the performance of complex skills and practise for attainment by identifying the critical elements of a specific skill (e.g., basketball – dribbling: dominant hand, non-dominant hand, while guarded) and establishing criteria for demonstration of competent performance of skill (e.g., time ranges for an obstacle course or relay dribble, time to cover a long distance running course). d. Verbalize and apply skill appropriate performance cues (e.g., opposite foot forward, weight transfer, follow through) while practising striking skills associated with net/wall games and striking/fielding games (e.g., overhand serve in volleyball, short and long serve in badminton, batting in softball). e. Use correct form to make solid contact when sending objects by striking (e.g., serve in tennis, serve in volleyball). f. Use body parts sequentially to build force for complex skill performance. g. Combine locomotor, non-locomotor, and manipulative skills to perform game or sport required combination skills (e.g., soccer – dodge an opponent, run to an open space, receive a pass, fake, dribble in for a shot on net) in practise, and in modified game-like and game situations (e.g., three-on-three soccer, five-on-five soccer). h. Combine movement skills that have been practised and learned for unpredictable situations and for the flow of the game in game situations (e.g., gathering and throwing while moving, dribbling and shooting while moving, shifting appropriately to receive). i. Analyze skill performance of self and others, detecting and correcting mechanical errors, based on pre-established and communicated criteria (e.g., performance cues checklist, rubric).

Outcomes	Indicators
7.5 Complex Skills *(continued)*	j. Generate and use assessment tools (e.g., checklist, rating scales, rubrics) in small groups for a peer analysis of skill performance. k. Practise skills at a high level of engagement. l. Express insights in response to questions such as "How will focusing on improving skill performance support me in living an active life regardless of my sport interest level?"

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

Outcomes	Indicators
7.6 Biomechanics ***Explore, apply, and communicate biomechanical concepts and principles of balance, stability, spin, and rotation as a means to enhance independence in learning motor skills involving locomotor (traveling), non-locomotor (non-traveling), and manipulative (moving objects) skills.***	a. Communicate, with clarity and correctness, using the appropriate language, the biomechanical concepts and principles related to balance, stability, spin, and rotation. b. Explore and describe the impact of variations of base of support (e.g., narrow, wide) and location of centre of gravity (e.g., low, high, above base of support, outside of base of support) on balance. c. Propose solutions for improving balance related to given situations (e.g., a person who tries to do a headstand always tips over). d. Explain how equipment required for participation (e.g., heavy backpack, snowshoes) and for protection (e.g., helmet and padding) might affect balance. e. Explain why balance is challenged when participating in various movement activities (e.g., skating, paddling a canoe, walking on a balance beam, walking on stilts). f. Analyze how one's balance will be affected by body type (e.g., very tall versus short, very tall and light weight versus very tall and heavier weight). g. Explore and describe the flight of an object using a variety of ways to contact the object (e.g., punt a football using the side of the foot, using the top of the foot; contacting the ball crosswise, contacting the ball lengthwise; serve a volleyball underhand using a fist, using an open hand; contacting the ball underneath, in the center, on the right side, on the left side). h. Explore and explain how rebound is affected when different spins are applied to an object (e.g., top spin versus backspin applied to a basketball when doing a bounce pass). i. Propose solutions for improved direction of flight related to given situations (e.g., a volleyball serve is always veering off to the left). j. Explore and explain how moving the mass of an object closer to the axis of rotation will cause the object to rotate faster. k. Describe ways to increase and decrease the momentum of a spin (e.g., move arms closer and farther away from the body).

Outcomes	Indicators
7.6 Biomechanics *(continued)*	l. Explore and describe how velocity of rotation can be increased when participating in movement activities (e.g., throw a ball sidearm while standing, then throw a ball sidearm after rotating in a complete circle). m. Consider and explore the application of the biomechanical concepts and principles of balance, stability, spin, and rotation to enhance movement as required by the flow of play in striking/fielding games, net/wall games, and low-organizational and inventive games. n. Consider and explore the biomechanical concepts and principles of balance, stability, spin, and rotation to enhance movement used in alternate environment and body management activities.

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

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

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

Outcomes	Indicators
7.8 Decision Making ***Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in:*** o ***net/wall games*** ***(e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball)*** o ***striking/fielding games*** ***(e.g., softball, longball, kickball, cricket)*** o ***low-organizational, inventive, and co-operative games*** ***(e.g., walleyball, king's court).***	a. Communicate, with clarity and correctness, the terminology associated with the tactics of selected net/wall and striking/fielding games while participating in practice and game situations. b. Express reflective insights in response to questions such as "What does it mean to "read the situation" in the context of participating in movement activities?" and "What tactics will be most beneficial to take into consideration in any type of game that involves striking an object?" c. Propose and practise the application of individual performance adjustments (e.g., badminton – opponent has a weak backhand stroke; therefore, birdie placement is to backhand) and team performance adjustments (e.g., shifting the positioning of the infield to accommodate batter strength) as a response to reading the opponent's strategy. d. Make effective choices that demonstrate strategic planning and reflect an awareness of what opponents and teammates are doing while in practice and game situations. e. Explain the connection between tactics and strategies used and the rules of a variety of net/wall games and striking/fielding games (e.g., which serve is best to use in badminton based on the boundary lines – whether singles or doubles). f. Identify, practise, and incorporate various offensive tactics, while participating in practice and game situations with classmates, that are used in a variety of: o net/wall games (e.g., set to a spike in volleyball, hitting to open spaces in all games) o striking/fielding games (e.g., when would be a good time to bunt in softball) o low-organizational, inventive, and cooperative games (e.g., when to use the wall, and when not to, in walleyball). g. Identify, practise, and incorporate various defensive tactics, while participating in practice and game situations with classmates, that are used in a variety of: o net/wall games (e.g., returning to base position within the court after playing the ball, shifting to cover as a team) o striking/fielding games (e.g., shifting positioning on the field when there is a left-handed batter) o low-organizational, inventive, and cooperative games (e.g., adjusting positioning to receive a ball that is coming off the wall in walleyball). h. Appropriately return to a recovery (base) position between skill attempts while participating in game situations.

Outcomes	Indicators
7.8 Decision Making *(continued)*	i. Appropriately support teammates who are playing the ball by moving into position to receive the ball from the teammate. j. Demonstrate purposeful team communication skills (e.g., calling the ball, calling for help, sharing what opponents are doing) while participating in game situations with classmates. k. Adapt rules of low-organizational and inventive games (e.g., one bounce volleyball) based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusion, and/or safety) and participate in game situations with classmates using adapted rules.

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

Outcomes	Indicators
7.9 Alternate Environment & Body Management ***Utilize selected movement skills and combinations of skills (i.e., locomotor, non-locomotor, and manipulative) to participate in a variety of:*** o ***alternate environment activities*** ***(e.g., skating, cross-country skiing, swimming, snowshoeing, cycling, hiking, tracking, skateboarding, roping, canoeing, downhill skiing, orienteering)*** o ***body management activities*** ***including dance and educational gymnastics, as well as others (e.g., wrestling, track and field, pilates, yoga, aerobics).***	a. Willingly engage in developing skills, used alone or in combination, while participating in a variety of alternate environment and body management activities. b. Create and implement a plan to increase efficiency of movement to support sustained participation in a variety of alternate environment activities. c. Analyze self-selected and teacher-selected alternate environment activities (e.g., downhill skiing, water polo, orienteering) to determine the specific movement skills (e.g., snowplow in skiing, treading water in swimming, map reading) required for enjoyable participation in the activities. d. Analyze self-selected and teacher-selected body management activities (e.g., hip hop dance, wrestling, yoga) to determine the specific movement skills (e.g., one-two step in hip hop, duck out or spin and roll in wrestling, warrior's pose in yoga) required for enjoyable participation in the activities. e. Demonstrate dynamic balance (e.g., cartwheels, skating backwards, stroking while canoeing, quick change of direction in various activities) applying biomechanical principles (e.g., lower centre of gravity, widen base of support) for stability. f. Perform extensions and/or variations of moving skills (e.g., sprinting, springing, rotating) applying biomechanical principles (e.g., speed is affected by weight of body, range of motion, number of involved body segments, application of force) for speed, height, and/or distance. g. Identify and apply biomechanical concepts (e.g., torque, equilibrium, reaction force) related to acceleration and deceleration of the body.

Outcomes	Indicators
7.9 Alternate Environment & Body Management *(continued)*	h. Create and perform a sequence of movement skills and combinations of skills that include the movement of objects and are performed to a rhythm (e.g., music, drum beat, clapping). i. Demonstrate an understanding of the concept of flow and how to achieve flow in relation to sequences of combined movements while participating in dance and other body management activities such as yoga and aerobics. j. Co-create and teach a group dance sequence that combines a variety of locomotor, non-locomotor, and manipulative skills.

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

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

Goals: *Active Living,* Skillful Movement, Relationships

Outcomes	Indicators
7.11 Influences ***Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.***	a. Research the facility and program options available in the community that support participation in movement activities. b. Identify the gaps in current community facility and program options as they would apply to the various community members (e.g., young children, youth, adults, seniors, physically disabled, males, females). c. Propose solutions to community "activity deficits" and present solutions to community decision maker, if applicable. d. Calculate the cost of participation in a variety of community-based movement activities (e.g., dance clubs, hockey teams, public swimming, golfing) and propose comparable options (e.g., physical fitness benefits, enjoyment aspect) that are less expensive or free. e. Express insight in response to questions such as "Are there barriers to our achieving personally appropriate levels of participation in movement activities?"

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

Outcomes	Indicators
7.12 Safety & Rules ***Analyze and apply the safety guidelines and rules related to net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities,*** *and* ***body management activities to develop an appreciation of their impact on self and others.***	a. Demonstrate automation in the use of safety skills while participating in net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities. b. Propose preventive measures to be followed regarding potential safety issues related to the various aspects involved in playing net/wall games (e.g., equipment, court surfaces) and striking/fielding games (e.g., equipment, foul balls). c. Justify the need for rules related to safety (e.g., batter's box in softball/baseball, protective eye wear in badminton). d. Represent and apply an understanding of safety guidelines appropriate for a variety of alternate environment activities (e.g., prevention of skin conditions such as sunburn, selection of appropriate clothing and footwear, wearing a lifejacket when in a canoe). e. Represent and apply an understanding of safety guidelines and rules appropriate for a variety of body management activities (e.g., stay behind the backstop when a classmate is throwing discus; keep knees slightly bent during aerobic movements).

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

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

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

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

Assessment and Evaluation of Student Learning

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

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 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 42, expands to the fullness of the intent of the Health-related Fitness outcome (7.1) that is a focus in the sample lesson on pages 19-20.

Assessment and Evaluation in Physical Education

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

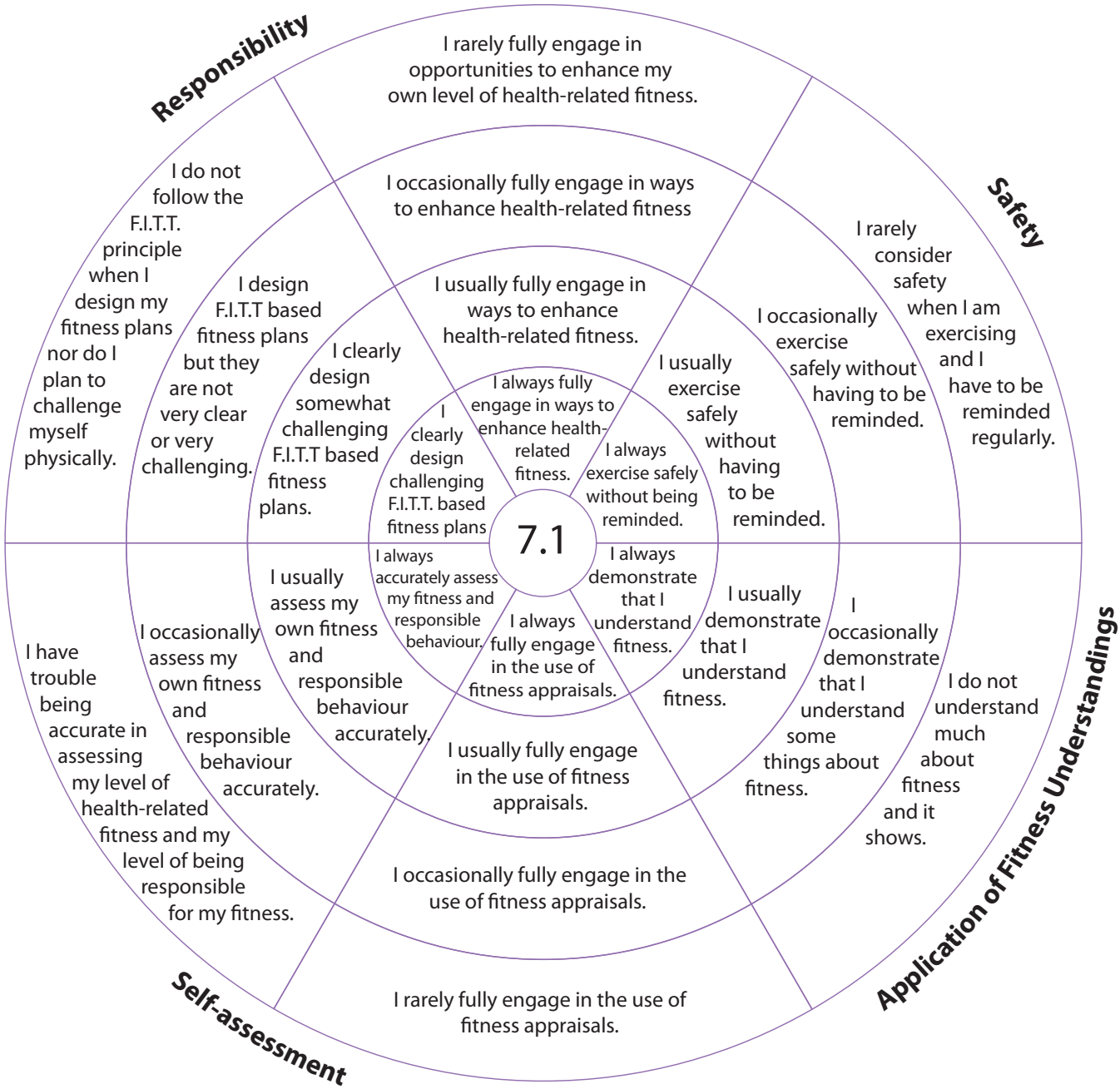
An Assessment Rubric for Teacher Use

Outcome 7.1 - Health-related Fitness

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

Level 4	Level 3	Level 2	Level 1
Always fully engages in opportunities to enhance own level of health-related fitness	**Usually fully engages** in opportunities to enhance own level of health-related fitness	**Occasionally fully engages** in opportunities to enhance own level of health-related fitness	**Rarely fully engages** in opportunities to enhance own level of health-related fitness
Always, without prompting, uses safe techniques and strategies when exercising	**Often, without prompting,** uses safe techniques and strategies when exercising	**Occasionally, without prompting,** uses safe techniques and strategies when exercising	**Must always be prompted** to use safe techniques and strategies when exercising
Always demonstrates correct understanding of various aspects of health-related fitness	**Usually demonstrates correct understanding** of various aspects of health-related fitness	**Occasionally demonstrates correct understanding** of various aspects of health-related fitness	**Rarely demonstrates correct understanding** of various aspects of health-related fitness
Always fully engages in the use of fitness appraisal methods	**Usually fully engages** in the use of fitness appraisal methods	**Occasionally fully engages** in the use of fitness appraisal methods	**Rarely fully engages** in the use of fitness appraisal methods
Clearly designs challenging fitness plans that follow the F.I.T.T. principle	**Clearly designs somewhat challenging fitness plans** that follow the F.I.T.T. principle	Fitness plans follow the F.I.T.T. principle but are **not clear** and are **not challenging**	Fitness plans **do not follow** the F.I.T.T. principle and are **not challenging**
Always accurately assesses own health-related and responsible behaviours for growth	**Usually accurately assesses** own health-related and responsible behaviours for growth	**Occasionally accurately assesses** own health-related and responsible behaviours for growth	**Rarely accurately assesses** own health-related and responsible behaviours for growth

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



An Evaluation Guide for Teachers

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

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

This would mean that 14 out of 100 (or more depending on the use of the Flexible Attention) would be the weighting given to outcome 7.1 when calculating a mark for the report card at the end of the year.

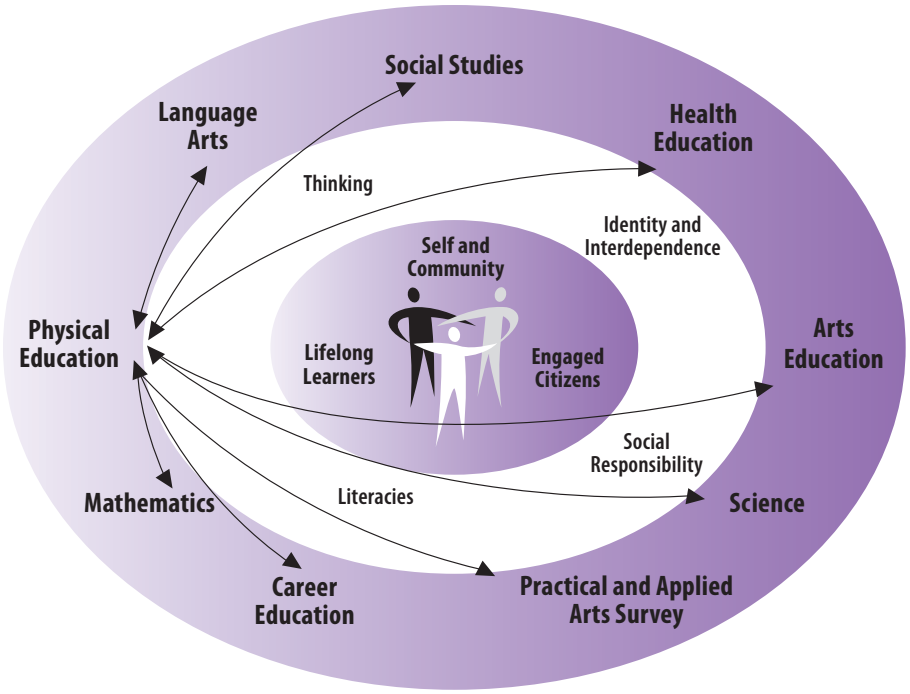
Connections with Other Areas of Study

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

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

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

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



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

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

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

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

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Feedback Form

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

Document Title: **Physical Education Grade 7 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

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

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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

5. Explain which aspects you found to be:

   Most useful:

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6. Additional comments:

7. Optional:

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

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