

2019 Saskatchewan Curriculum

Physical Education 20

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Introduction

Physical education is an area of study in Saskatchewan's Core Curriculum which 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 the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes that *Physical Education 20* students are expected to achieve in physical education by the end of the course. The curriculum reflects current physical education research and updated technology and is responsive to changing demographics within the province.

All students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that the curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

Grades 10-12 Physical Education Framework

To meet the credit requirements for graduation from Grade 12, students are required to take one compulsory health education or physical education course at the secondary level.

Health Education/Physical Education		
Grade 10	Grade 11	Grade 12
Wellness 10 or Physical Education 20 or Physical Education 30		

Course Synopsis

In *Physical Education 20*, students will continue to develop their understanding of physical literacy. Students will explore health- and skill-related fitness through a variety indoor and outdoor physical activities. They will investigate how nutrition, mental health and a physically active lifestyle support personal well-being, will engage in service learning and explore topics of personal interest relevant to *Physical Education 20*.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The K-12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

Sense of Self, Community and Place*

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

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.

Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing supports students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

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.

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

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

*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

Cross-curricular Competencies

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

Developing Thinking

(Related to CEL of Critical and Creative Thinking)

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

Think and learn contextually

- Apply prior knowledge, experiences, and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.

- Analyze a particular context for ways that parts influence each other and create the whole.
- Explore norms*, concepts, situations, and experiences from several perspectives, theoretical frameworks, and worldviews.

Think and learn creatively

- Show curiosity and interest in the world, new experiences, materials, and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses, and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection, and inquiry.
- Create or re-design objects, designs, models, patterns, relationships, or ideas by adding, changing, removing, combining, and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

Think and learn critically

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations, and other phenomena.
- Distinguish among facts, opinions, beliefs, and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives, and actions.
- Apply, evaluate, and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly, and fairly.

*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being “normal”) which creates a power imbalance gained by birth, social position, or concession and provides a particular context.

Developing Identity and Interdependence

(Related to CELs of Personal and Social Development and Technological Literacy)

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)

- Recognize that cultural and linguistic backgrounds, norms, and experiences influence identity, beliefs, values, and behaviours.
- Develop skills, understandings, and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity.
- Analyze family, community, and societal influences (such as recognized and unrecognized privileges) on the development of identity.
- Demonstrate self-reliance, self-regulation, and the ability to act with integrity
- Develop personal commitment and the capacity to advocate for self.

Understand, value, and care for others

- Demonstrate openmindedness* toward, and respect for all.
- Learn about various peoples and cultures.
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs.
- Value the varied abilities and interests of individuals to make positive contributions to society.
- Advocate for the well-being of others.

Understand and value social, economic, and environmental interdependence and sustainability**

- Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world.
- Evaluate how sustainable development depends on the effective and complex interaction of social, environmental, and economic factors.
- Analyze how one's thinking, choices, and behaviours affect living and non-living things, now and in the future.
- Investigate the potential of individual and group actions and contributions to sustainable development.
- Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment, and economy – locally, nationally, and globally.

*Openmindedness refers to a mind that is open to new ideas, and free from prejudice or bias in order to develop an "ethical space" between an existing idea and a new idea (Ermine).

**Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic, and environmental well-being.

Developing Literacies

(Related to CELs of Communication, Numeracy, Technological Literacy, and Independent Learning)

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills, and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

Construct knowledge related to various literacies

- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements, and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture, and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

Explore and interpret the world using various literacies

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources, and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural, and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

Express understanding and communicate meaning using various literacies

- Create, compute, and communicate using a variety of materials, strategies, and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts, and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences, and information in ways that are inclusive, understandable, and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

Developing Social Responsibility

(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space* to engage in dialogue, address mutual concerns, and accomplish shared goals.

Use moral reasoning processes

- Evaluate the possible consequences of a course of action on self, others, and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values** such as “respect for all”.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

Engage in communitarian thinking and dialogue

- Model a balance in speaking, listening, and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.

Take social action

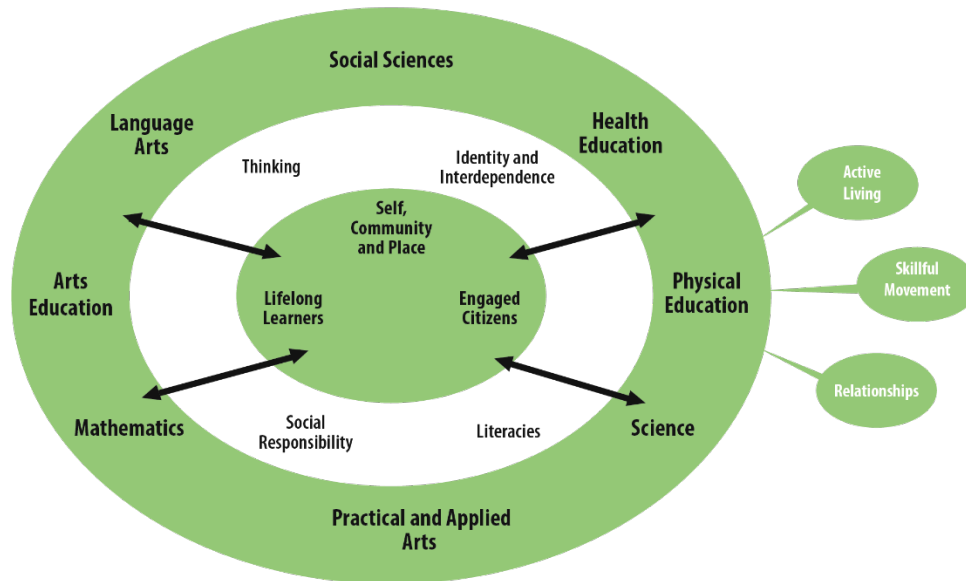
- Demonstrate respect for and commitment to human rights, treaty rights, and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family, and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity, and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

*An ethical space exists between separate worldviews. In this space, “we can understand one another’s knowledge systems” (Ermine, 2006). For further information, see Willie Ermine’s work related to ethical space.

**The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion related to fundamental moral values, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988, pages 42-49). See also the *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

Aim and Goals

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 the learning in a particular area of study by the end of Grade 12. The goals of K-12 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 students to participate in "authentic" learning experiences that are enjoyable and that lead them to deeper understandings about physical fitness. Opportunities for students to develop each of the components of health-related fitness are interwoven throughout the program. For example, students will participate in activities within their community in multiple outcomes within the course. A well-balanced physical education program goes a long way towards ensuring that the Active Living goal is achieved by all students.

Skillful Movement Goal

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

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

Relationships Goal

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

The 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 challenges 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.

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. 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.

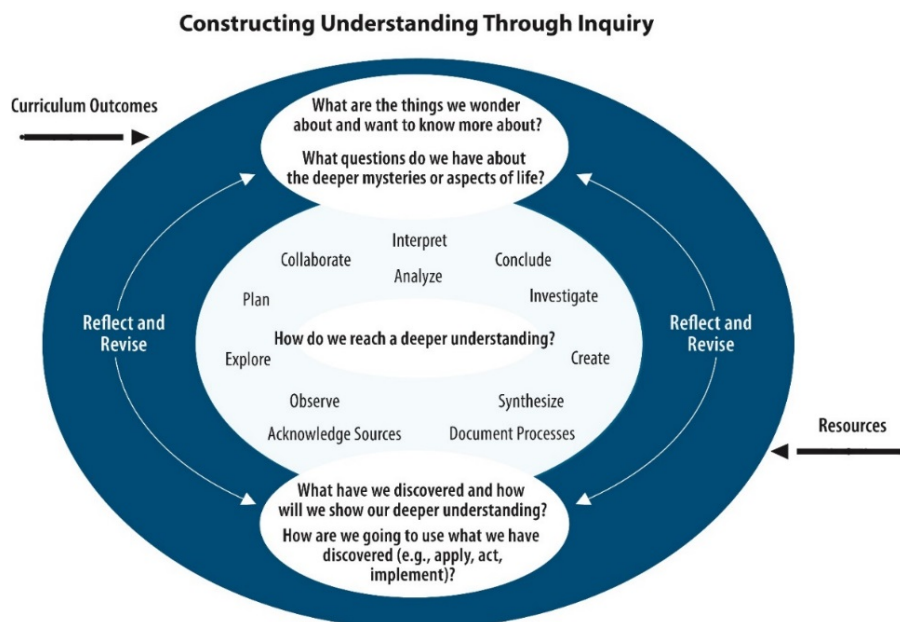
"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but, showed me! Communication, critical and creative thinking were important." (Traditional Knowledge Keeper Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

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

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.



An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

Creating Questions for Inquiry

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

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

The process of constructing questions for deep understanding can help student grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions 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 student connect what they are learning to their experiences and life beyond school.

In physical education, effective questions are the key to fostering students' critical thinking and problem solving. Questions such as "How might participation in physical activity affect my lifestyle?", "What factors might influence how I pursue personal fitness goals?", "How might my physical activity interests change based on my fitness goals?" and "What organizations and events exist to support my fitness?" are examples of questions that will lead to deeper understanding. Questioning should also be used to encourage students to reflect on how their actions and behaviours affect and are affected by others. Questions could be "Is your level of personal fitness anyone else's concern?" and "Is anyone else's level of fitness your concern?". Effective questioning is essential for student learning and these questions should be an integral part of teacher planning.

Learning through Critical, Creative, and Powerful Strategies

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

Meeting the Needs of All Students

An inclusive physical education environment is one which provides the opportunity for all students to participate in physical education and benefit from activities that promote a healthy, active lifestyle. Inclusive physical education recognizes the inherent value of each student: the right to take risks, the need for independence and self-determination, and the right to choice. In an inclusive physical education program:

- activities are adapted and individualized to meet students’ strengths, abilities, interests and needs;
- cultural, gender and sexual diversity are respected;
- the environment fosters independence, positive self-esteem, engagement, participation and a sense of belonging;
- areas of concern are identified (e.g., safety) and plans to address concern/s are created;
- learning opportunities are challenging, engaging, culturally and developmentally appropriate;
- support is provided only to the degree required;
- physical adaptations are implemented to accommodate diversity and reduce barriers; and,
- positive interactions are modelled and encouraged for the development of authentic positive relationships and friendships.

All students learn to appreciate individual uniqueness, recognize that individuals have their own goals and learn how others persevere to overcome challenges.

In order to create an inclusive physical education program, educators need to:

- be aware of their students’ strengths, abilities, interests and needs;
- be part of the collaborative school team;
- contribute to the student’s Inclusion and Intervention Plan;
- implement the Adaptive Dimension; and,
- develop a method of on-going assessment to respond to students’ changing strengths, abilities, interests and needs.

For additional information, please refer to the Government of Saskatchewan website for policy and foundation documents.

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 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; and,
- 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.

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.

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.

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Using this Curriculum

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and,
- are supported by indicators which provide the breadth and depth of expectations.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and,
- is not a checklist or prioritized list of instructional activities or assessment items.

Other Terms

Within curricula, the terms "including", "such as" and "e.g.," serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.

Outcomes at a Glance

The outcomes in this curriculum contribute to the development of the K-12 physical education goals.

PE20.1 Service Learning Explore how participation in activity-based service learning benefits self and community.
PE20.2 Health- and Skill-Related Fitness Explore components of health- and skill-related fitness through physical activity.
PE20.3 Body Management Explore and participate in body management activities as pathways towards personal well-being.
PE20.4 Complex Skills Demonstrate improvement in performance of complex skills.
PE20.5 Physical Activity within Multiple Environments Investigate how physical activity within multiple environments contributes to the well-being of self and others.
PE20.6 Games, Tactics and Strategies Compare how effective tactics and strategies enhance performance and enjoyment in physically active games.
PE20.7 First Nations and Métis Examine First Nation and Métis worldviews regarding learning through physical activities.
PE20.8 Nutrition Examine how healthy nutritional choices support a physically active lifestyle.
PE20.9 Skeletal and Muscular Systems Investigate the effect of physical activity on the skeletal and muscular systems of the human body.
PE20.10 Personal Mental Health Investigate the benefits of physical activity on mental health.
PE20.11 Student-Directed Study Create and implement a plan to explore one or more topics of personal interest relevant to <i>Physical Education 20</i> .

Outcomes and Indicators - Legend

PE20 -1a

PE20	Course name
1	Outcome number
a	Indicator

Outcomes and Indicators

PE20.1 Service Learning Explore how participation in activity-based service learning benefits self and community.

Indicators

- a. Discuss how participating in service learning develops positive citizenship and community involvement, including relationship building to support reconciliation.
- b. Investigate a variety of fitness-related opportunities (e.g., coaching/officiating minor sports, helping seniors who are housebound, senior centre fitness class, Special Olympics and walking school bus) that can benefit the well-being of self and/or community.
- c. Assess personal interests and skills to determine the most appropriate role (e.g., coach, instructor, manager, official, volunteer) in a specific activity-based service learning opportunity.
- d. Explore requirements (e.g., safe contact standards in football, concussion protocol and criminal record check) for individuals seeking a role in activity-based service learning.
- e. Participate in activity-based service learning such as local, provincial and national cultural (e.g., pow wow, children's festival and multicultural celebrations) and sporting (e.g., rodeo, track and field and national championships) events.
- f. Document participation in activity-based service learning.
- g. Reflect on perceived benefits for self and community from participation in activity-based service learning.
- h. Explore careers in your community related to physical activity, health and wellness.

PE20.2 Health- and Skill-Related Fitness Explore components of health- and skill-related fitness through physical activity.

Indicators

- a. Reflect on questions such as:
 - How might participation in physical activity affect my lifestyle?
 - What factors might influence how I pursue personal fitness goals?
 - How might my physical activity interests change based on my fitness goals?
 - What organizations and events exist to support my fitness?

- b. Identify how to measure components of health- (e.g., cardiovascular endurance, flexibility, muscular strength and endurance) and skill-related (e.g., agility, balance, coordination, power, reaction time and speed) fitness.
- c. Research how to use fitness appraisal tools (e.g., fitness apps, sit and reach board and stop watch) to collect data on specific components of health- and skill-related fitness.
- d. Discuss how to apply principles of training such as FITT (Frequency, Intensity, Time, Type), overload, progression, reversibility and specificity to improve health- and skill-related fitness.
- e. Assess, through participation, how different training styles and approaches (e.g., cross fit, pilates, plyometrics, weight training and yoga) improve components of health- and skill-related fitness.
- f. Discuss the drawbacks of overemphasizing specific components of fitness when engaging in physical activity.
- g. Identify personal aerobic thresholds, such as maximum and target heart rates, while participating in physical activity.
- h. Collect and analyze health -and skill-related data, using fitness appraisal tools and available equipment (e.g., free weights, medicine balls, stability balls and wobble boards), to identify personal strengths and weaknesses.
- i. Develop a personal fitness plan with a focus on improving components of health- and skill-related fitness.

PE20.3 Body Management Explore and participate in body management activities as pathways towards personal well-being.

Indicators

- a. Participate in body management activities (e.g., aquatics, dance, gymnastics, karate, pilates, weight training and yoga) to enhance personal well-being.
- b. Analyze how fundamental movement skills transfer between different body management activities.
- c. Discuss physical, emotional, mental and spiritual benefits that can result from participating in body management activities.
- d. Propose solutions to potential challenges (e.g., cultural, financial, safety, motivation and time) that might restrict an individual's participation in body management activities.
- e. Apply knowledge of a body management activity from another culture by teaching it to peers or other members of the community.

- f. Examine the physical, emotional, mental and spiritual benefits of participation in First Nations and Métis body management activities (e.g., jigging, hoop dance, pow wow and hand games).
- g. Evaluate the influence of current societal trends (e.g., CrossFit and yoga) on individuals' participation in body management activities.
- h. Examine the benefits of technology (e.g., apps, fitness watches and heart rate monitors) when engaging in body management activities.

PE20.4 Complex Skills Demonstrate improvement in performance of complex skills.

Indicators

- a. Demonstrate complex skills within various activities and/or games in multiple environments (e.g., air, land, snow/ice and water).
- b. Investigate First Nations and Métis perspectives on holistically developing complex skills (e.g., throwing a ball using either hand).
- c. Identify the components of a specific complex skill.
- d. Determine, through feedback, which components of a complex skill to target in order to improve performance.
- e. Apply principles of practice (e.g., part-whole and whole-part-whole) to improve performance of complex skills.
- f. Identify how improved performance in a complex skill can influence proficiency in other complex skills.
- g. Document progress (e.g., blog, journal, photos and video) of improved performance of one or more complex skills.

PE20.5 Physical Activity within Multiple Environments Investigate how physical activity within multiple environments contributes to the well-being of self and others.

Indicators

- a. Identify the benefits for well-being of self and others that can result from participating in physical activities within multiple environments (e.g., air, land, snow/ice and water).
- b. Identify opportunities to participate in outdoor physical activities within your community.
- c. Participate in fitness, leisure and/or competitive activities in multiple environments.
- d. Design and/or participate in an outdoor experience (e.g., biking, canoeing, geocaching, hiking, ice-fishing, skiing and trapping) that promotes personal well-being.

- e. Demonstrate respect for the environment when participating in physical activities.
- f. Investigate, and follow when appropriate, First Nations and Métis protocols, traditional knowledge and practices when interacting with the environment.
- g. Use technology (e.g., backpack, compass, fitness and activity apps, global positioning satellite, hiking boots, maps and satellite phone) appropriately and responsibly when participating in physical activities.
- h. Propose potential solutions for challenges (e.g., cultural, financial and geographical location) that might limit individual's participation in physical activities.
- i. Document and reflect on how participation in physical activities within multiple environments contributes to the well-being of self and others.

PE20.6 Games, Tactics and Strategies Compare how effective tactics and strategies enhance performance and enjoyment in physically active games.

Indicators

- a. Recognize how prior knowledge of tactics and strategies can transfer to different games.
- b. Identify tactics and strategies used in traditional First Nation and Métis games (e.g., double ball, knuckle hop, lacrosse, leg wrestling and snow snake).
- c. Incorporate effective tactics and strategies in target, invasion/territorial, net/wall, striking/fielding, low organization and inventive games to enhance performance and enjoyment.
- d. Differentiate between individual and team tactics and strategies used in individual/partner and group/team games.
- e. Demonstrate an understanding of effective tactical and strategic decisions used in a variety of game situations while participating in individual/partner and group/team games.
- f. Assess personal use of effective tactics and strategies incorporated in game situations.
- g. Modify tactics and strategies to enhance participation in games for all students.
- h. Discuss and apply different models (e.g., teaching games for understanding, sport-model and Long-Term Athlete Development) for teaching games, tactics and strategies.
- i. Present a game from another culture, including its tactics and strategies, to peers or members of the community.

PE20.7 First Nations and Métis Examine First Nations and Métis worldviews regarding learning through physical activities.

Indicators

- a. Examine how First Nations and Métis ways of knowing inform people's interactions with self, others and the environment through physical activity.
- b. Discuss how First Nations and Métis people use story-telling to convey knowledge about learning through physical activity.
- c. Explain how the benefits of physical activity (e.g., endurance, flexibility and social skills) serve a purpose to meet the demands of activities such as hunting, observation skills or learning social values.
- d. Identify, and follow when appropriate, First Nations and Métis protocols, traditional knowledge and practices when engaging in physical activities.
- e. Incorporate local, traditional First Nations and Métis ways of relating to and using the environment when participating in activities (e.g., orienteering and navigation, setting fishing nets and traps, and snowshoeing).
- f. Participate in traditional First Nations and Métis games (e.g., snowsnake, double ball, lacrosse, leg wrestling and knuckle hop), dance (e.g., jigging, hoop and pow wow) and activities (e.g., snowshoeing and archery).
- g. Explore how skills developed in traditional games, dance and activities could be transferable to other contexts.

PE20.8 Nutrition Examine how healthy nutritional choices support a physically active lifestyle.

Indicators

- a. Compare personal nutritional practices to the guidelines in *Canada's Food Guide*.
- b. Identify how an individual's nutritional choices may be influenced by factors such as cultural eating practices, finances, advertising and marketing and/or geographical location.
- c. Analyze personal daily caloric intake to determine if it meets energy requirements (e.g., basal metabolic rate calculation) of a physically active lifestyle.
- d. Investigate the limitations of calorie counting as a method of determining how much food to eat to support a physically active lifestyle.
- e. Discuss the role of macro and micronutrients and hydration in supporting a physically active lifestyle, before, during and after activity.

- f. Examine how nutrition-related illnesses (e.g., cardiovascular disease and type 2 diabetes) may be impacted by participation in physical activity.
- g. Examine how nutritional trends (e.g., ketogenic, gluten free and high protein diets) compare with the guidelines in *Canada's Food Guide*.
- h. Identify how a specific nutritional trend can influence personal nutrition practices.
- i. Create or evaluate a nutrition plan that supports a physically active lifestyle considering food availability, cost, likes and dislikes.

PE20.9 Skeletal and Muscular Systems Investigate the effect of physical activity on the skeletal and muscular systems of the human body.

Indicators

- a. Identify the major bones, joints and muscles that are affected by participation in a specific physical activity.
- b. Demonstrate the three types (i.e., concentric, eccentric and isometric) of muscle contractions.
- c. Explore the impact of the three types of muscle contractions on muscle development.
- d. Investigate and perform isolated and compound movements that target major muscles.
- e. Identify and perform different exercises that increase the efficiency of slow and fast twitch muscle fibres.
- f. Explain how various types of exercise incorporate specific joint actions (e.g., abduction, adduction, circumduction, eversion, inversion, pronation and supination).
- g. Research common injuries (e.g., fracture, sprain and tear) to bones, joints and muscles that result from physical activity.
- h. Explore the cause and treatment of injuries (e.g., stress fracture, tendonitis and muscle strain) that result from over-use of a bone, joint and/or muscle during physical activity.
- i. Analyze the impact of a sedentary lifestyle on skeletal and/or muscular systems in the short and long-term.

PE20.10 Personal Mental Health Investigate the benefits of physical activity on mental health.

Indicators

- a. Examine the short- and long-term effects of physical activity on factors that can affect mental health such as anxiety, body image, depression, self-esteem and stress.
- b. Research the interrelationship between physical activity, hormone levels (e.g., dopamine, cortisol, endorphin and serotonin) and physical, emotional, mental and spiritual health.
- c. Discuss First Nations and Métis understandings of the interrelationships between physical, emotional, mental and spiritual health.
- d. Incorporate physical activity as a strategy to enhance personal positive mental health.
- e. Document personal perceptions of how physical activity affects mental health over an extended period of time.
- f. Reflect on how participation in individual (e.g., jogging, meditation and yoga) and group (e.g., cooperative games, fitness classes and team sports) activities may provide mental health benefits.
- g. Communicate (e.g., brochure, display, oral, presentation software, video and website) research findings on community resources (e.g., Kids Help Phone and Sask Health) designed to support individuals and raise mental health awareness.

PE 20.11 Student-Directed Study Create and implement a plan to explore one or more topics of personal interest relevant to *Physical Education 20*.

Indicators

- a. Explore one or more topics such as:
 - educational qualifications of people involved in physical education related careers (e.g., occupational therapist, firefighter and educator) through research and/or participation in events such as a career fair or job shadow;
 - an issue related to *Physical Education 20*, including developing materials to support the arguments for and against a debate position;
 - creation and implementation of a fitness plan for self which includes physical activity, nutrition and personal mental health concepts of *Physical Education 20*;
 - how well-being may become more/less of a priority and what factors may help/hinder the creation of a balanced lifestyle;
 - First Nations and Métis understandings of the interrelationships between physical, emotional, mental and spiritual health in creating a balanced lifestyle;
 - purpose, benefits and drawbacks of various types of diets (e.g., ketogenic and high protein);

- historical, current and potential future use of technology in relation to physical fitness;
 - benefits and proper use of training styles like HIIT, cross fit and circuit training and the different methods (e.g., pyramid, drop set, Poloquin series) of weight training; and,
 - impact of ethical decision making (e.g., respect for self and others, safety, fairness, sportsmanship and the prevention of harassment and abuse) in physical education.
- b. Assemble and reflect on a portfolio that demonstrates understanding of a *Physical Education 20* topic of interest to the student.
- c. Share the results of student-directed study through a display, presentation, performance, demonstration, song, game, commercial, fine art representation or research paper.
- d. Construct a tool (e.g., rubric, checklist, self-evaluation form or peer-evaluation form) to assess the process and products involved in a student-directed study.

Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

Formative Assessment		Summative Assessment and Evaluation
<p>Assessment <i>for</i> Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:</p> <ul style="list-style-type: none"> • is teacher-driven for student, teacher and parent use; • occurs throughout the teaching and learning process, using a variety of tools; and, • engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning. 	<p>Assessment <i>as</i> Learning involves student reflection on learning, monitoring of own progress, and:</p> <ul style="list-style-type: none"> • supports students in critically analyzing learning related to curricular outcomes; • is student-driven with teacher guidance; and, • occurs throughout the learning process. 	<p>Assessment <i>of</i> Learning involves teachers' use of evidence of student learning to make judgements about student achievement and:</p> <ul style="list-style-type: none"> • provides opportunity to report evidence of achievement related to curricular outcomes; • occurs at the end of a learning cycle, using a variety of tools; and, • provides the foundation for discussions on placement or promotion.

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

Glossary

Abduction – the action of certain muscles in pulling a leg, arm, etc. away from the median axis of the body.

Adduction – a motion that pulls a structure or part toward the midline of the body or limb.

Circumduction – The circular movement of a body part.

Compound movement – A weight lifting movement that uses multiple muscle groups.

Concentric – The external force on the muscle is less than the force the muscle is generating - a shortening contraction.

Cortisol – also called hydrocortisone, a steroid hormone produced by the adrenal cortex and works with certain parts of your brain to control your mood, motivation and fear.

Dopamine – a neurotransmitter, a chemical that is responsible for transmitting signals in between the nerve cells (neurons) of the brain. It is responsible for the feelings of reward and pleasure.

Eccentric – the motion of an active muscle while it is lengthening under load.

Endorphin – a neurotransmitter that interacts with the opiate receptors in the brain to reduce the perception of pain. Known as one of the happiness hormones.

Eversion – the movement of the sole of the foot away from the median plane.

Fast Twitch – muscle fibres responsible for powerful bursts of movements like sprinting.

Fitness appraisal tools – a device utilized to determine the various aspects of physical fitness and health.

Inversion – the movement of the sole of the foot towards the median plane.

Isolated movement – A weight lifting movement that uses one muscle group.

Isometric – contractions of a particular muscle or group of muscles where the muscle does not noticeably change length and the affected joint does not move.

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; and,
- practising in game-like conditions and not as isolated experiences.

Proficiency – a high degree of competence, skill or expertise.

Pronation – the foot rolls inwards and the arch of the foot flattens.

Serotonin – a neurotransmitter in the human body. It is believed to help regulate mood and social behavior, appetite and digestion, sleep, memory, and sexual desire and function. Known as one of the happiness hormones.

Slow Twitch – muscle fibres responsible for long-endurance feats such as distance running.

Supination – the rolling outward motion of the foot.

Supplements – a product taken orally that contains one or more ingredients (such as vitamins or amino acids) that are intended to support one's diet and are not considered food.

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