

2010

Saskatchewan Curriculum

Physical Education

2



Physical Education 2

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Introduction

Physical education is a Required Area of Study in Saskatchewan's Core Curriculum. The provincial requirement for Grade 2 Physical Education is **150 minutes of instruction per week** (*Core Curriculum: Principles, Time Allocations, and Credit Policy*, 2009) for the entire school year. Ideally, physical education will be scheduled daily in order to provide opportunities for students to develop positive attitudes toward active living, to gain self-confidence as skillful movers, and to promote personal, social, cultural, and environmental growth and appreciation. Quality daily physical education, as part of the entire learning experience concerned with educating the whole person, will support students in developing a solid foundation for a balanced life.

This curriculum provides the intended learning outcomes that Grade 2 students are expected to achieve in physical education by the end of the year. Indicators are included to provide the breadth and depth of learning required by the outcomes.

The learning experiences provided for students in Grade 2 will contribute to student achievement of the provincial Goals of Education by the end of Grade 12.

The Grade 2 Physical Education curriculum provides:

- direction for supporting student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning and the Cross-curricular Competencies within the physical education program
- the K–12 aim and goals of physical education in Saskatchewan
- the critical characteristics and philosophical foundations of effective physical education programs
- the learning outcomes for Grade 2 Physical Education that are based in research
- indicators related to the outcomes (i.e., evidence of student understanding) to enable teachers to assess the degree to which students have achieved each outcome
- a sample assessment rubric and evaluation guide for physical education
- ideas for connecting physical education with other subject areas.

This curriculum also provides an introduction to pedagogical understandings necessary for the effective teaching of physical education. Additional support materials that explore and demonstrate these pedagogical understandings are also available (see resource lists on the Ministry website).

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

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

Students who are physically educated are:

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

(Kalyn, 2006, p. 195)

Core Curriculum

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

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

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

- *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988)
- *Objectives for the Common Essential Learnings (CELS)* (1998)
- *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)* (2008)
- *The Adaptive Dimension in Core Curriculum* (1992)
- *Policy and Procedures for Locally-developed Courses of Study* (2004)
- *Connections: Policy and Guidelines for School Libraries in Saskatchewan* (2008)
- *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (2005)
- *Gender Equity: Policies and Guidelines for Implementation* (1991)
- *Instructional Approaches: A Framework for Professional Practice* (1991)
- *Multicultural Education and Heritage Language Education Policies* (1994)
- *Physical Education: Safety Guidelines for Policy Development* (1998)
- *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* (2001).

Broad Areas of Learning

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

Lifelong Learners

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

Sense of Self, Community, and Place

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

Engaged Citizens

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

Cross-curricular Competencies

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

Developing Thinking

Learners construct knowledge to make sense of the world around them. Their understanding develops through thinking contextually, creatively, and critically. In Grade 2 Physical Education, students

Related to the following Goals of Education:

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

Related to the following Goals of Education:

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

Related to the following Goals of Education:

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

K-12 Goals for Developing Thinking:

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

K-12 Goals for Developing Identity and Interdependence:

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

K-12 Goals for Developing Literacies:

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

K-12 Goals for Developing Social Responsibility:

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

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

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed world. To achieve this competency requires understanding, valuing, and caring for oneself and others, and understanding and valuing social and environmental interdependence and sustainability. In physical education, Grade 2 students explore and discover who they are and how they can influence their own growth. They begin to demonstrate attitudes and skills for supporting the growth of others in both independent and cooperative ways.

Developing Literacies

Literacies provide a variety of ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and to communicate meaning. Grade 2 students will develop multiple literacies to support their deeper understanding of self – physically, emotionally, mentally, and spiritually.

Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking social action. In physical education, Grade 2 students will develop personal skills to support socially responsible behaviour that is considerate of others and respectful of individual differences.

K–12 Aim and Goals of Physical Education

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

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

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

Active Living Goal

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

The Active Living goal emphasizes the need for children to participate in “authentic” learning experiences that are enjoyable and that lead to deeper understandings about physical fitness. Children benefit from play and purposeful play will support students in being active for life. To support personal well-being, opportunities for students to enhance each of the components of health-related fitness are interwoven throughout the program. A well-balanced physical education program goes a long way towards ensuring that the Active Living goal is achieved by all students.

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

(Gilbert, 2004, pp. 25-26)

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

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

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

(Smith, 2001, p. 83)

Skillful Movement Goal

The opportunity to move is important but learning the hows and whys of movement is more important if children are to gain the confidence and ability to participate in a variety of movement activities. This Skillful Movement goal addresses all aspects of effective motor learning with students gaining a deeper understanding of the transferability of movement skills from one movement activity to another. Rather than students learning the skills of a particular game or sport, Grade 2 students learn the foundations of movement. They will understand how to move their bodies efficiently and effectively.

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

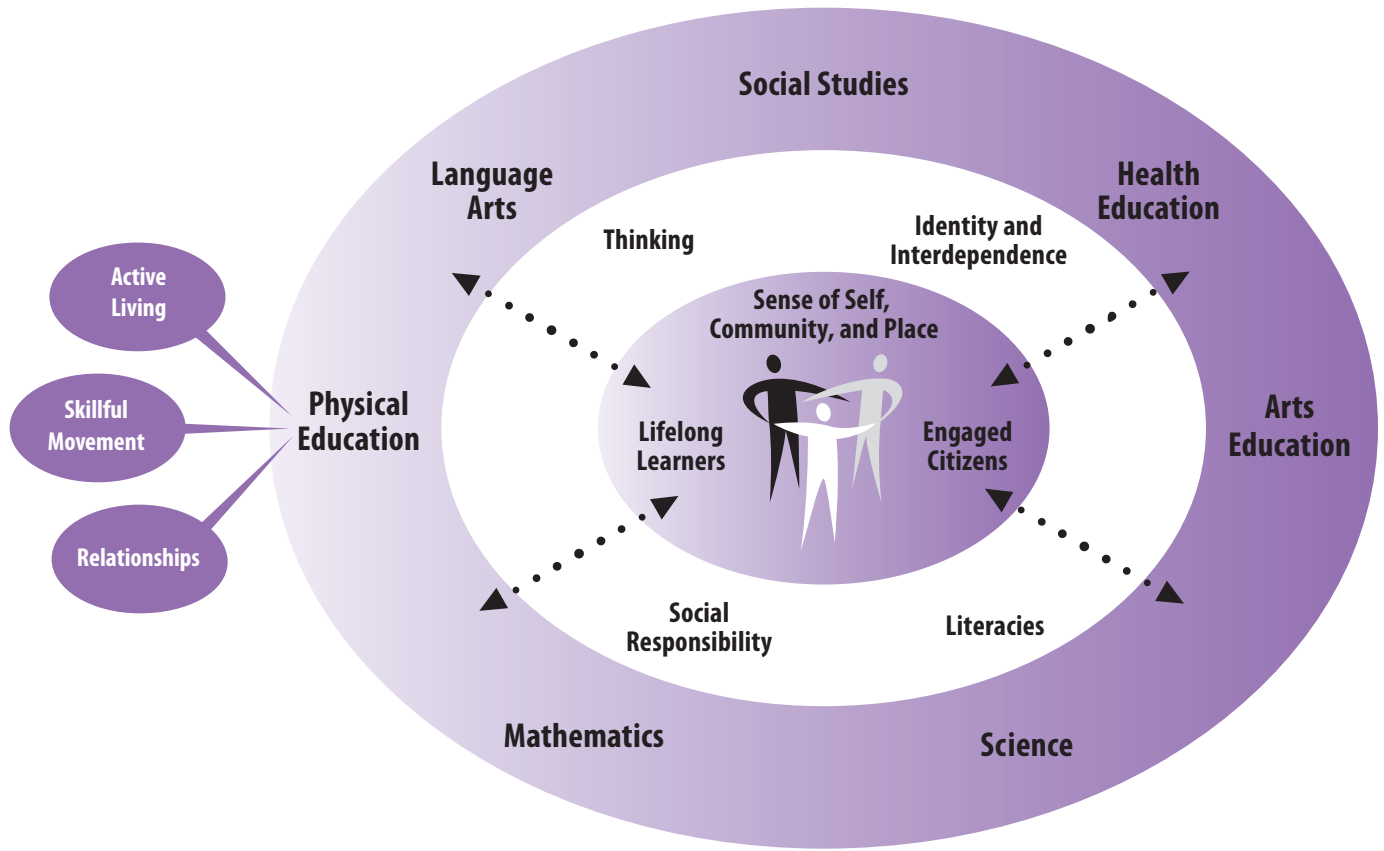
Relationships Goal

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

The Relationships goal also promotes the translation of cultural awareness into action. Authentic multicultural curricula in physical education honour and help to preserve the cultural traditions of the many groups that are part of our society. This includes the games, dances, languages, celebrations, and other forms of physical culture. When students become aware of cultural groups, values, and practices of various cultures, students are better able to engage in multiple, diverse relationships.

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

Figure 1. Physical Education Connections to other Areas of Study



An Effective Physical Education Program

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

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

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)

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

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

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

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

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

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

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

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

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

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

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

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

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

Myth: Physical education focuses on the more athletically gifted.

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

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

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

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)

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)

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

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

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

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

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

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

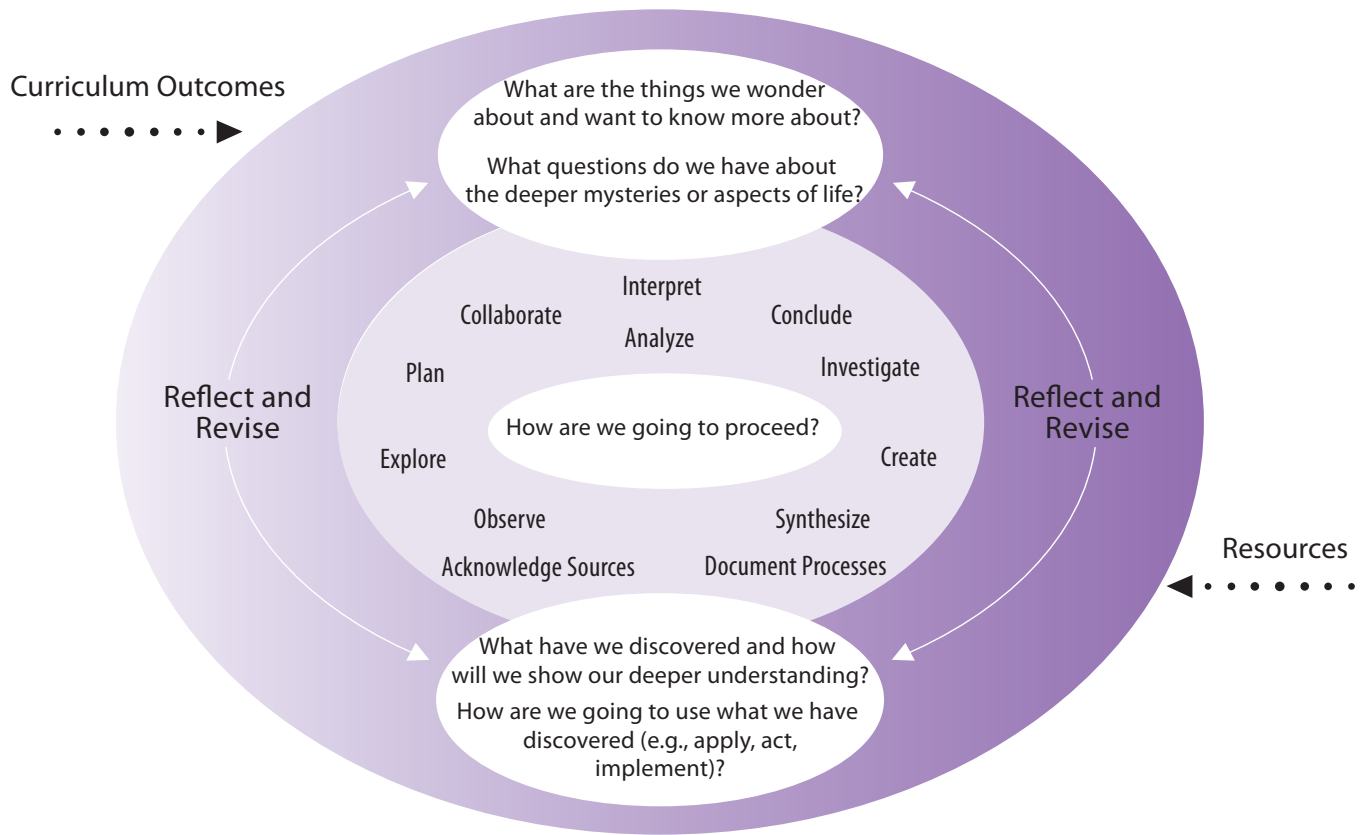
Constructing Understanding through Inquiry

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 and issues related to curriculum content and outcomes.

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

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

Figure 2. Constructing Understanding through Inquiry



Students who are engaged in inquiry:

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

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

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

Effective Questions for Understanding:

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

(Wiggins & McTighe, 2005, p. 110)

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

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

Creating Questions for Inquiry in Physical Education

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

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

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

In physical education, effective questions are the key to fostering students' critical thinking and problem solving. Questions such as "How should we respond when we are playing and someone else is cheating?" and "What are some activities we can participate in that will help to make our heart stronger?" are examples of questions that will lead to deeper understanding. Questioning should also be used to encourage students to reflect on how their actions and behaviours affect and are affected by others. Questions could be "Whose job is it to make sure we are physically active every day?" and "Is there ever a time when we are playing that we do not need to cooperate?". Examples of questions to support students' deeper understanding appear throughout the indicators related to different outcomes. Effective questioning is essential for student learning and these questions should be an integral part of teacher planning.

Learning through Critical, Creative, and Powerful Strategies

Critical and creative thinking is a central component of learning. Within physical education, one focus should be on “reflective thinking that is used to make reasonable and defensible decisions about movement tasks or challenges” (McBride, 1992, p. 115). More importantly, students need to experience opportunities to use critical and creative thinking within movement performance to understand more deeply the hows and whys of movement. Teachers should plan for authentic learning experiences that will support students in exploring, questioning, reflecting, and making decisions to develop deeper understanding that will lead to the transfer of learning to new situations. Grade 2 students need opportunities to think critically and creatively to promote deep thinking and deep understanding.

Meeting the Needs of All Students

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

All students can learn about the talents, challenges, and abilities of all classmates, including those with disabilities. Students learn to appreciate that individual differences exist between people, and they learn that participating in an activity in a different way does not lessen its value. Inclusion recognizes the inherent value, dignity, and worth of each student, and reduces perceived differences among students. The process of identifying each student’s needs and accommodating them in a dignified and effective manner is the key to ensuring full and meaningful participation in physical education.

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

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

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

(Humbert, 2005, p. 12)

Teachers will need to make individualized adaptations to meet the needs of some students as these students work towards achieving the grade specific outcomes. Physical education teachers can seek support from the school team, the school division team, and outside agencies to gain ideas on how best to work with students who have specific individual needs. Adjustments can be made in instructional materials, methods, and/or the learning environment in order to assist all students in achieving the outcomes.

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

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

Planning

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

Year Planning

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

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

-
- Extending is teacher-led and builds on previously introduced learnings to support students in growth towards achieving the outcomes.
 - Applying/challenging is teacher-facilitated with the teacher guiding students through learning experiences that challenge students to apply the knowledge, understandings, skills, and attitudes gained through previous learning opportunities.
 - All outcomes are interconnected and interdependent. Any combination of outcomes can be the focus for a time frame of instruction. Teachers should look for the connections when planning and make the connections when teaching. This will support students in developing the deeper understandings towards achieving the K-12 goals for physical education by the end of Grade 12.
 - Teachers begin by mapping out a year plan for the scaffolding of learning. The teachers first consider a progression for student learning that will support the students in achieving each outcome by the end of the year. Teachers then plan for making connections between the outcomes. This will help the teachers identify how and when to initiate and extend learnings, as well as when to challenge students to apply their learnings to ensure that students achieve the outcomes by the end of the year.

Suggested Yearly Minimum Time Commitment to Outcomes

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

Table 1. Recommended Hours for Each Outcome

| Suggested Minimum Time Commitment to Outcomes | | | |
|--|---------------------------------|--|--------------------|
| | Suggested Hours of Focus | | |
| | Initiating | Extending Applying/ Challenging | Total Hours |
| Outcome 2.1 Health-related Fitness | 6 | 6 | 12 |
| Outcome 2.2 Active Living | 3 | 3 | 6 |
| Outcome 2.3 Locomotor Skills | 5 | 5 | 10 |
| Outcome 2.4 Non-locomotor Skills | 3 | 3 | 6 |
| Outcome 2.5 Manipulative Skills | 5 | 5 | 10 |
| Outcome 2.6 Movement Variables | 3 | 3 | 6 |
| Outcome 2.7 Rhythmical Movement | 3 | 3 | 6 |
| Outcome 2.8 Strategies and Skills | 6 | 6 | 12 |
| Outcome 2.9 Safe Behaviours | 3 | 3 | 6 |
| Outcome 2.10 Relationships | 3 | 3 | 6 |
| Sub total | 40 | 40 | 80 |
| Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context) | | | 20 |
| Total Hours | | | 100 |

Table 2. Suggested Year Plan – Outcome Focus

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

| Month Time | Outcomes | | | | | | | | | |
|------------------------|---------------------------|---------------|---------------------|-----------------------------|------------------------|-----------------------|------------------------|--------------------------|--------------------|---------------|
| | Health-related Fitness | Active Living | Locomotor Skills | Non- locomotor Skills | Manipulative Skills | Movement Variables | Rhythmical Movement | Strategies and Skills | Safe Behaviours | Relationships |
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 |
| Aug./Sept. 13 hours | | | | | | | | | | |
| October 11 hours | | | | | | | | | | |
| November 11 hours | | | | | | | | | | |
| December 8 hours | | | | | | | | | | |
| January 9 hours | | | | | | | | | | |
| February 8 hours | | | | | | | | | | |
| March 8 hours | | | | | | | | | | |
| April 11 hours | | | | | | | | | | |
| May 11 hours | | | | | | | | | | |
| June 10 hours | | | | | | | | | | |

Time Frame Plan

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

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

Figure 3. Sample Graphic Organizer for Time Frame Plan – October

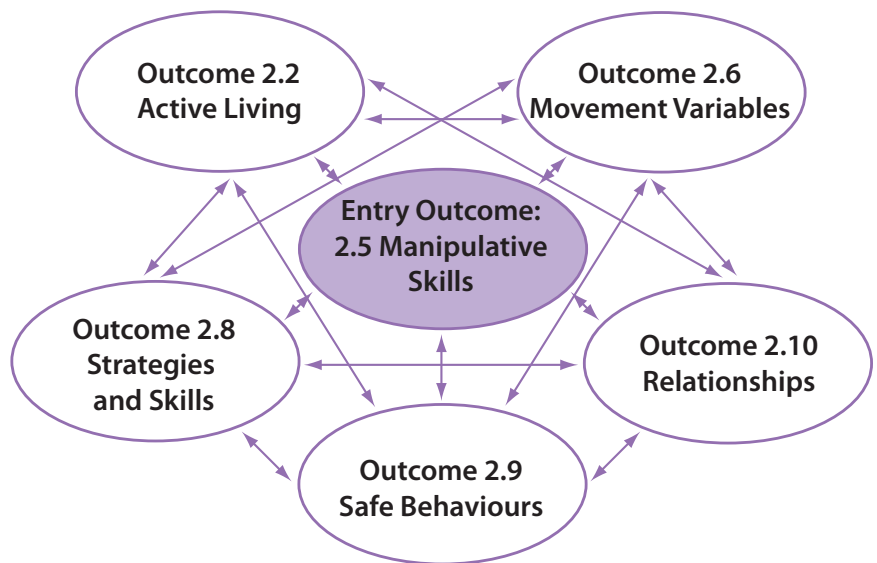


Table 3. Sample Time Frame Planning Template

| Time Frame Planning | | | | | | | | | | | | |
|---|-----------------------------------|--|-------------------------------|--|--------------------------|---------------------------|-----------------------------|-----------------------------------|-----------------------|-------------------------------|----------------------|----------------------|
| Time Frame: (e.g., October –11 hours of Instruction) | | | | | | | | | | | | |
| Entry Point Outcome: [e.g., Manipulative Skills (2.5)] | | | | | | | | | | | | |
| <p>Entry Outcome Focus: The teacher identifies the specific learnings that will be the focus of planning for the time frame. The teacher could refer to specific indicators in this section. Example: Indicators a., b., c., d., e., f., and g.</p> | | | | | | | | | | | | |
| <p>Suggested Interconnected Outcomes: The teacher identifies the outcomes that are a supporting focus and interconnected learnings for the 'entry' outcomes. Students progress towards achieving each of these outcomes throughout the time frame through teacher developed authentic learning experiences. The teacher could also identify the specific indicators that will support teacher planning and student learning. Example:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 35%;">Active Living (2.2)</td> <td style="width: 35%;">Indicators a., b., d., and h.</td> <td rowspan="5" style="width: 30%; vertical-align: middle; text-align: right;">Note: Outcomes and indicators begin on page 30 of this curriculum.</td> </tr> <tr> <td>Movement Variables (2.6)</td> <td>Indicators a., f., and g.</td> </tr> <tr> <td>Strategies and Skills (2.8)</td> <td>Indicators a., b., c., f., and i.</td> </tr> <tr> <td>Safe Behaviours (2.9)</td> <td>Indicators a., b., e., and i.</td> </tr> <tr> <td>Relationships (2.10)</td> <td>Indicators b. and f.</td> </tr> </table> | | Active Living (2.2) | Indicators a., b., d., and h. | Note: Outcomes and indicators begin on page 30 of this curriculum. | Movement Variables (2.6) | Indicators a., f., and g. | Strategies and Skills (2.8) | Indicators a., b., c., f., and i. | Safe Behaviours (2.9) | Indicators a., b., e., and i. | Relationships (2.10) | Indicators b. and f. |
| Active Living (2.2) | Indicators a., b., d., and h. | Note: Outcomes and indicators begin on page 30 of this curriculum. | | | | | | | | | | |
| Movement Variables (2.6) | Indicators a., f., and g. | | | | | | | | | | | |
| Strategies and Skills (2.8) | Indicators a., b., c., f., and i. | | | | | | | | | | | |
| Safe Behaviours (2.9) | Indicators a., b., e., and i. | | | | | | | | | | | |
| Relationships (2.10) | Indicators b. and f. | | | | | | | | | | | |
| <p>Learning Sequence: The teacher would map out the sequence of learnings based on the outcomes and indicators identified for the time frame. Specifically, the teacher could create a brief description of what will happen each day during this time frame. Each of these indicators provides ideas of what the teacher could connect together to create a series of lessons.</p> | | | | | | | | | | | | |

Lesson Planning

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

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

Table 4. Sample Lesson Plan Template

| Lesson Plan Template | |
|---|--|
| Date: | |
| Outcome Focus: The teacher identifies the interrelated/interconnected outcomes that are the starting point for the lesson plan (e.g., 2.5 – Manipulative Skills, 2.6 – Movement Variables, and 2.8 – Strategies and Skills) and analyzes these outcomes to determine the types of knowledge required (i.e., factual, conceptual, procedural, metacognitive, or a combination). | |
| Learning Focus: This is where the specific indicators for the lesson are identified. | |
| Assessment and Evaluation: The teacher determines the types of evidence that would demonstrate students have achieved the outcome and plans strategies and processes to incorporate throughout the lesson that will support the teacher in determining if each student knows and can do this part of the process towards achieving the outcome. | |
| Organization and Management Considerations: Planning related to organization of students, use of space, safety considerations, equipment requirements, rules, routines, and other factors can be planned here. | |
| <p>Opening for Learning The teacher establishes the lesson focus, setting the stage for the flow of the lesson. The opening is clearly connected to the focus of the lesson and to the developmental and closure parts of the lesson. It is the initial ‘whole’ in the recommended whole-to part-to whole approach for the flow of the entire lesson.</p> | |
| <p>Indicators: The teacher identifies the specific indicator(s) that will guide the learning.</p> | <p>Learning Experience: The teacher can describe exactly what the students will be doing and what the teacher will be doing to open the lesson. This introductory movement activity should serve as a lead-in activity for the lesson focus. The indicators associated with the outcome focus for the lesson will provide ideas for the opening.</p> <p>The teacher will want to plan for adaptations and extensions in this section.</p> |
| <p>Development of Learning This is the instructional portion of the lesson and should include a variety of experiences that will support students in achieving the outcomes and reflect the representative list of indicators. The learning opportunities planned for this section should transition from the lesson opening experience and students should be aware of what they will be learning during the lesson.</p> | |
| <p>Indicators: The teacher identifies the specific indicator(s) that will guide the learning.</p> | <p>Learning Experience: The teacher develops the learning sequence. It could include demonstrations, teacher-led practice of tasks (e.g., throw the bean bag into the hoop five times) and challenges (see how many different ways you can throw the bean bag into the hoop), learning stations, and cooperative activities and games play. As much as possible, this plan should be built with the inquiry process as the foundation for learning and student exploration being encouraged. Throughout this learning experience, the teacher should also include plans for questioning for deeper understanding (e.g., what do you need to think about when trying to be more skillful at hitting a target with a bean bag?).</p> <p>The teacher will want to plan for adaptations and extensions in this section.</p> |
| <p>Closure for Learning This is a plan to review the key points of the lesson as stated in the lesson focus and emphasized throughout the lesson. It may be in the form of questions – students’ answers provide insights regarding the extent to which the lesson outcomes have been attained. It could include additional assessment and evaluation strategies.</p> | |
| <p>Reflection: Following the lesson, the teacher could use this section to write a few notes that will assist in making decisions regarding future lessons. The main focus of this section should be self-questioning related to how well the students achieved the intended learnings for the lesson. The key question in this post-lesson thinking time should be as follows: If students do not know or cannot do the learning focus of this lesson, what will I do? This section will serve as the pre-thinking stage for a subsequent lesson.</p> | |

Table 5. Sample Lesson Plan

| Sample Less Plan – Mid October | |
|---|---|
| Date: | |
| Outcome Focus: Manipulative Skills (2.5) Movement Variables (2.6) Strategies and Skills (2.8) | |
| Learning Focus: (Indicators) | |
| <ul style="list-style-type: none"> • Throw small objects (e.g., whiffle balls, bean bags) both overhand and underhand, with one hand ... (2.5). • Throw/roll small objects (e.g., bean bags, balls) along the ground, in intended direction (2.5). • Say performance cues (think-aloud) while throwing ... (2.5). • Send and receive objects at different levels and with varying effort ... (2.6). • Create, with a partner, rules and strategies for ... target games and share games with others (2.8). | |
| Assessment and Evaluation: Check for understanding by questioning throughout the lesson. Use checklists to determine students' current levels of understanding and ability to send skillfully. Plan tomorrow's lesson with an opening (target games) that will extend and provide opportunity for assessment of today's learning. | |
| Organization and Management Considerations: Bean bags, hoops, pylons. Use of space considerations and conversation with students (e.g., beanbag that goes into another group's area). | |
| Opening for Learning | |
| Indicators: <ul style="list-style-type: none"> • Create, with a partner, rules and strategies for ... target games and share games with others (2.8). | Learning Experience: <ul style="list-style-type: none"> • Spread hoops and pylons on the floor of the gym with two bean bags in each hoop or beside each pylon. Encourage students to gather some or all of the equipment they need. • Explain to the students that they are going to explore and create ways to send objects at a target. They are to try a variety of strategies (show them an example) and decide, with their partner, which one they think they can perform skillfully. Tell students that when you say 'go', they are to pair with their sending buddy (pre-established partnerships), go to a hoop, and experiment with ideas. <p>[Example of Adaptation: For a student with a visual impairment, the partner can give a repeated audio cue ("aim here") as to where the target is located.]</p> |

Table 5. Sample Lesson Plan (continued)

| Sample Less Plan – Mid October | |
|--|--|
| Development of Learning | |
| <p>Indicators:</p> <ul style="list-style-type: none"> • Throw small objects (e.g., whiffle balls, bean bags) both overhand and underhand, with one hand ... (2.5). • Throw/roll small objects (e.g., bean bags, balls) along the ground, in intended direction (2.5). • Say performance cues (think-aloud) while throwing ... (2.5). • Send and receive objects at different levels and with varying effort ... (2.6). • Create, with a partner, rules and strategies for combining manipulative skills into target games and share games with others (2.8). | <p>Learning Experience:</p> <ul style="list-style-type: none"> • Bring the students together and ask them questions such as “What does it mean to throw skillfully?” and “How does our body move when we throw skillfully?”. • Ask some students to demonstrate the sending method that they chose to use when they were with their sending buddy, making sure to ask them to aim for a target. Comment on the positives of their movement using performance language. • Discuss and practise the performance cues for throwing. • Expect and encourage students to verbalize performance cues to support their performance. • Challenge students with suggestions such as “try this” and “Look how (name) is throwing. Can you copy the movement?” • Vary the challenges to include throwing underhand and overhand at different levels (i.e., along the ground, at waist height, high in the air) and at different targets. • Circulate among the students to provide individualized feedback. • Have the students join with their ‘sending buddy’ and return to where they started creating skillful sends at a target. Encourage them to talk to each other about how to send skillfully and to try different strategies while practising their send at a target. • (Teachers will want to plan for adaptations and extensions in this section as well.) |
| Closure for Learning | |
| <p>Pose questions and/or provide needed information to reinforce the lesson focus:</p> <ul style="list-style-type: none"> • In order to send (throw, roll) objects skillfully, the body should move in certain ways. As we learn these cues and practise them, we will become more skillful at sending objects. • “What does it mean to aim?”, “How does our body move differently when we throw along the ground compared to throwing in the air?”, and “Why would we want to be more skillful at sending objects?” (Games play, target games) • Conclude by asking students if they could make a target game that other people could play. Tell them that this will be the learning focus for tomorrow’s lesson. | |
| <p>Reflection: If students do not know or cannot do the learning focus of this lesson, what will I do?</p> | |

Further Planning Considerations

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

Teachers can plan for learning to continue beyond the actual scheduled physical education class. This will provide opportunities for students to develop independent learning skills and to take responsibility for learning. Families can be partners in supporting their children to engage in active living and to become skillful movers. This can also support the teacher in achieving maximum activity time during the instructional time while supporting students in achieving the learning outcomes of the curriculum.

Achieving Grade Specific Curricular Outcomes

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

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

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

Note: Within the outcomes and indicators in this curriculum, the terms “including” and “such as”, as well as the abbreviation “e.g.,” are each used for a specific purpose. The term “including” prescribes content, contexts, or strategies that students must experience in their learning, without excluding other possibilities. The term “such as” provides examples of possible broad categories of content, contexts,

or strategies that teachers or students may choose, without excluding other possibilities. Finally, “e.g.,” provides specific examples of what could be included as part of the learning experience.

Grade 2 Physical Education Outcomes

The outcomes for Grade 2 Physical Education relate to all three K-12 physical education goals of Active Living, Skillful Movement, and Relationships. Not only do students need to move, they need to understand the “hows, whats, wheres, and whys” of movement. In the chart of Grade 2 outcomes and indicators, all three goals are listed above the outcome, with one, two, or all three of the goals in boldface font. All three goals are reflected in each outcome, with the goals in boldface font indicating a stronger connection to the outcome.

Active living, skillful movement, and relationships are interconnected aspects of learning that address the whole person in physical education and focus on creating a balanced self. Each outcome in physical education focuses on an important aspect of this area as part of the complete physical education experience. No single outcome, however, can stand alone as a learning focus for a period of instruction. Teachers should integrate learning experiences from multiple outcomes related to all three K-12 goals into every lesson.

Mainly connected to the Active Living goal, the teacher will lead Grade 2 students to understand and practise the habits and requirements for developing health-related fitness to support personal well-being. The students will be able to express the benefits of incorporating active living into their daily lives to support their whole well-being.

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

Flowing out of these movement patterns, specific movement skills are identified for teachers to focus on when teaching Grade 2 students. The level to which Grade 2 students should be expected to perform these movement skills has been identified in the outcomes. The language used to describe and communicate levels of skill proficiency for Grade 2 students is Explore, Progressing towards Control, Control, and Utilization.

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

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

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

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

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

Table 6. Focus on Movement Skills by Grade Level

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

Skillful Movement also includes expanding students' awareness of what the body does, where the body moves, how the body performs the movement, and with whom or with what the body moves. These understandings are referred to as the Movement Variables. During the early elementary years, emphasis is placed on establishing a movement vocabulary and on the understanding and use of movement concepts from each of the four categories of Movement Variables – Body, Space, Effort, and Relationships. Grade 2 students will benefit from developing a basic understanding of the Variables to support them in growing as skillful movers and, conversely, as students develop movement skills, their understanding of the Movement Variables will increase.

| Grade 2 Movement Variables Focus |
|---|
| <p>The Body as an Instrument of Movement (What)</p> <p>Body parts</p> <p>Body shapes</p> <p>Body actions</p> |
| <p>Space (Where)</p> <p>General space</p> <p>Levels – High, medium, low</p> <p>Directions – Up/down, forward/backward/sideways, right/left</p> <p>Pathways – Straight, curved, zig-zag</p> <p>Extensions – size of movement (e.g., small swing, big swing); distance of movement from the centre of the body</p> |
| <p>Effort (How)</p> <p>Force – Strong, light</p> <p>Time/Speed – Fast, slow</p> <p>Flow – Free, controlled</p> |
| <p>Relationships (With What or Whom)</p> <p>Body parts – Round, curved, wide, twisted</p> <p>Objects – Over/under, on/off, near/far, in front/behind, along/through</p> <p>Others – Around, alongside, alone in a mass, in front/behind</p> |

Safe and respectful interactions that reflect a consideration of self, others, and the learning environment are essential while learning and developing as a physically educated person. In Grade 2, the outcomes that focus more deeply on the Relationships goal encourage students to develop a foundation for a balanced self in the context of moving skillfully and living actively.

As in Grade 1 Physical Education, Grade 2 students develop their health-related components of fitness; however, they will make personal decisions about participation in movement activities and demonstrate an understanding of the specifics related to how to develop three components of health-related fitness (cardiovascular endurance, muscular endurance, and flexibility). Grade 2 students will identify and explain the physical feelings associated with participation in movement activities that will benefit health-related fitness.

Building on what it means to physically challenge their level of health-related fitness, Grade 2 students will analyze their personal responsibility for developing the habits of a physically active lifestyle. Students will examine influences on their own active living behaviours, monitor their own levels of participation in movement activities, and identify opportunities to expand their current habits. This will support their progress towards leading a physically active lifestyle.

Progressing from Grade 1, Grade 2 students will begin to take a more self-directed approach to developing both the physical performance of movement skills and the understanding of what effective movement looks like. The outcomes and indicators will continue to focus on locomotor, non-locomotor, and manipulative skills with a developmentally appropriate progress of level being identified. As well, new skills will be added in each category. Understanding and using performance cues continues to be the underlying learning for how to perform skills effectively and efficiently.

The skill development focus in Grade 2 is for students to reach the utilization level of skill performance when walking, running, balancing, jumping forward and sideways and landing, and jumping and landing on feet on the spot. They will experience opportunities to perform jumping backward and landing, hopping, skipping, galloping, leaping, sliding, rolling forward and sideways, landing on hands from a kneeling position, rotating on the spot, throwing, catching, and kicking skills at a level of control. Grade 2 students will also progress towards control when rolling backwards, landing on hands from a bent knee standing position, hand dribbling, foot dribbling, and striking objects with hands and short-handled implements.

Grade 2 students continue to apply the movement variables of space, effort, and relationships while expanding their understanding of how to use the body as an instrument of movement. The growth from Grade 1 includes incorporating more qualities within the variables and more student interaction. It requires that Grade 2 students make personal decisions about applying the variables to vary performance of movement skills. They will expand their use of the language of movement and respond physically to this language. They will build on their Grade 1 experiences to combine basic movement skills into sequences, exploring space, directions, levels, pathways, and, new to Grade 2, extensions.

Building on their understanding of the movement variables, Grade 2 students also explore and demonstrate rhythmical movement with a greater emphasis on relationships than expected in Grade 1. In addition to exploring rhythmical movement with objects and others, Grade 2 will create and respond to rhythmical patterns that are self-created, and/or responsive, as well as established dances from various cultures. Students will focus on smooth transitions between rhythmical movements.

Engaging Grade 2 students in game play will help to support them in applying strategies for active participation in low-organizational and cooperative games involving locomotor and non-locomotor skills, target games, and alternate environment activities and games. The students will develop movement skills and strategies that support confidence in play. Grade 2 students should experience opportunities to follow the rules of games, to create games, and to plan activities in cooperation with classmates.

In Grade 2, students will move beyond the demonstration of safe and cooperative behaviours to explaining the purpose behind rules, procedures, and etiquette, and applying this understanding while participating in a variety of movement activities. They will take responsibility for preparing themselves for safe participation in both indoor and outdoor movement activities. Grade 2 students will begin to analyse risk factors involved in participation in a variety of movement activities, making safe choices in response to these factors.

Self-control and cooperative interactions with a variety of people will be a focus for Grade 2 students. Through conversation and participation in a variety of movement activities, Grade 2 students strengthen their understanding of individual differences, preferences, and feelings associated with participation in movement activities. They will recognize potential conflict and practise skills for conflict resolution. Through these experiences in physical education, students will enhance their relationships which will support them and others in participating in movement activities.

Outcomes and Indicators

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

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

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

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

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

Outcomes

2.1 Health-related fitness

Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.

Indicators

- a. Explain what the muscles in the legs and arms feel like (e.g., they feel tired, they feel hard and tight) when involved in sustained and/or repeated movement activity.
- b. Sustain participation in moderate to vigorous locomotor activities (e.g., walking, running, dancing, snowshoeing, cross-country skiing, swimming, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate, for six consecutive minutes on a consistent basis.
- c. Identify and participate in movement activities that challenge and support muscular endurance and muscular strength (e.g., imitating animal walks, moving while carrying weighted objects such as heavy books, holding balances and other stable positions such as a push-up with arms extended).
- d. Demonstrate an understanding of how muscles and joints move during movement activity through verbal and movement explanation, and/or visual displays such as pictures and drawings.
- e. Explain why heart rate and breathing rate increase during moderate to vigorous activity.
- f. Practise, with guidance, a dynamic stretching (see glossary) routine as a means to warm up.
- g. Explain how dynamic stretching can enhance movement and help to protect the body from injury over the long term.
- h. Recognize and participate in safe and effective movement activities that are good for flexibility (e.g., stretching exercises such as yoga) and that can help to prepare muscles for vigorous activity (e.g., warm-up activities increase blood circulation and stretchiness of muscles and ligaments).

Outcomes

2.1 continued

Indicators

- i. Engage, on a daily basis, in a variety of movement activities that benefit health-related fitness.
- j. Determine own degree of exertion (e.g., put hand on chest to feel increased heart rate, talk test – more exertion means it will be harder to talk, try to feel pulse in neck) and express thoughts about own degree of exertion after participation in movement activities.

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

2.2 Active Living

Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life.

- a. Explain what it means, and why it is important, to be responsible for own level of participation in movement activity.
- b. Explain possible consequences of specific active and inactive behaviours (e.g., walking to school, playing computer games often) and habits (e.g., always stopping at stop signs when riding a bike) as they relate to the promotion of an active life.
- c. Describe some benefits of participating in regular movement activity (e.g., accumulating more than 60 minutes daily) that support a balanced life (e.g., improved posture and balance; increased self-esteem; healthy weight; stronger mind, body, and spirit; less stress).
- d. Record on a weekly calendar (e.g., words, pictures) a daily record of personal participation in movement activities, both in and out of school.
- e. Examine how automation (e.g., snow blowers, escalators, tread mills) and information technology (e.g., computers, heart rate monitors, video games, television) have an impact on how active people are.
- f. Brainstorm how foods and fluids support participation in movement activity (e.g., supply energy, cool the body) .
- g. Identify opportunities for participation in movement activities that are self-initiated (e.g., playing actively at recess, walking to school, inviting family members to play outside).
- h. Share a personal experience of promoting the importance of being physically active.

Outcomes

2.3 Locomotor Skills

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

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

Indicators

- a. Use performance words (e.g., "land on lead foot", "swing arms through large arc") to demonstrate understanding of performance cues language connected to skillful locomotor movement.
- b. Say performance cues (think-aloud) while jumping backward, rolling forward and sideways, hopping, skipping, galloping, leaping, sliding, and rolling backwards.
- c. Describe how the body will move when in control of jumping backward, rolling forward and sideways, hopping, skipping, galloping, leaping, and sliding skillfully and safely.

Utilization Level of Skill:

- d. Walk forward and backward at varying speeds, following a variety of given directions and pathways, keeping head up and avoiding collisions.
- e. Run forward and backward at varying speeds, starting and stopping on signal, keeping head up and avoiding collisions.
- f. Walk forward and backward keeping in time with a partner.
- g. Walk and run through obstacle courses (e.g., ropes, cones, hoops on the floor) without touching obstacles and improving timed performance with each repeated attempt.
- h. Jump forward or sideways and land in control (see grade one for description) in the sand, playing hopscotch, over ropes and floor lines, and into hoops (two feet to two feet, one foot to two feet, one foot to one foot, two feet to one foot).
- i. Jump forward or sideways off slightly raised objects such as benches and boxes showing different body shapes while in the air and then landing on feet in control.
- j. Mimic the jumping and landing, running, and walking movements of others.
- k. Perform a traveling sequence described by the teacher (e.g., run, take off from one foot, land on two feet and then lower self into sideways roll on the ground).
- l. Create and perform, alone or with a partner, a traveling sequence that includes walking, running, jumping forward and sideways, and landing in control.

Outcomes

2.3 continued

Indicators

Control Level of Skill

- m. Jump backward by swinging arms backward upon takeoff; extending hips, knees, and ankles fully at takeoff, with the body angled forward at 45 degrees or less; moving legs backward and arms downward in preparation for landing; landing with toes contacting the ground first, followed by the balls of the feet and then heels of the feet; flexing knees and leaning body forward to maintain control of the centre of gravity forward over the feet.
- n. Hop forward at least five times on one foot, bending knee and ankle on contact with floor, keeping knee slightly bent throughout the movement then switching feet to continue the forward hopping motion.
- o. Skip forward at least five times, alternating legs, with lead leg stepping forward, and then hopping, and rear leg stepping forward, and then hopping into next skip.
- p. Gallop forward at least five times lifting lead leg, bending lead leg, and then thrusting the lead leg forward before landing on lead foot, moving rear foot quickly to lead foot, and shifting weight from lead foot to free foot into next gallop.
- q. Leap forward at least five times by extending body forward and upward, swinging arms through large arc – synchronized opposition to legs, and bending knee and ankle in contact with the floor to move into another leap.
- r. Slide sideways, in both directions, stepping lead foot quickly in direction of travel, moving free foot quickly to the lead foot and shifting weight from lead foot to free foot.
- s. Stop any traveling skill on signal with control (not falling down).
- t. Roll forward with hands and arms receiving body weight evenly at the beginning of roll, keeping chin tucked to chest, sliding head through, with it lightly touching the floor so neck does not bear weight, shifting weight from arms to shoulders, lifting arms off mat as shoulders touch the mat, shifting weight onto a curved back, and keeping body curled as weight moves to feet.
- u. Roll sideways with arms stretching above head, keeping body in a straight line and feet tight together, maintaining a straight line of direction for movement.
- v. Roll sideways two consecutive times starting with knees through ankles in contact with the mat, body in a tucked position, arms hugging legs, rolling sideways over a curved back and ending with knees through ankles in contact with the mat.

Outcomes

2.3 continued

Indicators

Progressing-towards-control Level of Skill:

- w. Explore, with guidance, and describe how the body moves when rocking forward and backward while lying on back.
- x. Practise trying to reach feet high in the air and/or touching feet to ground beyond head while lying on back and moving body weight over shoulders.
- y. Roll on back like a rocking horse keeping knees together, bent and pulled into chest, and chin tucked to chest, with head and neck staying off the floor, and maintaining rocking motion until teacher indicates to stop.

Note: Grade Three - How to roll backward in control:

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

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2.4 Non-locomotor skills

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

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

- a. Use performance words (e.g., “leg in front of body”, “feet tight together”) to demonstrate understanding of performance cues language connected to skillful non-locomotor movement.
- b. Say performance cues (think-aloud) while landing on hands from kneeling position and when rotating on the spot.
- c. Describe how the body will move when in control of landing on hands from kneeling position and when rotating on the spot skillfully.

Utilization Level of Skill:

- d. Balance in control for five consecutive seconds using a variety of bases of support such as one foot, one foot and one hand, two knees.
- e. Balance in a front support position (on two hands and two feet) and then practise varying the balance by lifting points of contact (e.g., one hand, one foot, one hand and one foot together).

Outcomes

2.4 continued

Indicators

- f. Balance on one foot and change the position of other body parts (e.g., leg in front of body and then behind body, arms to sides and then arms stretched above head, upper body straight and then twisted) moving smoothly and holding each new position for five seconds in control.
- g. Jump straight up trying to touch or grab imaginary objects that are 'up in the sky', and land in control (see grade one for description).
- h. Bend, twist, curl, and stretch the body while in the flight stage of a jump.
- i. Perform a non-traveling sequence described by the teacher (e.g., jump straight up off two feet, land on one foot, hold balance while bending forward from the waist and extending leg that is in the air straight out behind).
- j. Create and perform, alone or with a partner, a non-traveling series of controlled movements that involve jumping and landing on the spot and balancing in various ways, while moving smoothly and trying to maintain control during the transition.

Control Level of Skill:

- k. Land on hands by falling forward, from a kneeling position, contacting the surface with finger tips then heels of hands, bending elbows gradually and slightly away from the body, and lowering self with very little sound as the body contacts the surface.
- l. Rotate on the spot (turn) by placing one foot slightly ahead of the other, raising onto toes of both feet, holding arms straight out at shoulder height, turning body as far as possible in the direction of the back foot, then turning back, and lowering heels to the floor.
- m. Rotate on the spot (jump turn) by starting with feet close together and arms down by sides and slightly forward, bending knees and swinging arms slightly back, swinging arms forward and up while straightening legs, rotating hips while in the air to turn a quarter turn, and landing in control.

Progressing-towards-control Level of Skill:

- n. Practise falling forward while standing with knees slightly bent and landing on hands on soft surfaces, keeping arms reaching straight, and as hands contact surface, begin absorbing body weight and force, gently lowering self to surface.
- o. Explore, with guidance, and discuss falling forward from a standing position while keeping knees bent, varying the amount of bend.

Outcomes

2.4 continued

Indicators

- p. Discuss safety factors and considerations for falling forward (e.g., ensure that knees are not the first part of the body to contact the landing surface).

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2.5 Manipulative Skills

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

- **control level of skill when:**
 - **throwing**
 - **catching (collecting, gathering)**
 - **kicking**
- **progressing-towards-control level of skill when:**
 - **hand dribbling**
 - **foot dribbling**
 - **striking objects with hands**
 - **striking objects with short-handled implements (e.g., short-handled racquets, paddles).**

- a. Use performance words (e.g., “look at the ball”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.
- b. Say performance cues (think-aloud) while throwing, catching, kicking, hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements.
- c. Describe how the body will move when in control of throwing, catching, and kicking skillfully.

Control Level of Skill:

- d. Throw small objects (e.g., whiffle balls, bean bags) both overhand and underhand, with one hand, while looking at target and standing with hips open to the throwing arm side of the body, pointing non-throwing shoulder towards target, rocking backward and then stepping forward with the opposite foot from throwing arm, with hips and spine rotating to open to side of throwing arm, elbow flexing and held away from the body, non-throwing arm raising to shoulder level and pointing in direction of intended target, throwing arm extending backward into the backswing, and then throwing arm moving forward through release as non-throwing arm moves downward, and after release, throwing arm moves to a follow through in the direction of intended target.
- e. Throw/roll small objects (e.g., bean bags, balls) along the ground, in intended direction.
- f. Catch with two hands both a self-tossed and a gently thrown object (e.g., whiffle balls, bean bags) from an experienced thrower, such as an older student, by holding arms in front of body with elbows flexed when preparing to catch, tracking the object with the eyes, extending arms to meet the object, and pulling the object into the body.
- g. Catch various sizes of self-thrown balls that rebound off a wall, gradually progressing in distance away from the wall.

Outcomes

2.5 continued

Indicators

- h. Kick for distance (progressing in distance with additional attempts after form is consistent) by approaching the ball with a limited number of steps (one to five), leaping just before contact with the ball; flexing knee of kicking leg slightly, inclining the trunk backward, both before and during the contact; dispersing the momentum of the kick by hopping on the support leg and stepping in the direction of the kick; non-kicking foot plants beside and slightly behind the ball; top of kicking foot (shoelaces) contacting the ball directly behind the centre of the ball at a low level and pointing the toes downward; leg following through in the direction of the target.

Progressing-towards-control Level of Skill:

- i. Explore, with guidance, and discuss a variety of ways to dribble large balls with hands and feet (e.g., with two hands, with right hand, with left hand, with inside of right foot, with inside of left foot) to determine how the body movement changes when dribbling in different ways.
- j. Explore, with guidance, and discuss how the body changes when striking a variety of balls with hands and short-handled implements (e.g., with right hand, with left hand, with paddle, with bare hand, underhand, overhand).
- k. Practise bouncing a ball with two hands and catch it repeatedly, while remaining stationary.
- l. Practise dribbling a ball with two hands continuously, while remaining stationary.
- m. Explore dribbling a ball with one hand, and the other hand.
- n. Practise dribbling a ball with feet in a forward direction, jogging slowly, alternating the foot used for contact and keeping the ball close to the foot.
- o. Practise striking a balloon, foam ball, and/or beach ball upward with hand repeatedly while trying to remain in personal space.
- p. Practise striking, repeatedly without missing, a balloon or a suspended ball using a lightweight paddle.
- q. Explore, with guidance, throwing and catching, kicking and receiving objects while moving (e.g., walking, jogging, skipping, sliding).
- r. Explore pulling and pushing a variety of objects (e.g., boxes, mats, large snowball, classmates) to determine changes in body position required to maximize the results of the effort.

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Outcomes

2.6 Movement Variables

Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of:

- **space** (general space, levels, directions, pathways, and extensions)
- **effort** (time/speed, force, and flow)
- **relationships** (with objects and with others).

Indicators

- a. Respond physically and correctly to movement vocabulary verbalized by the teacher (e.g., slide right, jump left, run in a big square, grow slowly, throw the ball sideways, close your stance, open your arms to the sky, lengthen your leap).
- b. Respond physically and verbally to answer questions such as “Where is the open space?” and “How can you make sure that no one else is in your personal space when you are moving around?”.
- c. Create visual representation (e.g., symbols on paper, pictures) and respond physically to representations of others that present a picture of moving that includes different pathways (curved, straight, and zigzag), directions, and movement skills (e.g., running, hopping, rolling).
- d. Create, represent, and perform, alone or with a partner, a sequence of locomotor and non-locomotor movements, that fit teacher-given criteria (e.g., balance at a low level with a round body shape, support weight at a high level while maintaining a wide shape, then rotate clockwise on the spot while standing tall).
- e. Refine created sequences using feedback from teacher and/or peers on the smoothness and flow of transitions from one movement to another.
- f. Send and receive objects at different levels and with varying effort (e.g., catch a ball thrown high in the air; throw a ball over a bench; kick a ball slowly on the ground).
- g. Demonstrate an understanding of relationships by performing a variety of movements (e.g., beside, under, through, in front of, behind, even with, onto, on, over, and off) using various pieces of equipment and available objects such as a folding mat, branches, bench, box, rocks, hoop, balls, rope, logs, parachute, and climbing apparatus, alone and with others.
- h. Mimic the movement of a variety of objects such as animals, plants in the wind, and vehicles.

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Outcomes

2.7 Rhythmical Movement

Explore and demonstrate rhythmical movement with smooth transitions between movements in:

- **self-created patterns**
- **responsive patterns, involving relationships with objects and others**
- **established dances.**

Indicators

- a. Travel (e.g., hop, skip, run) in time to a variety of rhythms (e.g., tambourine beat, drum beat, music, clapping).
- b. Create and perform rhythmic patterns (e.g., three movements performed in a sequence that is repeated) of traveling and non-traveling movements, while incorporating objects (e.g., balls, scarves, hoops) and listening to a beat (e.g., music, drum, clapping).
- c. Replicate, smoothly, a series of four to six movements in a sequence led by others.
- d. Vary body shapes and level of movement, with smooth transitions from one movement to the next, in time to a rhythm (e.g., reach high and then squat low).
- e. Move cooperatively in time to a rhythm while manipulating objects (e.g., circling with all class members holding a parachute, marching while passing a ball between classmates).
- f. Vary the intensity (e.g., lightly, strongly, forcefully) of the movement, incorporating smooth transitions from one movement to the next.
- g. Explore and create rhythmical movement sequences (locomotor, non-locomotor, and manipulative) with and without music.
- h. Move rhythmically to established counted rhythms as used in various dances such as the round dance from various cultures, the Bird Dance from the Swiss culture, the Owl Dance from First Nations culture, and the Duck Dance from the Métis culture. (Note: Physical participation in First Nations and Métis dances should occur after the spirit and intent of these dances have been taught in Arts Education through Outcome CH2.2.)

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

Outcomes

2.8 Strategies and Skills

Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:

- **low-organizational, cooperative, and inventive games involving locomotor and non-locomotor skills** (e.g., tag games, follow-the-leader, fox and geese, parachute play, hopscotch)
- **target games** (e.g., ring or hoop toss, bowling, bocce ball, curling)
- **alternate environment activities and games** (e.g., hiking, skating, aquatics, orienteering, cross-country, skiing, cycling, dog sledding, tobogganing).

Indicators

- a. Describe and incorporate strategies for play that will support deeper understanding of, and engagement in, specified movement activities (e.g., tag games - move into open spaces, hide behind other people, move only when the 'it' person is getting close; bocce ball - release the ball close to the ground so it will roll on the ground and not fly through the air).
- b. Use movement skills, rules, and basic strategies to support cooperative participation in a variety of low-organizational games.
- c. Create, with a partner, rules and strategies for combining manipulative skills into target games and share games with others.
- d. Use effective movement skills and strategies to participate in winter activities for enjoyment that happen in an outdoor environment or a community facility (e.g., cross-country skiing, fox and geese, skating, snowshoeing, making snow angels, building snowpeople, playing snowsnakes).
- e. Cooperate with others to play a variety of games that involve the use of objects such as a parachute, blanket, or towel.
- f. Participate in a variety of games and activities that focus on 'hitting a target'.
- g. Plan, with others, and participate in an outdoor movement activity (e.g., walk, hike, cross-country ski, snowshoe) in a park or appropriate natural setting for 30 to 60 minutes, both in cold and warm weather.
- h. Describe and demonstrate respect for the natural environment when participating in outdoor movement activities.
- i. Solve challenges that involve participation in movement activities by following specific instructions and directions (e.g., locate checkpoints on the school yard following teacher-created indicators and participate in movement activities listed at each checkpoint; create strategies for a "team" to use in a given team tag game; vary the size and placement of objects used as targets in target games).

Outcomes

2.9 Safe Behaviours

Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.

Indicators

- a. Apply general and specific safety guidelines for participating in movement activities (e.g., appropriate permitted height on the climbing apparatus, carrying heavy equipment such as mats, number of people on a piece of playground equipment at one time) and respectful behaviours (e.g., take turns, use polite and inclusive language) that are appropriate for own age and ability.
- b. Recognize the importance of practising safe behaviours (e.g., follow directions, perform within person limits, accept the limits of space, understand safety rules related to the space and equipment) alone and with others.
- c. Discuss risk factors, and demonstrate and practise the safe use and care of equipment while participating in a variety of alternate environment activities (e.g., skates, ski boots, roller blades, snowshoes, cross-country skis).
- d. Explain what would be appropriate clothing, footwear, and other safety articles (e.g., helmet for cycling, skating, curling, and tobogganing) to consider when participating in various movement activities.
- e. Demonstrate taking responsibility for own clothing and equipment used in movement activities (e.g., keep track of mittens and dry them out as soon as possible when they become wet, tie running shoes when they become untied).
- f. Convey appropriate messages (e.g., posters, role play, photos, storytelling) of safety rules and behaviours that apply to participation in family and community-based movement activities such as snowmobiling, swimming, bicycling, and boating.
- g. Identify and explain basic safety and etiquette rules to be used during activities that occur outside of the school (e.g., school field trips, skating activities, riding a bicycle, community events, charitable fund-raising events that involve participation in movement activities).
- h. Identify practices to assist an injured person (e.g., get help, do not move the person, avoid contact with body fluids).
- i. Initiate and cooperate with others to gather and put away equipment following class-determined procedures.

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Outcomes

2.10 Relationships

Demonstrate self-control and a willingness to work and play cooperatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities.

Indicators

- a. Discuss similarities and differences (e.g., likes/dislikes) of responses of self and others related to situations involving participation in movement activities.
- b. Identify what is required to have harmony during participation in movement activities.
- c. Practise positive ways (e.g., appropriate non-verbal communication, respecting personal space, maintaining a calm voice) to resolve conflicts (e.g., pushing, wanting to be first, not taking turns, saying hurtful things, leaving people out, needing to win) that occur while participating in movement activities.
- d. Express insights to answer questions such as “Why do some people like certain games while others do not?”, “Why should we learn how to play a variety of games?”, “What can we do when some people do not enjoy the game we are playing?”.
- e. Identify and practise appropriate ways to share and express feelings and emotions, related to different movement activity situations, while in school and the community.
- f. Display a willingness to share ideas, space, objects, and equipment when participating with 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.

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

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

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

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

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

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

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

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

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

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

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

(National Association for Sport and Physical Education, 2004)

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

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

Assessment and Evaluation in Physical Education

It is important that teachers plan for how they will assess each student's progress towards, and attainment of, the grade specific outcomes. Table 7 provides some information on what assessment and evaluation should and should not look like in physical education.

Table 7. Assessment and Evaluation Approaches in Physical Education

| What Assessment and Evaluation in Physical Education should look like ... | What Assessment and Evaluation in Physical Education should NOT look like ... |
|---|---|
| Formal and informal observation based on pre-selected and pre-communicated criteria that provide proof of student learning. | Informal observations not based on specific criteria. |
| Ongoing individual assessments that focus on the child's understanding and ability to perform as indicated in the grade specific outcomes. | Occasional recording of teacher's perception of the child's ability to get along with others and level of compliance with classroom rules and procedures. |
| A variety of assessment techniques that assess children's cognitive, affective, and motor performance. | Limited forms of assessment employed and weighted mainly on assessing motor performance based on standardized criteria. |
| Assessment used to determine individual needs and to support teachers in making decisions regarding future lessons. | Assessment occurring only in the context of reporting one summative evaluation statement for all aspects of physical education. |
| Effective questions that challenge students to think critically and creatively, and require students to synthesize and apply previous learnings in authentic situations. Student responses are received in a variety of ways (e.g., written, visual, oral). | Assessment based on a generalized perception of students' effort and attitude, and a focus on only one method for students to demonstrate learning. |
| Assessment based on the outcomes of the curriculum with the indicators being ways that students can show that they understand and demonstrate what is stated in the outcomes. | Assessment based on a generalized perception of the child's effort, attitude, and level of participation. |
| <i>Performance that is to be assessed should occur in a real-life setting, not a contrived "skills test" setting.</i> | |
| (Graham, Holt/Hale, & Parker, 2007, p. 204) | |

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

An Example of an Assessment Rubric for Teacher Use

Assessment and evaluation in physical education must be reflective of the three K-12 goals and, specifically, the outcomes. A rubric can be used to determine to what level students understand and are able to do what the outcome identifies. The sample assessment rubric shown in Table 8 (on the following page) demonstrates one way a teacher can combine the learnings from more than one outcome to create an assessment tool that reflects the interconnected learnings from multiple outcomes. It reflects the part of the learning focus seen in the sample time frame plan for the month of October (see page 17). It provides an example of criteria to consider when assessing Outcomes 2.5, 2.6, and 2.8. All of these outcomes contribute to student achievement of the K-12 Skillful Movement goal.

Table 8. Assessment Rubric

| K-12 Goal: Skillful Movement | | | |
|---|--|---|---|
| Manipulative Skills Outcome (2.5) | | | |
| Movement Variables Outcome (2.6) | | | |
| Strategies and Skills Outcome (2.8) | | | |
| Level 4 | Level 3 | Level 2 | Level 1 |
| Always uses the correct language demonstrating understanding of skillful grade appropriate movement. | Usually uses the correct language demonstrating understanding of skillful grade appropriate movement. | Occasionally uses the correct language demonstrating understanding of skillful grade appropriate movement. | Rarely uses the correct language demonstrating understanding of skillful grade appropriate movement. |
| Always uses the correct movement language to support the application of actions. | Usually uses the correct movement language to support the application of actions. | Occasionally uses the correct movement language to support the application of actions. | Rarely uses the correct movement language to support the application of actions. |
| Always explores and practises movement skills in creative and mindful ways. | Usually explores and practises movement skills in creative and mindful ways. | Occasionally explores and practises movement skills in creative and mindful ways. | Rarely explores and practises movement skills in creative and mindful ways. |
| Varies performance of manipulative skills through changes in the use of space, effort, and relationships independently. | Varies performance of manipulative skills through changes in the use of space, effort, and relationships with some guidance. | Varies performance of manipulative skills through changes in the use of space, effort, and relationships with much guidance. | Has much difficulty varying performance of manipulative skills even when supported. |
| Always applies, with guidance, grade appropriate strategies and skills while participating in target games. | Usually applies, with guidance, grade appropriate strategies and skills while participating in target games. | Occasionally applies, with guidance, grade appropriate strategies and skills while participating in target games. | Rarely applies grade appropriate strategies and skills while participating in target games, even when supported with guidance. |
| Always demonstrates a control level of skill when: <ul style="list-style-type: none"> • throwing • catching (collecting, gathering) • kicking. | Usually demonstrates a control level of skill when: <ul style="list-style-type: none"> • throwing • catching (collecting, gathering) • kicking. | Occasionally demonstrates a control level of skill when: <ul style="list-style-type: none"> • throwing • catching (collecting, gathering) • kicking. | Rarely demonstrates a control level of skill when: <ul style="list-style-type: none"> • throwing • catching (collecting, gathering) • kicking. |
| Always demonstrates a progressing-towards-control level of skill when: <ul style="list-style-type: none"> • hand dribbling • foot dribbling • striking objects with hands • striking objects with short-handled implements. | Usually demonstrates a progressing-towards-control level of skill when: <ul style="list-style-type: none"> • hand dribbling • foot dribbling • striking objects with hands • striking objects with short-handled implements. | Occasionally demonstrates a progressing-towards-control level of skill when: <ul style="list-style-type: none"> • hand dribbling • foot dribbling • striking objects with hands • striking objects with short-handled implements. | Rarely demonstrates a progressing-towards-control level of skill when: <ul style="list-style-type: none"> • hand dribbling • foot dribbling • striking objects with hands • striking objects with short-handled implements. |

An Evaluation Guide for Teachers

A grade is a summative value used to indicate a relative measure of student achievement compared to an established set of criteria. The sample grading method presented in Table 9 is based on the curriculum outcomes – what a student knows and is able to do by the end of the grade. The determination of a final mark for physical education, when required for reporting purposes, should be a progressive process, building as students demonstrate their learnings.

Table 9. Sample Grading Method

| Grade 2 Outcomes | Suggested Weighting for Final Mark | |
|--|------------------------------------|---------|
| | By Outcome | By Goal |
| Outcome 2.1 Health-related Fitness | 12 | 18 |
| Outcome 2.2 Active Living | 6 | |
| Outcome 2.3 Locomotor Skills | 10 | 50 |
| Outcome 2.4 Non-locomotor Skills | 6 | |
| Outcome 2.5 Manipulative Skills | 10 | |
| Outcome 2.6 Movement Variables | 6 | |
| Outcome 2.7 Rhythmical Movement | 6 | |
| Outcome 2.8 Strategies and Skills | 12 | |
| Outcome 2.9 Safe Behaviours | 6 | 12 |
| Outcome 2.10 Relationships | 6 | |
| Flexible Attention - should be allotted proportionally to the outcomes. | 20 | 20 |
| Total | 100 | 100 |
| This would mean that 12 out of 100 (or more depending on the use of the Flexible Attention) would be the weighting given to Outcome 2.1 when calculating a final mark. | | |

Connections with Other Areas of Study

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

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

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

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

Teachers have an opportunity to integrate physical education based learnings with other subject areas in at least two different ways. First, teachers can support the learnings related to the outcomes in other subjects by incorporating them into their plans for physical education lessons. Many ideas for this form of integration exist in the indicators of the outcomes. As seen in various indicators of Outcome 2.6, teachers can support the learning in science where students investigate factors that affect the movement of objects, including themselves.

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

English Language Arts: An authentic way to have students composing and creating could see them design a visual representation (e.g., physical movement) to demonstrate their understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

Health Education: One outcome sees Grade 2 students demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. Active living, skillful movement, and relationship learnings from physical education could be integrated into the health education lessons supporting the students in achieving this outcome.

Mathematics: When Grade 2 students are demonstrating their understanding of repeating patterns, they can perform a pattern of three to five movements, using a variety of locomotor and non-locomotor skills.

Science: When students are describing the position of objects relative to other objects, teachers can engage the students in physical movement focusing on relationship words such as behind, under, beside, and over.

Social Studies: When students are analyzing the relationships of people with the land and environment, they can illustrate ways in which the natural landscape can influence the type of physical activities students engage in while outside. They could walk through areas in their community and discuss the natural environment features.

Arts Education: Multiple opportunities exist to extend student understandings in arts education while enhancing their understandings in physical education by ensuring that the outcomes in both areas of study are addressed. (Please note Table 10, on the following page, clarifies the difference between the physical education dance-related outcomes and the arts education dance-related outcomes.)

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

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

Table 10. Differing Approaches to Teaching Dance

| Dance in Physical Education | Dance in Arts Education |
|--|--|
| <p>Focus: Dance in physical education is a body management activity.</p> | <p>Focus: Dance in arts education is a performing art.</p> |
| <p>The purpose of dance in physical education is to engage students in:</p> <ul style="list-style-type: none"> • exploring rhythmic activities as well as cultural, social*, and contemporary dance as a means to positively influence both health-related and skill-related fitness • making critical and creative decisions about how to skillfully move the body • implementing and reflecting on positive relationship skills. | <p>The purpose of dance in arts education is to engage students in:</p> <ul style="list-style-type: none"> • exploring and expressing ideas and communicating with an audience • learning about dance within its cultural and historical contexts • responding thoughtfully and critically when viewing dance performances. |
| <p>K-12 Active Living Goal</p> <ul style="list-style-type: none"> • focus on participation in moderate to vigorous movement activity, including dance • set goals to benefit health-related fitness • reflect critically on the benefits of participation in a variety of movement activities, including dance. | <p>K-12 Creative/Productive Goal</p> <ul style="list-style-type: none"> • focus on the creative process • explore questions and solve expressive movement problems • communicate ideas through dance • participate in individual and collaborative dance making and creative problem solving • transform ideas into abstract symbolic movement representations • create and sequence dance phrases and movement transitions within a choreographic structure or form • reflect critically on own work. |
| <p>K-12 Skillful Movement Goal</p> <ul style="list-style-type: none"> • enhance quality of movement through critical and creative sequencing of skills • transfer movement concepts, skills, and strategies through a wide variety of movement activities, including dance. | <p>K-12 Critical/Responsive Goal</p> <ul style="list-style-type: none"> • view and respond to the work of Canadian and International dancers and choreographers • view a wide range of dance forms and styles • research dancers and choreographers and their work • critique the work of Canadian and International dancers and choreographers. |
| <p>K-12 Relationships Goal</p> <ul style="list-style-type: none"> • relate respectfully in a wide variety of movement activities, including dance • promote personal, social, and cultural well-being through and in movement activities, including dance. | <p>K-12 Cultural/Historical Goal</p> <ul style="list-style-type: none"> • understand the role of dancers and choreographers in society • discover artistic traditions and innovations (e.g., the work of contemporary Canadian choreographer Bill Coleman or pioneering American choreographer Martha Graham) • learn about the role of heritage and contemporary social dances**, past and present. |
| <p>* Note: If students are learning a social dance in physical education, this body management activity is being used for the purpose of engaging in a moderate to vigorous movement activity to benefit health-related fitness, to enhance locomotor, non-locomotor, and manipulative skills through critical and creative applications, and to incorporate respectful behaviours in social interactions. Historical and cultural connections will also underlie any experiences in social dance.</p> <p>**Note: If students are learning a social dance in arts education, the activity is contained within a larger unit or sequence of lessons focusing on the role of that dance within its cultural and historical tradition or time period (e.g., the shoemaker’s dance taught within a unit on occupations; the grass dance taught within First Nations powwow tradition; or hip hop as a contemporary cultural and social expression of urban youth).</p> | |

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Feedback Form

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

Grade 2 Physical Education Curriculum

1. Please indicate your role in the learning community:

- parent teacher resource teacher
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What was your purpose for looking at or using this curriculum?

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

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

| The curriculum content is: | Strongly Agree | Agree | Disagree | Strongly Disagree |
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| appropriate for its intended purpose | 1 | 2 | 3 | 4 |
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| visually appealing | 1 | 2 | 3 | 4 |
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4. Explain which aspects you found to be:

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