



Physical Education

6

Physical Education 6

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Introduction

Physical education is a Required Area of Study in Saskatchewan's Core Curriculum. The provincial requirement for Grade 6 Physical Education is **150 minutes of instruction per week** (*Core Curriculum: Principles, Time Allocations, and Credit Policy, 2007*) for the entire school year in order to provide opportunities for students to develop positive attitudes toward active living, to gain self-confidence as skillful movers, and to promote personal, social, cultural, and environmental growth and appreciation. Ideally, physical education will be scheduled daily. Quality daily physical education, as part of the entire learning experience concerned with educating the whole person, will support students in developing a solid foundation for a balanced life.

This curriculum provides the intended learning outcomes that Grade 6 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 will support student achievement of the Goals of Education for Saskatchewan.

The Grade 6 Physical Education curriculum provides:

- direction for supporting student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning and the Cross-curricular Competencies within the physical education program
- the K-12 aim and goals of physical education in Saskatchewan
- the critical characteristics and philosophical foundations of effective physical education programs
- the provincially identified learning outcomes for Grade 6 Physical Education that are based in research
 - the indicators of outcomes (i.e., evidence of student understanding) to enable teachers to assess the degree to which students have achieved the outcome
- sample assessment and evaluation in physical education
- an overview for connecting physical education with other subject areas.

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

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

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

Students who are physically educated are:

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

(Kalyon, 2006, p. 195)

Core Curriculum

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

Broad Areas of Learning

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

Building Lifelong Learners

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

Related to the following Goals of Education:

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

Building a Sense of Self and Community

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

Related to the following Goals of Education:

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

Building Engaged Citizens

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

Related to the following Goals of Education:

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

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 6 Physical Education, students will create, examine, express, analyze, and apply deeper understandings of skillful physical movement, active living, and relationships and the interconnectedness of the three. Students will begin to think contextually about movement and how it applies to, and varies during, different experiences.

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

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed world. To achieve this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. In physical education, Grade 6 students will develop and implement plans to grow physically, socially, mentally, and spirituality. This will extend to supporting the growth of others in both cooperative and supportive ways.

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

Developing Literacies

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

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

competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and to communicate meaning. Grade 6 students will use 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 shared or common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and contributing to the well-being of others and the natural world. In physical education, enhancing socially responsible skills will be an area of focus as students reflect on their own behaviour and make plans to grow in ways that will strengthen their ability to make connections to others.

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

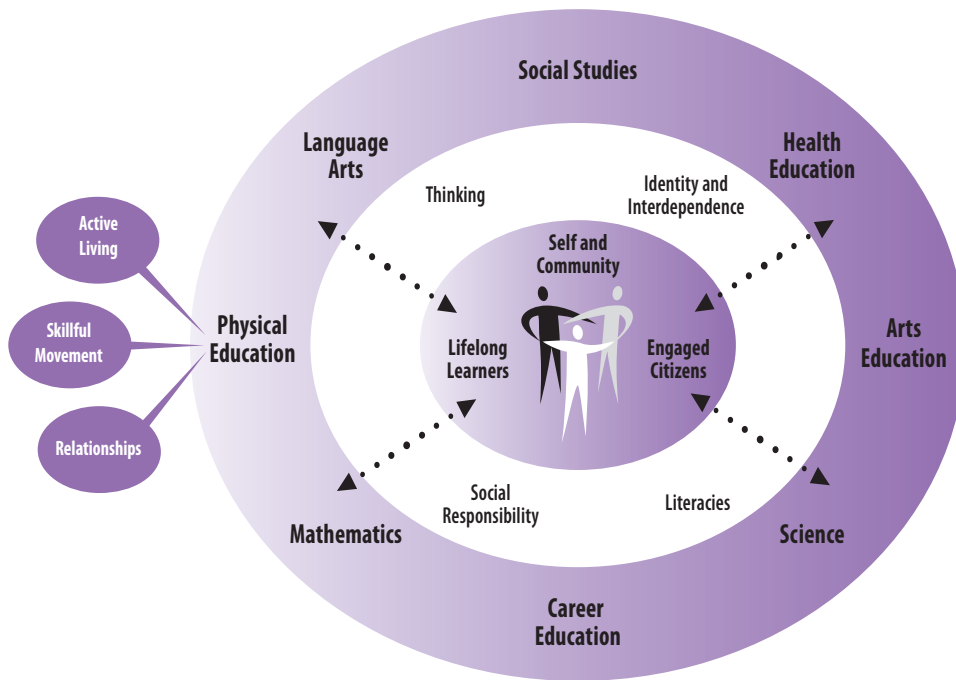
Aim and Goals of K-12 Physical Education

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

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

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

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



Active Living Goal

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

The Active Living goal emphasizes the need for children to participate in “authentic” learning experiences that are enjoyable and that lead students to deeper understandings about physical fitness. Opportunities for students to develop

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

(Gilbert, 2004, p. 25)

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.

Skillful Movement Goal

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

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

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

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

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

(Smith, 2001, p. 83)

Relationships Goal

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

The Relationships goal also promotes the translation of cultural awareness into action. Authentic multicultural curricula in physical education honour and help to preserve the cultural traditions of the many groups that are part of our society. This

includes the games, dances, languages, celebrations, and other forms of physical culture. When students become aware of cultural groups, cultural values and practices, and the problems faced by minority cultures, students are better able to engage in multiple, diverse relationships.

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

An Effective Physical Education Program

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

Student learning is supported by a program that:

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

Developing Physical Literacy

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

An individual who is physically literate:

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

(Whitehead, 2006)

Counteracting Myths about Physical Education

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

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

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

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

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

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

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

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

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

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

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

(Ratey, 2001, p. 178)

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Myth: Physical education focuses on the more athletically gifted.

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

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

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

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

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

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

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

A Quality Physical Education program includes:

- o Well planned lessons incorporating a wide range of activities.
 - o A high level of participation by all students in each class.
 - o An emphasis on fun, enjoyment, success, fair play, self-fulfillment, and personal health.
 - o Appropriate activities for the age and stage of each student.
 - o Activities which enhance cardiovascular systems, muscular strength, endurance, and flexibility.
 - o Creative and safe use of facilities and equipment.
- (Canadian Association of Health, Physical Education, Recreation, and Dance, 2006)

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

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

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

Constructing Understanding through Inquiry

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

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

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

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

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)

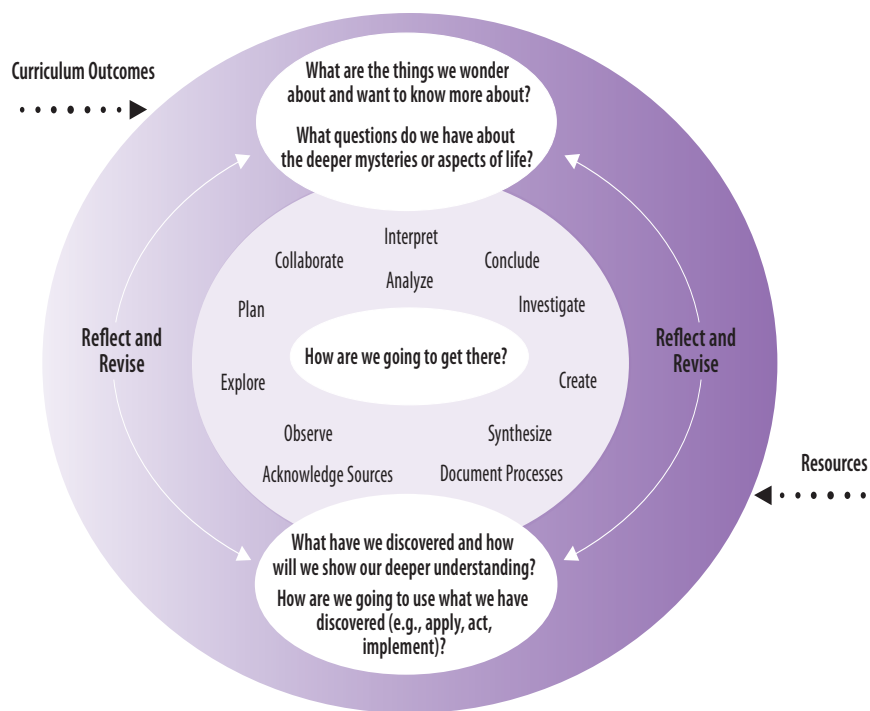
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- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

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

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

Constructing Understanding Through Inquiry



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

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

Creating Questions for Inquiry in Physical Education

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

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

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

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

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.

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)

Teachers should plan for authentic learning experiences that will support students in questioning, reflecting, and making decisions to develop deeper understanding that will lead to the transfer of learning to new situations.

Meeting the Needs of All Students

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

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

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

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

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

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

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

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

Planning

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

Year Planning

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

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

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

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Suggested Minimum Time Commitment to Outcomes

| | Suggested Hours of Focus | | |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------|-------------|
| | Initiating | Extending Applying/ Challenging | Total Hours |
| Outcome 6.1 Cardiovascular Fitness | 6 | 6 | 12 |
| Outcome 6.2 Body Composition | 2 | 2 | 4 |
| Outcome 6.3 Muscle Fitness | 4 | 2 | 6 |
| Outcome 6.4 Skill-related Fitness | 2 | 2 | 4 |
| Outcome 6.5 Complex Skills | 3 | 3 | 6 |
| Outcome 6.6 Manipulative Skills | 1 | 1 | 2 |
| Outcome 6.7 Biomechanics | 2 | 2 | 4 |
| Outcome 6.8 Movement Concepts | 2 | 2 | 4 |
| Outcome 6.9 Decision Making | 4 | 4 | 8 |
| Outcome 6.10 Alternate Environment & Body Management | 5 | 5 | 10 |
| Outcome 6.11 Volunteerism & Leadership | 3 | 2 | 5 |
| Outcome 6.12 Influences | 1 | 1 | 2 |
| Outcome 6.13 Safety & Rules | 2 | 3 | 5 |
| Outcome 6.14 Relationship Skills | 3 | 2 | 5 |
| Outcome 6.15 History & Culture | 2 | 3 | 5 |
| Sub total | 42 | 40 | 82 |
| Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context) | | | 18 |
| Total Hours | | | 100 |

Suggested Year Outcome Focus

| | → Focused attention to the outcome | | | | | Underlying attention to the outcome | | | | |
|-------------------------------------------------------------------|------------------------------------|---------------------|---------------------|--------------------|--------------------|-------------------------------------------|---------------------|----------------------|--------------------|---------------------|
| | Aug/ Sept. 13 Hours | Oct. 11 Hours | Nov. 12 Hours | Dec. 8 Hours | Jan. 9 Hours | Feb. 8 Hours | March 8 Hours | April 10 Hours | May 11 Hours | June 10 Hours |
| Outcome 6.1 Cardiovascular Fitness | → | | | | | | | | | |
| Outcome 6.2 Body Composition | | | | | | | | → | | |
| Outcome 6.3 Muscle Fitness | → | | | | | | | | | |
| Outcome 6.4 Skill-related Fitness | | | | | → | | | | | |
| Outcome 6.5 Complex Skills | | → | | | → | | → | | → | |
| Outcome 6.6 Manipulative Skills | | → | | | | | | | | |
| Outcome 6.7 Biomechanics | | → | | | | → | | | → | |
| Outcome 6.8 Movement Concepts | | → | | | | → | | | → | |
| Outcome 6.9 Decision Making | | → | | | → | | → | | → | |
| Outcome 6.10 Alternate Environment & Body Management | → | | | | → | | | | | |
| Outcome 6.11 Volunteerism & Leadership | | | | | | | → | | → | |
| Outcome 6.12 Influences | | | | | → | | | | | |
| Outcome 6.13 Safety & Rules | → | | | | | | | | | |
| Outcome 6.14 Relationship Skills | → | | | | | | | | | |
| Outcome 6.15 History & Culture | | | | | → | | | | | |

Physical Education 6

Lesson Planning

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

Opening:

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

Body:

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

Closure:

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

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

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

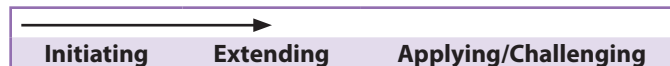
Sample Grade 6 Physical Education Lesson Plan – Early October

Lesson Focus: Cardiovascular Fitness
Skills and Understandings – Invasion/Territorial Games

Opening:

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

- Outcome 6.1** (Cardiovascular Fitness)
- Sustain participation in lead-up games in a progression towards ten consecutive minutes



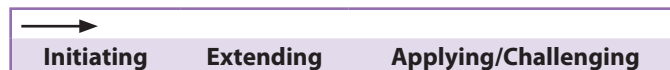
Learning Experience

Three-on-three soccer – quickly organize the students into three-on-three lead-up soccer games within given boundaries and trying to score on a small target – two pylons placed close together.

Body:

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

- Outcome 6.1** (Cardiovascular Fitness)
- Use methods for taking heart rate before, during, and after participation in movement activity



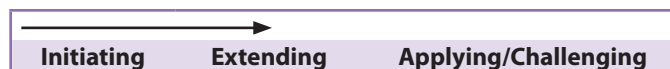
Learning Experience

Immediately after stopping lead-up games, discuss heart rate and its connection to cardiovascular endurance; demonstrate methods (neck, wrist) for taking heart rate. Practise taking heart rate, counting for 10 seconds – provide a chart for students to see the multiplication (6 x ___ - number counted). Tell them that throughout the rest of the lesson, when they hear “heart rate”, they are to stop movement and immediately find their pulse; then, get ready to count for 10 seconds.

- Outcome 6.5** (Complex Skills)
- Throw (shoot), kick, strike, and volley a variety of balls and objects in given situations
 - Catch, gather/trap, deflect a variety of balls and objects in given situations

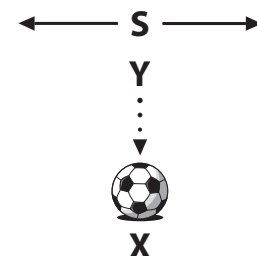
Outcome 6.9

- (Decision Making in Games)
- Identify options and select, during participation, the most effective skills to use related to specified situations ... in invasion/territorial games



Learning Experience

Groups of three sending and receiving; defined boundary; 2 attackers (X and S) and 1 defender (Y) - 6 passes or until defender intercepts a pass; defender should “attack” the ball carrier; rotate positions. Emphasis on short, firm passes; one touch to control pass, then set up for next move; support the ball carrier by moving into open space; ball carrier looks for support with head up for vision. Emphasis on students’ ability to verbalize what they should be trying to do. (Similar drills could be added if time permits – depending on the length of the physical education period.)



Students will play three-on-three games, again, but this time they are to focus on skills practised and discussed in the previous learning experience. Call out “heart rate” every few minutes to have students practise taking their heart rate. Ask students to quickly share their numbers with their “teammates” and then resume playing.

Physical Education 6

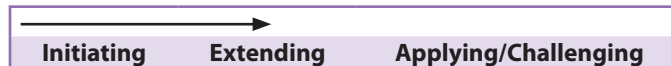
Sample Grade 6 Physical Education Lesson Plan – Early October

Lesson Focus: Cardiovascular Fitness
Skills and Understandings – Invasion/Territorial Games

Closure:

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

- Outcome 6.1** (Cardiovascular Fitness) • Reflect and express insights into the cardiovascular benefits of participation in a variety of ... activities

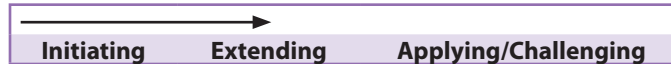


Learning Experience

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

1. What effects did participation in soccer have on your heart rate?
2. Would soccer be an activity to participate in if you wanted to improve your cardiovascular fitness?

- Outcome 6.9** (Decision Making in Games) • Reflect and express insights into the effectiveness of skill-selection decisions



Learning Experience

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

1. How can players without the ball help players who have the ball?
2. Where should supporting players go?
3. What should the attacker with the ball consider before passing?

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

- Teacher-assessed rating scale – individual skill selection and performance – during Opening game and then again during Body game (could use a “bull’s eye” rubric - see page 45)
- Weekly log – students’ reflections to show deeper understanding towards the attainment of the outcomes

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

The Next Four Days ...

The learning experiences identified in this lesson could be repeated for three days in a row building on the complex skills and deeper understandings of the decision making required for invasion/territorial game play, as well as supporting students in their ability to recognize what a physical challenge would feel like when trying to focus on cardiovascular health-related fitness. The lessons that follow could be built around a second invasion/territorial game such as flag football. Then, on the third day, another game such as soft lacrosse could be the vehicle through which sending and receiving complex skills are further developed, decision making around skills and tactics selection is strengthened, and enhancement of cardiovascular endurance is supported.

In the two lessons that follow the sample lesson, the teacher could highlight other indicators which support students in achieving outcomes 6.1, 6.5, and 6.9. In addition to those indicators focused on in the sample lesson, the subsequent lessons could have students focus on using the language of movement to identify the components of complex movement skills; on using the terminology associated with tactics (e.g., off-ball movement) for selected invasion/territorial games; and on using effective team communication skills (e.g., calling the ball, calling for help, sharing what opponents are doing) while in practice or game situations. With regard to cardiovascular fitness, students could set personally challenging goals related to heart rate 'checks' while participating in the movement activities.

The fourth day in this sequence of lessons could be used for students to make the connections between the invasion/territorial games that were the vehicle for teaching the three previous lessons. The students could be asked to explain and demonstrate examples of learning transfer as it relates to skill development (e.g., individual offensive movement in soccer, flag football, and soft lacrosse). Students then begin to propose, apply through participation, and evaluate tactical and strategic choices used in game situations related to both individual and team performance. This could lead into a flow for the next few lessons which could then be followed by a focus on individual and team defensive play in the same three invasion/territorial games.

Critical Characteristics of an Outcome

An outcome will . . .

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

Indicators:

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

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

Achieving Grade Specific Curricular Outcomes

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

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

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

Grade 6 Physical Education Outcomes

The outcomes for Grade 6 Physical Education make direct connection to all three physical education goals of Active Living, Skillful Movement, and Relationships. Not only do students need to move, they need to understand the 'hows, whats, wheres, and whys' of movement. In the following list of Grade 6 outcomes and indicators, all three goals are listed above the outcome, with one, two, or all three of the goals in boldface font. All three goals are reflected in each outcome, with the words in boldface font indicating a stronger connection. These goals are interconnected aspects of learning that address the whole person in physical education and focus on creating a balanced self.

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

The first physical education outcome emphasizes the need for taking individual responsibility for personal fitness and is a focus for Grade 6 students. This outcome is mainly connected to the Active Living goal, but supports the other two goals as well. In Grade 5, students worked together to practise how

to create and implement plans to improve the health-related components of fitness (i.e., cardiovascular fitness). In Grade 6, students are expected to improve their cardiovascular fitness and work through a decision-making process independently.

Teachers are to provide opportunities for Grade 6 students to apply strategies that will benefit muscular endurance and flexibility, as well as guide students in safely improving muscular strength. This will further develop students' understanding of these three health-related components of fitness. The final component of health-related fitness, body composition, is introduced in Grade 6 with students gaining an understanding of what is meant by body composition and how it is affected by, and affects participation in, movement activities. It is important that Grade 6 students begin to reflect on the value of this understanding as opposed to focusing on body weight.

Although understanding and developing health-related fitness is beneficial to supporting personal and social well-being, being skillfully physically fit has benefits for personal well-being also. In Grade 6, students will see the connection between all of the components of fitness and how overall fitness enhances active living, as well as skillful movement and relationships.

Students developed both an understanding of skillful movement plus the ability to move skillfully in a variety of locomotor skills, non-locomotor skills, and manipulative skills as they moved through kindergarten to Grade 5. Students moved through the stages of progressing towards control, control, and utilization of specific developmentally appropriate skills. The only isolated skill that Grade 6 students need to attend to is the manipulative skill of punting. By the end of Grade 6, students should perform this skill using the correct performance cues in game-like situations.

By Grade 6, students should have developed a deeper understanding of skillful movement and be able to verbalize the performance cues that enhance personal performance of a variety of skills. It is important for Grade 6 students to experience opportunities to further develop a variety of skills, and to support this, Grade 6 students should start to think about the science of movement. Further to this, they will be able to strengthen their skillful movement. The application of the biomechanical concepts and principles of force production, force absorption, and resistance are introduced in Grade 6.

While Grade 6 students could experience opportunities to use skills, tactics, and strategies for play in all types of games, the

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

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

Physical Education 6

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

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

focus in Grade 6 is within the categories of Target games and Invasion/Territorial games, as well as Low-organizational and Inventive games. Through multiple experiences in lead-up games and activities, Grade 6 students will begin to understand the movement concepts associated with the skills used in a variety of games that fit into these three categories, and will start to make situational decisions about tactics and strategies to be used in these games. Concepts include such things as area of responsibility as individuals within a team defence used in Invasion/Territorial games, and spin or rotation used when sending objects in Target games. It is important that teachers create opportunities for students to propose options for individual and team play, to “test” these options, and to reflect on the effectiveness of chosen tactics and strategies. This will be achieved while students consider safe behaviours that also reflect the students’ understanding of the rules of different games.

Prior to Grade 6, students were exposed to a variety of skills needed for enjoyable and safe participation in a variety of alternate environment activities (e.g., hiking and orienteering) and body management activities (e.g., dance and educational gymnastics). In Grade 6, students should be ready to apply previous learning to demonstrate variations of the skills used in these types of activities in a controlled way. As well, Grade 6 students will consider how they interact with the environment while engaged in activity.

Grade 6 students are ready to recognize and acknowledge individual attributes and limitations, both of self and others, that influence participation in movement activities. Students reflect on, and plan for, personal growth through the levels of social skills that start with irresponsible behaviour and extend to a level of caring for others (Hellison, 2003). Growth will be further supported by the outcome that focuses on students demonstrating the knowledge, skills, and dispositions needed to support others in engaging in a physically active lifestyle. All Grade 6 students will make individual contributions to a class plan that will benefit others.

The Grade 6 Physical Education learning experience has students exploring both the past and the present influences of our World neighbours on opportunities and options for participation in movement activities. There are many options for focus in achieving this outcome with one being our Atlantic neighbours as seen in Grade 6 Social Studies. By making these

connections, students strengthen their awareness of a global community and consider how the past can influence their present and future choices related to active living, skillful movement, and relationships.

Note: Although the focus in Grade 6 is not on Net/Wall games or Striking/Fielding games, students should continue to develop their skills that are associated with these games (see outcomes 6.5 and 6.7). To do so authentically, students should experience game-like situations.

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

(Hellison, 2003, p. 12)

Physical Education 6

Organization of Movement Activities

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

| Grade 6 Outcomes Movement Activities Focus | | | | | Skills Only Focus | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Target Games | Invasion/Territorial Games | Low-organizational and Inventive Games | Body Management Activities | Alternate Environment Activities | Net/Wall Games | Striking/Fielding Games |
| <ul style="list-style-type: none"> • bowling • curling • golf • bocce ball • archery • ring toss • pin guard | <ul style="list-style-type: none"> • basketball • touch/flag football • soft lacrosse • soccer • floor hockey • team handball • ultimate frisbee • speedball • double ball • moose skin ball • buffalo corral | <ul style="list-style-type: none"> • king's court • prisoner's base • capture the flag • bombardment • cooperative games • environmental games | <ul style="list-style-type: none"> • dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping | <ul style="list-style-type: none"> • aquatics • cross-country skiing • downhill skiing • snow-shoeing • cycling • hiking • skating • orienteering • skate boarding • wall climbing • canoeing • kayaking • trapping • roping | <ul style="list-style-type: none"> • badminton • table tennis • tennis • volleyball • pickleball | <ul style="list-style-type: none"> • softball • longball • cricket • kickball |

Outcomes and Indicators

Goals

Students will:

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

Goals: *Active Living*, Skillful Movement, Relationships

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

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

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

- Compare results from personal participation in movement activity to personal fitness assessment data related to cardiovascular fitness (e.g., time taken to complete endurance walk or run, heart rate achieved during participation) to enhance understanding of personal fitness level.
- Determine personal levels of cardiovascular exertion by using methods for taking heart rate (e.g., self-count of pulse: 6-second count x 10, 10-second count x 6, and/or technology: heart rate monitors) to calculate own heart rate before, during, and after participation in movement activity.
- Sustain participation in moderate to vigorous movement activities (e.g., walking, snowshoeing, running, skipping, cycling, swimming, dancing, paddling, outdoor obstacle course races) that increase heart rate and respiration rates in a progression towards ten consecutive minutes on a consistent basis.
- Sustain participation in lead-up games (e.g., three-on-three soccer, three-on-three soft lacrosse) that increase heart rate and respiration rates in a progression towards ten consecutive minutes on a consistent basis.
- Willingly engage in a variety of movement activities at a moderate to vigorous level of effort in a progression towards ten consecutive minutes.
- Determine what qualifies as a moderate level of participation and what qualifies as a vigorous level of participation in movement activities.

Physical Education 6

Outcomes

6.1 Cardiovascular Fitness (continued)

Indicators

- g. Express insights (e.g., discussion, journal, audio recording, video recording) regarding the cardiovascular benefits of participation in a variety of net/wall games, invasion/territorial games, low-organizational and inventive games, alternate environment activities, and body management activities.
- h. Demonstrate and apply an understanding of the F.I.T.T. principle (e.g., Cardiovascular endurance: Frequency – at least every 48 hours, Intensity – maintain performance in target heart zone range, Type – aerobically challenging, Time – at least 10 consecutive minutes) to affect the maintenance or improvement of current level of cardiovascular endurance.
- i. Communicate, with clarity, how to set realistic and personally challenging goals related to the improvement of cardiovascular health-related fitness.
- j. Apply, with guidance, data from fitness appraisals and standards for health-related fitness assessments as identified in credible resources (e.g., Fitnessgrams, Activitygrams [Meredith & Welk, 2007]) to analyze own level of cardiovascular fitness.
- k. Propose and explain the positives and negatives of using standardized information related to fitness levels as a means of judging own performance.
- l. Demonstrate, with guidance, the ability to write personal goals and a movement activity plan that incorporate the F.I.T.T. principle.
- m. Communicate, with clarity, options for how to improve the activity plans of self and others.
- n. Implement and monitor an individualized plan for the improvement of personal level of cardiovascular fitness.
- o. Compare personal fitness performance on fitness appraisals to previous personal performance throughout the year and to health-related fitness standards to determine personal level of cardiovascular endurance.
- p. Identify and use methods and sources for data collection to assess and monitor personal level of physical fitness (e.g., written resources, pedometers, stop watches, computer programs).
- q. Identify and use methods for evaluation of success of personal fitness plan and reflect on ways to improve.
- r. Compare own movement activity participation and fitness appraisal results over a period of time (e.g., beginning, middle, and end of year) to check and revise personal goals.
- s. Express insights in response to questions such as “Is your level of fitness anyone else’s business?”, “Is anyone else’s level of fitness your business?”, and “Who is responsible for your level of fitness?”

Goals: *Active Living*, Skillful Movement, Relationships

Outcomes

6.2 Body Composition

Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect (maintain, increase, decrease) body fat composition.

Indicators

- a. Express an understanding of body composition as it relates to the physical self (i.e., proportion of fat, bones, muscles, fluid that make up the body weight).
- b. Evaluate the benefits of understanding body composition as opposed to relying on “weight” as a means of placing judgement on self and others.
- c. Clarify some of the myths related to body composition (e.g., you can turn fat into muscle – two different types of tissue cannot become each other; if you are a certain height, there is exact weight for you – too many factors involved to state an exact number).
- d. Express reflective responses to questions such as “Which is more important, body composition or weight?”, “Is our weight a true reflection of our well-being?”, and “Considering heredity and environment, do we have any personal control over our physical self?”
- e. Communicate, with clarity, the factors that influence the size, shape, and composition of the body (e.g., heredity, family environment, culture, work life/career, economics, and mental, emotional, and spiritual well-being).
- f. Explain what calories are (energy) and how the body gains and loses calories, including the significance of cardiovascular activity in burning energy.
- g. Identify and participate in a variety of movement activities that involve high levels of energy consumption on a regular basis.
- h. Identify body composition assessment methods (i.e., skin callipers, body mass index) and the implications of such assessments on determining healthy body weights.
- i. Describe unhealthy and dangerous ways to lose weight (e.g., dehydration, starvation).
- j. Propose options for healthy, safe, and effective ways to maintain (balancing calories consumed with calories burned) and lose (burn more calories than consumed) weight.
- k. Categorize foods and activities according to their impact on energy consumed and energy expended.
- l. Tell a story (e.g., written, visual, audio, video, creative performance) of how self-perceptions of body composition and body image can influence one’s physical, emotional, spiritual, and mental well-being.

Physical Education 6

Goals: Active Living, Skillful Movement, Relationships

Outcomes

6.3 Muscle Fitness

Apply self-selected strategies for effectively and safely improving muscular endurance and flexibility, and apply, with guidance, an understanding of how to effectively and safely improve muscular strength.

Indicators

- a. Select and participate in appropriate exercise strategies to enhance flexibility and muscular endurance for teacher-specified muscles through a variety of activities (e.g., design a fitness circuit, lead a class warm-up).
- b. Use the proper names (e.g., bicep, tricep, hamstring) of the muscles when doing flexibility and muscular endurance exercises that benefit those muscles.
- c. Use own body weight to challenge and improve personal muscular strength (e.g., various versions of push-ups, curl-downs, pilates, core strength training) of both the joint muscles and the core muscles.
- d. Willingly engage in a variety of movement activities that promote muscular endurance and flexibility.
- e. Incorporate the use of a variety of objects and equipment (e.g., dynaband, resistance bands, surgical tubing, exercise ball, skipping rope, towel) into muscular endurance, muscular strength, and flexibility challenging activities.
- f. Research and highlight safety guidelines for safe and effective muscular strength development during adolescence.
- g. Discuss and implement resistance training exercises as a means to develop muscular strength.
- h. Express an understanding of the inappropriateness of power lifting and single-joint focused weight lifting as a strategy to improve muscular strength when the body is not fully developed.

Goals: Active Living, Skillful Movement, Relationships

Outcomes

6.4 Skill-related Fitness

Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) and how they connect with the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) in the development of each other.

Indicators

- a. Distinguish between the skill-related components of fitness and the health-related components of fitness by presenting physical demonstrations of movements that exemplify each component.
- b. Demonstrate the connection between one or more components of skill-related fitness and health-related fitness by identifying and performing movement skills that incorporate the components (e.g., balance and flexibility, speed and muscular endurance).
- c. Participate regularly, and at personally challenging levels of effort, in a variety of individually challenging fitness movement activities that develop health-related and skill-related components of fitness.

Outcomes

6.4 Skill-related Fitness (continued)

Indicators

- d. Connect the physical performance required during the stations of a teacher-designed circuit with the components of skill-related fitness and health-related fitness (e.g., Station One – two foot jump into and out of a hoop on the floor 30 times in 30 seconds – speed, agility, muscular endurance).
- e. Explain the health-related fitness benefits after participating in games and challenges (e.g., cup stacking for coordination, speed, and reaction time; ring and pin game for coordination; obstacle courses for agility and balance) designed to improve and maintain personal skill-related fitness and, thus, health-related fitness.
- f. Express insights in response to questions such as “Does skill-related fitness really matter?” and “Can a person be fit in health-related components and unfit in skill-related components at the same time?”

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

Outcomes

6.5 Complex Skills
Demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball).

Indicators

- a. Communicate using performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of performance cues to strengthen the performance of complex skills.
- b. Incorporate “talk-aloud” self-learning methods (e.g., while performing complex skills, saying the performance cues words out loud) to strengthen the ability to skillfully perform complex skills.

Progressing towards Control:

- c. Send (throw [shoot], kick, strike, and volley), consistently using proper form, a variety of balls (e.g., volleyball, basketball, lacrosse ball, baseball, soccer ball, football) and objects (e.g., soft hockey pucks, frisbee, double balls) at stationary targets such as nets, hoops, pins, and open spaces, and at moving targets such as partners while varying movement of self (e.g., stationary, moving forward, moving backward, moving sideways, while dodging opponents and objects) following given criteria (e.g., speed, distance, type of pass or shot).
- d. Receive (catch, gather/trap, and deflect), consistently using proper form, a variety of balls (e.g., volleyball, basketball, lacrosse ball, baseball, soccer ball, football) and objects (e.g., soft hockey pucks, frisbee, double balls) while varying movement of self (e.g., stationary, moving forward, moving backward, moving sideways, while dodging opponents and objects).

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Outcomes

6.5 Complex Skills (continued)

Indicators

- e. Accompany (hand dribble, foot dribble, and/or carry), consistently using proper form, a variety of balls while moving (forwards, backwards, sideways) and while dodging opponents and objects following given criteria (e.g., speed, distance, stopping and starting, changing direction).
- f. Verbalize and apply skill appropriate performance cues (e.g., opposite foot forward, weight transfer, backswing, follow through) while performing complex skills that are associated with target games and invasion/territorial games (e.g., golf drive from tee-off, delivering a rock in curling, shooting on a net in floor hockey).
- g. Combine locomotor, non-locomotor, and manipulative skills to progress in the development of consistency in performance of individual skills that are sport specific (e.g., bowling delivery, soccer throw-in, badminton short serve, volleyball underhand pass to target).
- h. Use the correct language of movement to identify the basic motor skills of complex movement skills (e.g., basketball lay-up: running, springing, leaping, landing, balancing, weight transfer).
- i. Demonstrate and apply an understanding of the concept of flow and how to achieve flow in relation to combined movements.
- j. Willingly and appropriately apply principles of practice while practising skills at a high level of engagement.
- k. Explain and demonstrate examples of learning transfer as they relate to skill development (e.g., individual defensive movement in soccer and basketball; overhead clear in badminton compared to overhand serve in volleyball).

Goals: Active Living, *Skillful Movement*, Relationships

Outcomes

6.6 Manipulative Skills
Express and apply, with guidance, performance cues (visual contact, point of release or contact, absorption) to enhance manipulative (moving objects) skills:

- o *to the utilization level of skill when punting.*

Indicators

- a. Communicate with clarity using performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of performance cues related to sending objects.
- b. Incorporate “talk-aloud” self-learning methods (e.g., while performing manipulative skills saying the performance cues words out loud) to strengthen the ability to skillfully send an object.

Utilization:

- c. Punt a ball accurately based on given criteria (e.g., for distance, at a specific target, at angles, within a time limit).

Outcomes

6.6 Manipulative Skills (continued)

Indicators

- d. Punt a ball immediately after gaining possession of it (e.g., picking it up off the ground, from a pass).
- e. Punt a ball accurately within game-like situations (e.g., as an opponent is rushing the punter, after a teammate hikes the ball, over raised bars such as goal posts).

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

Outcomes

6.7 Biomechanics *Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills involving locomotor (traveling), non-locomotor (non-traveling), and manipulative (moving objects) skills.*

Indicators

- a. Express insights in response to questions such as “How is the body like a machine?” and “Is there any science in how we move?”
- b. Communicate with clarity the biomechanical concepts and principles related to resistance (e.g., friction, drag, tension), the application of force, and the absorption of force.
- c. Explore and apply how to affect the amount of force through variations in range of motion through which the body segments are rotated (e.g., backswing length and hip rotation in golf).
- d. Demonstrate and explain different methods for absorbing force that show the benefits of increasing surface area (e.g., stopping a soccer ball with the front of the foot compared to stopping it with the side of the foot) and of increasing the time and distance over which the force is received (e.g., pretend to fall off a bike trying to roll as the body contacts the ground).
- e. Explore and discuss the effects of resistance on energy requirements and the efficiency of the movement (e.g., walking into the wind and then walking with the wind at your back; throwing a shuttlecock/badminton birdie tip first and then “feathers” first; running a race in heavy shoes and lots of clothing then in light-weight shoes and light-weight form fitting clothing).
- f. Explain, after experiencing, the impact of different factors related to resistance (e.g., friction, drag, tension) on skill performance.
- g. Explore the biomechanical concepts and principles of resistance (e.g., friction, drag, tension), force production, and force absorption to enhance movement as required by the flow of play in target games, invasion/territorial games, and low-organizational and inventive games.
- h. Consider and explore the biomechanical concepts and principles of force production, force absorption, and resistance to enhance movement used in alternate environment and body management activities.

Physical Education 6

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

Outcomes

6.8 Movement Concepts

Analyze and apply, with guidance, movement concepts to support skill development while participating in:

- o **target games** (e.g., effort qualities in backswing and wrist action on “out-turn” in curling)
- o **invasion/territorial games** (e.g., offensive pace to an “open space”).

Indicators

- a. Communicate, with clarity, using performance words to demonstrate understanding of how to perform a variety of movements associated with target games and invasion/territorial games.
- b. Communicate, with clarity, the terminology associated with skills and rules for selected team movement activities (e.g., in-turn and out-turn in curling, traveling/double dribble in basketball).
- c. Apply concepts of aim and line of vision to the preparatory stage of skills used in target games (e.g., focus on the lane dots or the pins in bowling; focus on the skip’s broom or the intended ending position in curling).
- d. Demonstrate an understanding of the use of peripheral vision in the effective application of movement concepts.
- e. Express insights into how to make adjustments to performance related to the movement concepts associated with target games (e.g., clockwise spin versus counter clockwise spin for a right-handed delivery in bowling) and invasion/territorial games (e.g., high speed dribble versus low control dribble in basketball).
- f. Explain the difference between, and the importance of, developing both on-the-ball and off-the-ball movement.
- g. Compare the performance cues related to various skills in a variety of target games and invasion/territorial games (e.g., shooting in basketball compared to delivery in bowling; individual defensive movement in soccer compared to lacrosse).
- h. Demonstrate progression in skills development of self-selected and teacher-selected skills required in target games and invasion/territorial games by using a pre-assessment, plan for growth, principle of practice, and post-assessment method.
- i. Identify when self and others have reached the stage of “automatic” in skill performance.

Goals: Active Living, *Skillful Movement, Relationships*

Outcomes

6.9 Decision Making

Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in:

- o **target games** (e.g., bowling, curling, golf, bocce ball, archery)
- o **invasion/territorial games** (e.g., basketball, touch football, soccer, team handball, soft lacrosse, floor hockey, ultimate frisbee)
- o **low-organizational, inventive, and co-operative games** (e.g., capture the flag, prisoner's base, four goal game).

Indicators

- a. Communicate, with clarity, using the terminology associated with tactics (e.g., off-the-ball movement) and strategies (e.g., one-on-one defense) of selected target games and invasion/territorial games.
- b. Express insights in response to questions such as "What must I do to succeed in this situation?"; "Which choice is the safest and which is the most risky?"; and "When might the riskiest choice be the best choice?"
- c. Demonstrate (e.g., discuss, call out, describe, react to) an awareness of what opponents and teammates are doing, while participating in practice and game situations.
- d. Use effective individual offensive and defensive tactics (e.g., moving away from the ball into open spaces not occupied by a defender, staying between the opponent and the goal) while practising and playing invasion/territorial games.
- e. Explain and use a variety of team offensive and defensive strategies (e.g., give and go, running patterns, zone defense, one-on-one defense) while playing invasion/territorial games.
- f. Analyze the implications for individual performance adjustments (e.g., incorporating a variety of fakes) and team performance adjustments (e.g., changing team defensive set-up) when the opposing team is in your space and trying to prevent you from succeeding.
- g. Propose, apply through participation, and evaluate tactical and strategic choices used in game situations related to both individual and team performance involving both on-the-ball and off-the-ball play.
- h. Explain the connection between tactics and strategies used, and the rules of a variety of target games and invasion/territorial games (e.g., where to try to place the rock in curling based on rock take-out rules, offside rule in a variety of invasion/territorial games).
- i. Identify, practise, and incorporate various offensive tactics that are used in some target games (e.g., when to use guards in curling), in a variety of invasion/territorial games (e.g., how and when to run a variety of different 'plays' in touch football), and in a variety of low-organizational and inventive games (e.g., how to create diversions in capture the flag) while participating in practice and game situations with classmates.

Outcomes

6.9 Decision Making (continued)

Indicators

- j. Identify, practise, and incorporate various defensive tactics that are used in some target games (e.g., when to try to take out the opponents' rock in curling), a variety of invasion/territorial games (e.g., how to shift the team defense in response to the opponents' strengths), and in low-organizational and inventive games (e.g., how to protect two different nets at the same time in four goal) while participating in practice and game situations with classmates.
- k. Identify options and select, during participation, the most effective skills to use related to specified situations and the flow of the game in target games (e.g., which club to use for a golf stroke), in invasion/territorial games (e.g., opponent cannot move quickly on defense), and in low-organizational and inventive games (e.g., when to foot dribble and when to pass in the four goal game).
- l. Appropriately support teammate who is in possession of game object (e.g., ball, puck) by being in position to receive a pass when participating in invasion/territorial games.
- m. Appropriately guard an opponent who may or may not have possession of the game object (e.g., ball, puck).
- n. Express insights into the effectiveness of skill-selection decisions (e.g., by self, by other, in teacher-described situations) made during game play situations.
- o. Demonstrate effective team communication skills (e.g., calling the ball, calling for help, sharing what opponents are doing) while in practice or game situations.
- p. Adapt rules of low-organizational and inventive games (e.g., line soccer) based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusion, and/or safety) and implement adaptations into game play.
- q. Tell a story (e.g., written, visual, audio, video, creative performance) of what it looks like and sounds like when members of a team are working well together.

Goals: Active Living, Skillful Movement, Relationships

Outcomes

6.10 Alternate Environment & Body Management

Apply controlled use of selected movement skills and variations (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of:

- o **alternate environment activities** (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering)
- o **body management activities** including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics).

Indicators

- a. Demonstrate progression in skills development of self-selected and teacher-selected skills required for participation in alternate environment activities (e.g., cross-over skating, compass reading, GPS reading, snow ploughing in downhill skiing).
- b. Incorporate a pre-assessment, plan for growth, principle of practice, and post-assessment method for the improvement of at least one skill.
- c. Determine how environmental conditions can influence safety while exercising outdoors (e.g., effects of ultraviolet rays, wind chill, heat).
- d. Willingly apply responsible safety precautions such as wearing a hat and applying sunscreen before participating in outdoor movement activities.
- e. Describe and use environmentally friendly behaviours that need to be practised when participating in movement activities in outdoor environments (e.g., respect trees by leaving branches intact, use appropriate containers for garbage).
- f. Create and implement a class plan for an outdoor activity that engages class members in supporting or enhancing the natural environment (e.g., plant trees, clean up the school yard).
- g. Create and perform a sequence of movement skills consisting of self-chosen movements that meet the criteria which include the movement over, off, and with equipment and objects (e.g., while manipulating an object such as a ball, spring onto a crate, jump off while rotating, land on feet, balance asymmetrically, run and spring, land on hands, and rotate forward).
- h. Create and perform, in small groups, cooperative group rhythmical sequences and dances that incorporate objects such as basketballs, hoops, and skipping ropes, and is accompanied by an auditory rhythm such as music or a drum beat.
- i. Dance the basic steps, in combinations or in entirety, of current popular dances (e.g., hip hop, break dance).
- j. Demonstrate progression in skills development of self-selected and teacher-selected skills required for participation in body management activities (e.g., slip and slide move for hip-hop dancing, front crawl in swimming, cartwheel in educational gymnastics, shot put in track and field).
- k. Demonstrate proper footwork, body positioning, timing, and smooth transitions while participating in forms of dance that originated with our Atlantic neighbours (e.g., tap, clogging, waltz, polka, schottische).

Physical Education 6

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

Outcomes

6.11 Volunteerism & Leadership

Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.

Indicators

- a. Conduct research on current local, provincial, and national promotions that promote community level participation in movement activity (e.g., walking clubs, fitness club memberships, charitable fund-raising events).
- b. Communicate, with clarity, the importance of partnerships as they relate to individuals, groups, and organizations (e.g., school members, recreational director, traditional knowledge keepers and/or elders) coming together to support active living (e.g., *in motion* community events, evening badminton clubs).
- c. Organize and host an event at school that promotes movement activity for the school, family, or community (e.g., charitable fund-raising events such as the Terry Fox Run, family fitness night, wellness fair, family dance).
- d. Identify the various tasks involved in planning an event for others to participate in movement activity and make connections to careers that require similar skills.
- e. Complete an assigned or self-selected portion of a class plan for an event that will involve others participating in movement activity.
- f. Implement, in cooperation with classmates, a class plan that involves others participating in movement activity (e.g., movement activities for younger children to play at recess, Friday fitness dance at noon).

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

Outcomes

6.12 Influences

Analyze the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as source of information for making decisions related to participation of self and others in movement activity as well as possible career choice implications.

Indicators

- a. Determine personal and uncontrollable factors (e.g., body type and physical attributes, hereditary influences, varying rates of growth and development) that may affect movement skill development.
- b. Express an understanding of how personal attributes and limitations may impact one's likes and dislikes associated with participation in movement activities.
- c. Express an understanding of how personal physical attributes and limitations, as well as likes and dislikes, might impact one's career choice.
- d. Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes).

Outcomes

6.12 Influences (continued)

Indicators

- e. Identify options for activities and strategies to be used by self and others to support the development of motor skills and improved physical fitness (e.g., a cardiovascular workout for someone who is blind, a progression of steps to learn a skill such as a volleyball spike).
- f. Express insights in response to questions such as “Is there ever a time when someone who wants to be active must be excluded because of their abilities?”

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

Outcomes

6.13 Safety & Rules
Analyze and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others.

Indicators

- a. Distinguish between the guidelines (e.g., wearing protective equipment such as shin guards) and the rules (e.g., no tripping) associated with a variety of invasion/territorial games that have been developed to promote safe participation.
- b. Propose a rationale for why given rules (e.g., no one putts until all golfers have reached the green in golf, wear no jewellery in basketball) and given guidelines (e.g., pick up the bowling ball with hands on the sides of the ball) exist in target and invasion/territorial games.
- c. Demonstrate a willingness to follow the guidelines and rules for safe participation in movement activities while participating in the activities.
- d. Communicate, with clarity, safety guidelines related to specific outdoor activities such as orienteering, hiking, and overnight camping (e.g., pay attention to the terrain, carry water for hydration, do not set up a tent in low-lying areas or under a tree, ensure that all fires are completely extinguished).

Physical Education 6

Goals: Active Living, Skillful Movement, *Relationships*

Outcomes

6.14 Relationship Skills

Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities.

Indicators

- a. Self-assess level of social skills exhibited on a regular basis.
- b. Propose and willingly practise options for personal behaviour adjustments to support progression through the levels of social skills.
- c. Practise and discuss methods for resolving conflict in movement activity settings.
- d. Express an understanding of why it is important to take personal responsibility for self-monitoring personal use of appropriate social skills in a variety of movement activity settings (e.g., in the gym, in the hallways, on the playground, at the rink).
- e. Role play and discuss responses to given situations involving movement activity that demonstrate the five levels of social skills.
- f. Create and implement a personal plan for helping others who are experiencing difficulty in learning a movement skill (e.g., a classmate, a younger student, a student with a disability).
- g. Role model for, and/or engage younger children in, active play at various times throughout the school day (e.g., assemblies, recess, intramurals).
- h. Tell a story (e.g., written, visual, audio, video, creative performance) of what it looks like and sounds like when people really care for others while participating in movement activities.

Goals: Active Living, Skillful Movement, *Relationships*

Outcomes

6.15 History & Culture

Examine, evaluate, and represent the historical and present impact of our World neighbours on the development of movement activity options as a means of supporting the well-being of self and others.

Indicators

- a. Willingly participate in movement activities that originated with our World neighbours, led by others (e.g., classmates, teacher, guest presenter).
- b. Tell a story (e.g., written, visual, audio, video, creative performance) of a movement activity that is historically connected to one of our neighbours (e.g., rugby, "football", soccer, golf, curling, cricket, fencing, martial arts, yoga, sepak takraw, cultural dances).
- c. Show respect and a willingness to honour cultural protocol when participating in cultural movement activities.
- d. Investigate and share stories about the motivation and/or historical factors that influenced the development of the movement activities created by our World neighbours and the benefits of these activities related to physical, emotional, mental, and spiritual well-being.

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.

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

(National Association for Sport and Physical Education, 2004)

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

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for 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 must be reflective of the three goals and, specifically, the outcomes. A holistic analytic rubric can be used to determine to what level students understand and are able to do what the outcome identifies. The rubric, on page 44, expands to the fullness of the intent of the Complex Skills outcome (6.5) that is a focus in the sample lesson on pages 19-20.

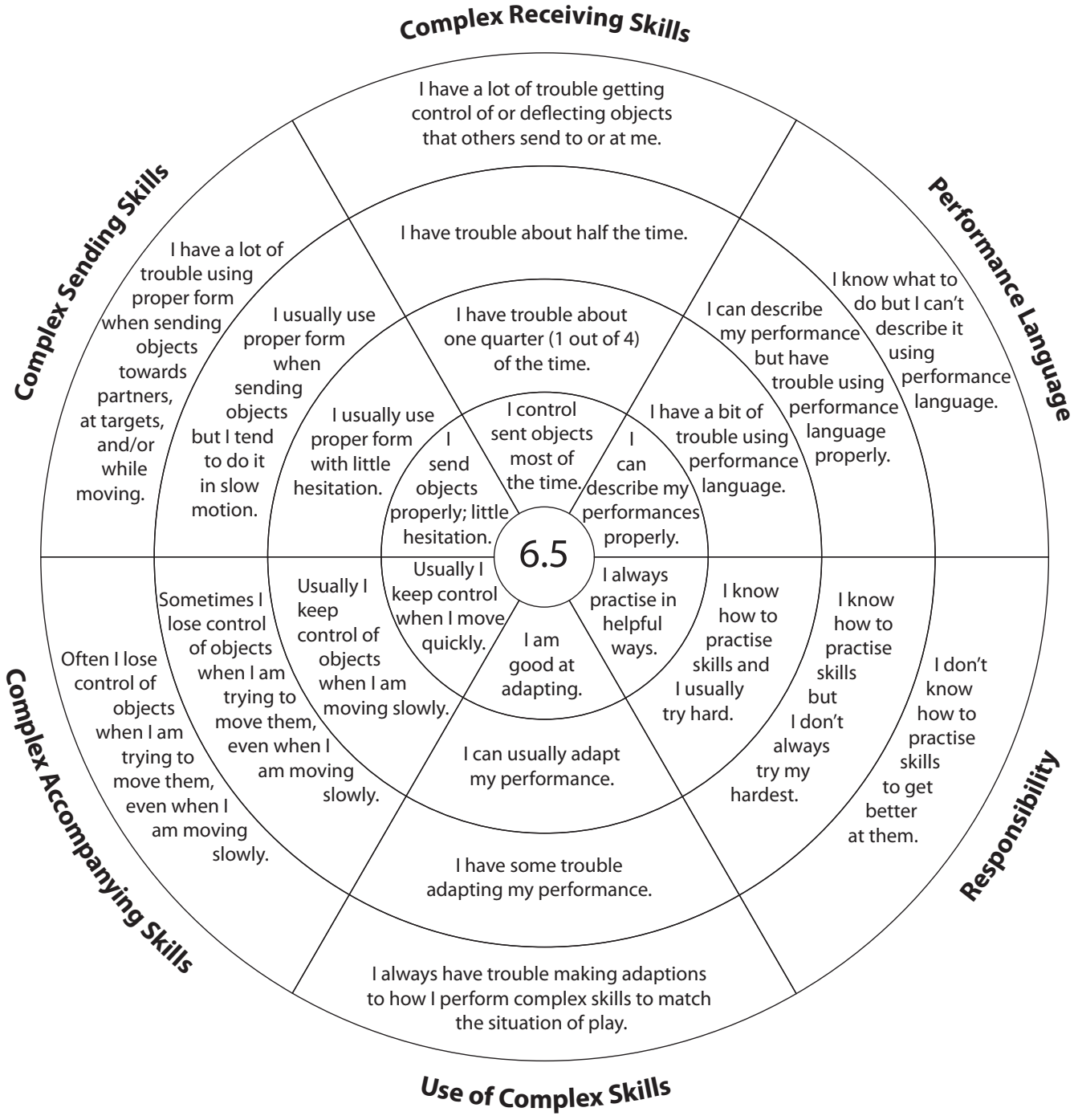
Assessment and Evaluation in Physical Education

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

An Assessment Rubric for Teacher Use

| Outcome 6.5 - Complex Skills | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball). | | | |
| Level 4 | Level 3 | Level 2 | Level 1 |
| Little to no hesitation in execution of complex skill at a control level | Some hesitation in execution of complex skill at a control level | Much hesitation in execution of complex skill at a control level | Constant hesitation in execution of complex skill at a control level |
| Frequently uses correct form when executing complex skill at a control level | Often uses correct form when executing complex skill at a control level | Occasionally uses correct form when executing complex skill at a control level | Rarely uses correct form when executing complex skill at a control level |
| Frequently performs complex skills with a control level of smooth flow between the separate skills to create the complex skill | Often performs complex skills with a control level of smooth flow between the separate skills to create the complex skill | Often performs complex skills with some choppiness between the separate skills in an effort to perform the complex skill | Frequently performs complex skills with an obvious choppiness between the separate skills in an effort to perform the complex skills |
| Easily adapts complex skill performance to the situation | With limited hesitation, adapts complex skill performance to the situation | With much hesitation, adapts complex skill performance to the situation | Rarely adapts complex skill performance to the situation |
| Frequently, and with no hesitation, verbalizes the appropriate performance cues of specific complex skills | Usually, and with little hesitation, verbalizes the appropriate performance cues of specific complex skills | Occasionally, and with hesitation, verbalizes some correct performance cues of specific complex skills | Must be prompted to verbalize appropriate performance cues |
| Regularly applies principles of practice and practises skills at a high level of engagement | Regularly applies principles of practice while practising skills at a moderate level of engagement | Occasionally applies principles of practice while practising skills at a moderate level of engagement | Rarely applies principles of practice and rarely engages completely in practising skills |

An Assessment Bull's Eye Rubric for Student Use - Outcome 6.5



Physical Education 6

An Evaluation Guide for Teachers

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

| Grade 6 Outcomes | Suggested Weighting for Final Mark | |
|--------------------------------------------------------------------------------|------------------------------------|---------|
| | By Outcome | By Goal |
| Outcome 6.1 Cardiovascular Fitness | 12 | 26 |
| Outcome 6.2 Body Composition | 4 | |
| Outcome 6.3 Muscle Fitness | 6 | |
| Outcome 6.4 Skill-related Fitness | 4 | |
| Outcome 6.5 Complex Skills | 6 | 34 |
| Outcome 6.6 Manipulative Skills | 2 | |
| Outcome 6.7 Biomechanics | 4 | |
| Outcome 6.8 Movement Concepts | 4 | |
| Outcome 6.9 Decision Making | 8 | |
| Outcome 6.10 Alternate Environment & Body Management | 10 | |
| Outcome 6.11 Volunteerism & Leadership | 5 | 22 |
| Outcome 6.12 Influences | 2 | |
| Outcome 6.13 Safety & Rules | 5 | |
| Outcome 6.14 Relationship Skills | 5 | |
| Outcome 6.15 History & Culture | 5 | |
| Flexible Attention - should be allotted proportionally to the outcomes. | 18 | 18 |
| 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 6.1 when calculating a mark for the report card at the end of the year.

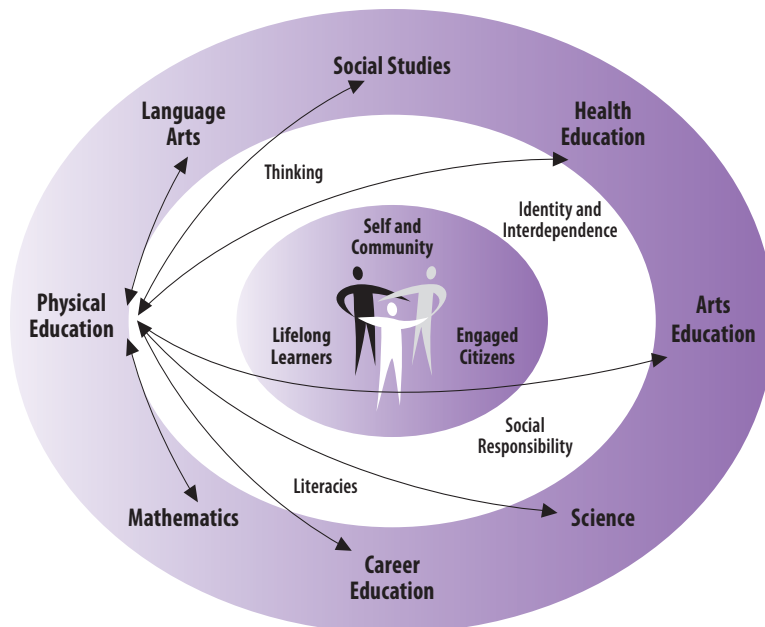
Connections with Other Areas of Study

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

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

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

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



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

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

| Dance in Physical Education | Dance in Arts Education |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dance in physical education is a body management activity. | Dance in arts education is a performing art. |
| <p>The purpose of dance in physical education is to engage students in:</p> <ul style="list-style-type: none"> exploring rhythmic activities as well as cultural, social*, and contemporary dance as a means to positively influence both health-related and skill-related fitness making critical and creative decisions about how to skillfully move the body implementing and reflecting on positive relationship skills. | <p>The purpose of dance in arts education is to engage students in:</p> <ul style="list-style-type: none"> exploring and expressing ideas and communicating with an audience learning about dance within its cultural and historical contexts responding thoughtfully and critically when viewing dance performances. |
| <p>Active Living Goal</p> <ul style="list-style-type: none"> focus on participation in moderate to vigorous movement activity, including dance set goals to benefit health-related fitness reflect critically on the benefits of participation in a variety of movement activities, including dance. | <p>Creative/Productive Goal</p> <ul style="list-style-type: none"> focus on the creative process explore questions and solve expressive movement problems communicate ideas through dance participate in individual and collaborative dance making and creative problem solving transform ideas into abstract symbolic movement representations create and sequence dance phrases and movement transitions within a choreographic structure or form reflect critically on own work. |
| <p>Skillful Movement Goal</p> <ul style="list-style-type: none"> enhance quality of movement through critical and creative sequencing of skills transfer movement concepts, skills, and strategies through a wide variety of movement activities, including dance. | <p>Critical/Responsive Goal</p> <ul style="list-style-type: none"> view and respond to the work of Canadian and International dancers and choreographers view a wide range of dance forms and styles research dancers and choreographers and their work critique the work of Canadian and International dancers and choreographers. |

| Dance in Physical Education | Dance in Arts Education |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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>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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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