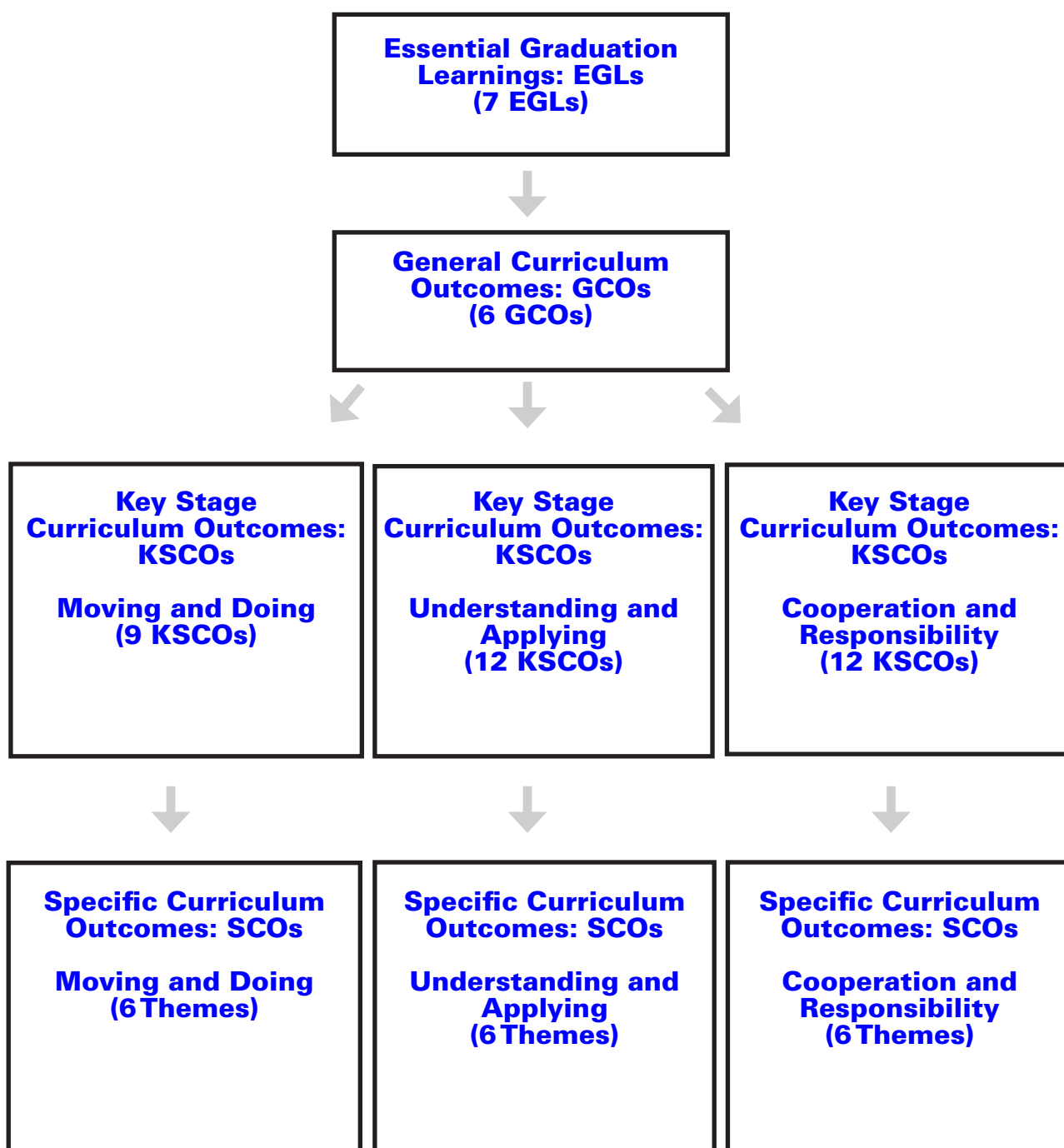


# **Section 2**

## **Curriculum Outcomes**



## Intermediate Curriculum Development Process Chart



## Curriculum Development Process Defined

### Meeting the Essential Graduation Learnings Through Physical Education

Essential Graduation Learnings (EGLs) are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. These learnings describe expectations, not in terms of individual school subjects, but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries. They also prepare students to be ready to meet the current and emerging opportunities, responsibilities and demands of life, work and study, now and in the future. EGLs serve as a framework for the curriculum development process.

The EGLs encompass all curriculum areas. The contribution of physical education to the EGLs include:

**Aesthetic Expression:** *Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

Physical education contributes in many ways to students' development of aesthetic expression. Many physical activities such as gymnastics, figure skating and dance are based on creating and understanding aesthetically pleasing movement. Students can express emotions, ideas and perceptions through movement. Through a broad range of physical activities students can come to appreciate the significance of cultural resources such as gymnasiums, trails and other recreational facilities.

**Citizenship:** *Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.*

Through games, sports and various activities students are exposed to rules, etiquette and protocol, and come to appreciate the need for them in society. Through participation and discussion of outdoor activities, students develop an understanding of the importance of environmental protection and sustainable development. Cooperative group skills and the need for social interdependence are evident in physical education through group activities and team games.

**Communication:** *Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s) as well as mathematical and scientific concepts and symbols, to think, learn and communicate effectively.*

In physical education, students reflect on and express their ideas, learnings, perceptions and feelings relating to movement. They also develop an understanding of facts and relationships presented through words, numbers, symbols, graphs and charts, in relation to games or group activities. Students access, process, evaluate and share information relating to health and active living. They also evaluate personal performance and that of others.

**Personal Development:** *Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.*

Physical education enables students to demonstrate their understanding of the relationship between health and an active lifestyle. Students have opportunities to develop physical fitness and gain the knowledge necessary for the maintenance of physical well-being throughout life. In physical education, students explore movement activities purposefully, both independently and in groups. They develop leadership and interpersonal skills in order to make appropriate decisions in relation to physical activity and take responsibility for those decisions. Physical education also enables students to reflect critically on personal-global issues in relation to active living.

**Problem Solving:** *Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.*

In the physical education program students are presented with many movement problems that require creative solutions. In solving problems students must describe, formulate and reformulate the problem as well as formulate ideas and question assumptions. Students are required to acquire, process and interpret information critically to make informed decisions related to active living. Students are presented with situations where they must frame and test hypotheses, observe interpersonal relationships, make inferences and draw conclusions. Flexibility and creativity in forming strategies to solve movement problems are very important.

**Technological Competence:** *Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications and apply appropriate technologies for solving problems.*

Many opportunities for using existing technologies are available to physical education students. Technologies such as fitness machines, apparatuses for sports such as gymnastics and GPS for geocaching represent diverse technologies. Students also have opportunities to use various technologies to locate, evaluate, adapt, create and share information relating to active living.

**Spiritual and Moral Development:** *Graduates will be able to demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.*

Through active participation in games and activities students will realize that rules and ethical conduct are closely related to those in society. Students learn that their actions may affect others, themselves and the school culture. Social justice or principles of equality are promoted and the opportunity for students to value human dignity.

## General Curriculum Outcomes

Curriculum Outcomes (GCOs) are statements that describe the contribution of a curriculum area to the Essential Graduation Learnings. They state what students are expected to know, value and be able to do as a result of completing the curriculum.

### Moving and Doing (Psychomotor)

- GCO 1: Perform efficient, creative and expressive movement patterns consistent with an active lifestyle.

### Understanding and Applying (Cognitive)

- GCO 2: Demonstrate critical thinking and creative thinking skills in problem posing and problem solving relating to movements.
- GCO 3: Assess attitudes and behaviours during activity in relation to self, the class, the school and the community.

### Cooperation and Responsibility (Affective)

- GCO 4: Demonstrate socially responsive behaviour within the school and community.
- GCO 5: Exhibit personal responsibility for the social, physical and natural environment during physical activity.
- GCO 6: Exhibit personal development, such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity.

## Key Stage Curriculum Outcomes

Following the General Curriculum Outcomes are the Key Stage Curriculum Outcomes (KSCOs). KSCOs must be completed by the end of grades kindergarten, three, six, nine and the completion of high school.

The chart on page 41 identifies the six General Curriculum Outcomes (GCOs) and the thirty-three Key Stage Curriculum Outcomes (KSCOs) that are to be met at the end of grade nine. They are not numbered from 1-33 but are numbered numerically under each GCO. Teachers are encouraged to use this chart as a guide to track the completion of KSCOs.

The appendices provide samples of teacher planning tools, strategies to support learning, strategies for learning/teaching and sample assessment tools. Through the strategies, the KSCOs can be accomplished.

## Specific Curriculum Outcomes

Specific Curriculum Outcomes (SCOs) for each grade level contribute to the accomplishment of the Key Stage Curriculum Outcomes. See pages 42-47 for the Intermediate themes, domains of learning and SCOs. The charts are shown by Grade level.

## Intermediate: General and Key Stage Curriculum Outcomes Chart

### **Moving and Doing (Psychomotor)**

*GCO 1: Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle.*

- ☐ KSCO 1. Use appropriate body mechanics in a wide variety of movement activities.
- ☐ KSCO 2. Apply principles of body mechanics to improve movement in all activity dimensions.
- ☐ KSCO 3. Participate in a variety of activities combining movement and music.
- ☐ KSCO 4. Participate in movement activities from a variety of cultures.
- ☐ KSCO 5. Participate in a variety of cooperative and competitive group activities.
- ☐ KSCO 6. Demonstrate cooperative and competitive strategies in a variety of group activities.
- ☐ KSCO 7. Demonstrate appropriate warm-up, work-out and cool-down activities.
- ☐ KSCO 8. Apply movement skills and concepts to a variety of activities in alternative environments.
- ☐ KSCO 9. Participate in a variety of personal fitness activities.

### **Understanding and Applying (Cognitive)**

*GCO 2: Demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement.*

- ☐ KSCO 1. Pose and solve simple movement problems individually.
- ☐ KSCO 2. Pose and solve simple movement problems in cooperative groups.
- ☐ KSCO 3. Create competitive and cooperative games.
- ☐ KSCO 4. Predict consequences of various actions on performance.
- ☐ KSCO 5. Identify practices that promote personal fitness and a healthy lifestyle.
- ☐ KSCO 6. Identify qualities required to pursue careers in physical education and recreation.

*GCO 3: Assess attitudes and behaviours during activity in relation to self, the class, the school and the community*

- ☐ KSCO 1. Analyze personal responses and behaviours in cooperative groups.
- ☐ KSCO 2. Identify the effect of growth patterns on movement.
- ☐ KSCO 3. Analyze the principles of fair play.
- ☐ KSCO 4. Analyze relationships between good nutritional practices and physical activity.
- ☐ KSCO 5. Analyze the degree of participation in socially responsive activity programs within their school.
- ☐ KSCO 6. Identify the effect of physical activity on the quality of life.

### **Cooperation and Responsibility (Affective)**

*GCO 4: Demonstrate socially-responsive behaviour within the school and community.*

- ☐ KSCO 1. Model socially responsive behaviour within the school and community.
- ☐ KSCO 2. Participate in socially responsive activity programs within the school and the community.
- ☐ KSCO 3. Initiate socially responsive activity programs within their school.

*GCO 5: Exhibit personal responsibility for the social, physical, and natural environment during physical activity.*

- ☐ KSCO 1. Demonstrate respect for the social, physical, and natural environment.
- ☐ KSCO 2. Show concern for the comfort and safety of others in a variety of activity environments.
- ☐ KSCO 3. Identify and follow the rules and principles of fair play in games and activities.

*GCO 6: Exhibit personal development, such as a positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity.*

- ☐ KSCO 1. Reflect critically on their decisions and actions.
- ☐ KSCO 2. Participate willingly in a variety of activities from all movement categories.
- ☐ KSCO 3. Identify and demonstrate leadership skills.
- ☐ KSCO 4. Identify and demonstrate cooperative skills.
- ☐ KSCO 5. Demonstrate self-confidence.
- ☐ KSCO 6. Demonstrate personal initiative, independence and decision making.

## Outcomes by Theme: Grade 7

<u>Alternative Activities</u>	<u>Court and Field Activities</u>	<u>Fitness Activities</u>
<b>Moving and Doing (Psychomotor)</b>	<b>Moving and Doing (Psychomotor)</b>	<b>Moving and Doing (Psychomotor)</b>
<ol style="list-style-type: none"> <li>1. Use proper body alignment, stance and posture when participating in alternative activities such as golf and archery (GCO 1; KSCOs 1, 2, 4, 6).</li> <li>2. Apply movement concepts and skills to a variety of activities in alternative environments such as golf and archery (GCO 1; KSCOs 2, 3, 5, 8).</li> <li>3. Participate in a variety of personal fitness activities such as self-defence and wrestling (GCO 1; KSCOs 7, 8, 9).</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate basic stances by using appropriate body mechanics and body awareness concepts such as muscle tension and relaxation and the relationship of body parts while moving (GCO 1; KSCOs 1, 2, 5, 6).</li> <li>2. Participate in activities from a variety of cultures (GCO 1; KSCOs 3, 4, 5, 6).</li> <li>3. Demonstrate efficient court and field activity skills and movements during cooperative and competitive activities (i.e. ready position, passing, sending/receiving, movement with and/or without implement) (GCO 1; KSCOs 1, 2, 3, 5).</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate proper fitness skills such as safe aerobic and fitness hustle techniques consistent with an active living lifestyle (GCO 1; KSCOs 1, 2, 8).</li> <li>2. Participate in a variety of fitness activities (i.e. aerobics, dance, Inuit games, fitness hustles, jogging and walking (GCO 1; KSCOs 2, 3, 4, 5).</li> <li>3. Apply the movement concepts of flow, time and relationship of body parts across fitness activities such as music-based aerobics and fitness hustles (GCO 1; KSCOs 1, 2, 3, 8).</li> <li>4. Participate in a variety of personal fitness activities (Dance Dance Revolution; weight training, TRX, etc.) (GCO 1; KSCO 9).</li> </ol>
<b>Understanding and Applying (Cognitive)</b>	<b>Understanding and Applying (Cognitive)</b>	<b>Understanding and Applying (Cognitive)</b>
<ol style="list-style-type: none"> <li>4. Students will pose and solve movement problems individually such as the golf swing and archery shot techniques to determine which is most effective and why (GCO 2; KSCOs 1, 4, 5).</li> <li>5. Students assess attitudes and behaviours while participating in alternative activities in relation to self, the class, the school and community (GCO 3; KSCOs 1, 3, 5).</li> </ol>	<ol style="list-style-type: none"> <li>4. Demonstrate an understanding of space awareness by experimenting with ways to solve movement problems by applying range and level movement concepts (When an opponent is close, what do you do to score a point?) (GCO 2; KSCOs 1, 2, 4).</li> <li>5. In a cooperative group, determine various ways to be successful during field activities (GCO 2, KSCOs 1, 2, 3, 4).</li> <li>6. Predict the efficiency of court activity movements by applying any number of the movement concepts of space, quality of movement and body awareness (GCO 2; KSCOs 1, 2, 4).</li> </ol>	<ol style="list-style-type: none"> <li>5. Pose and solve simple movement problems individually such as comparing students' technique with efficient, safe, recommended movement (GCO 2; KSCOs 1, 4).</li> <li>6. Analyse fair play and active living concepts. (GCO 3; KSCOs 1, 3, 5)</li> </ol>
<b>Cooperation and Responsibility (Affective)</b>	<b>Cooperation and Responsibility (Affective)</b>	<b>Cooperation and Responsibility (Affective)</b>
<ol style="list-style-type: none"> <li>6. Participate in socially responsive activities within the school and apply the principles of peer mediation while participating in alternative activities (GCO 4; KSCOs 1, 2, 3).</li> <li>7. Demonstrate self-confidence during activities such as archery, golf, gymnastics, rock/wall climbing, self-defence, track and field and wrestling (GCO 6; KSCOs 3, 4, 5, 6).</li> </ol>	<ol style="list-style-type: none"> <li>7. Demonstrate self-responsibility and personal development in court activities as they apply to interscholastic, intramural and community activities (GCO 4, KSCOs 1, 2, 3).</li> <li>8. Demonstrate fair play concepts within cooperative and competitive activities (i.e. changing partners, rotating courts, keeping score, appropriate comments) (GCO 5, KSCO 3).</li> <li>9. Participate willingly in non-traditional field activities such as lacrosse, football and field hockey (GCO 6, KSCOs 2, 3, 4, 6).</li> </ol>	<ol style="list-style-type: none"> <li>7. Participate willingly and cooperatively in fitness activities (GCO 6; KSCOs 2, 4).</li> <li>8. Demonstrate self-confidence through self-evaluation and reflection (GCO 6; KSCOs 5, 6).</li> </ol>



## Outcomes by Theme: Grade 7

<u>Leadership/Cooperative Activities</u>	<u>Outdoor Activities</u>	<u>Rhythmic Activities</u>
<p><b>Moving and Doing (Psychomotor)</b></p> <ol style="list-style-type: none"> <li>1. Participate in a wide range of team-building and trust activities that require students to demonstrate a variety of movements and an awareness of several movement concepts (GCO 1; KSCOs 1, 2, 8).</li> <li>2. Participate in various activities that require students to cooperate and compete in small and large group activities (GCO 1; KSCOs 4, 5, 6).</li> </ol> <p><b>Understanding and Applying (Cognitive)</b></p> <ol style="list-style-type: none"> <li>3. Students display a knowledge of past movements to quickly and efficiently complete future tasks/activities (GCO 2; KSCOs 1, 2, 4).</li> <li>4. Students will understand that it is by cooperating and inclusion of all participants that tasks/activities are completed effectively (GCO 3; KSCOs 1, 3).</li> </ol> <p><b>Cooperation and Responsibility (Affective)</b></p> <ol style="list-style-type: none"> <li>5. Select and assume responsibility for various roles while participating in games or activities (GCO 4; KSCOs 1, 2, 3).</li> <li>6. Students will show knowledge of safety and help create an atmosphere of trust in all activities (GCO 5; KSCOs 1, 2, 3).</li> <li>7. Students will display increased self-confidence, responsibility and individual initiative (GCO 6; KSCOs 5, 6).</li> </ol>	<p><b>Moving and Doing (Psychomotor)</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the basic movements and body mechanics of various outdoor activity skills such as canoe strokes, kayak strokes, skiing, snowshoeing and running movements while using various movement concepts (GCO 1, KSCOs 1, 3, 4, 5).</li> <li>2. Participate in various activities that use a variety of movement concepts while developing personal fitness (GCO 1, KSCOs 2, 3, 7, 9).</li> </ol> <p><b>Understanding and Applying (Cognitive)</b></p> <ol style="list-style-type: none"> <li>3. Understand how actions impact safety and performance in a variety of outdoor activities (GCO 2, KSCOs 1, 4).</li> <li>4. Analyse fair play and active living concepts (GCO 3, KSCOs 1, 5, 3, 6).</li> </ol> <p><b>Cooperation and Responsibility (Affective)</b></p> <ol style="list-style-type: none"> <li>5. Participate in a school or community environment awareness program or project (GCO 4, KSCOs 1, 2, 3).</li> </ol>	<p><b>Moving and Doing (Psychomotor)</b></p> <ol style="list-style-type: none"> <li>1. Use appropriate body mechanics such as posture in rhythmical activities (GCO 1; KSCOs 1, 2, 3, 6).</li> <li>2. Participate in a variety of activities involving movement and music (GCO 1; KSCOs 2, 4, 5, 8).</li> <li>3. Participate in a variety of rhythmical activities to promote personal fitness (GCO 1; KSCOs 7, 9).</li> </ol> <p><b>Understanding and Applying (Cognitive)</b></p> <ol style="list-style-type: none"> <li>4. Pose and solve simple movement problems individually (i.e. selecting the most appropriate movement in skipping or in rhythmic gymnastics using scarves and/or balls to use with various music) (GCO 2; KSCOs 1, 4, 5).</li> <li>5. Predict consequences of various actions on performance (i.e. consequence of varying movement concepts of time and level when skipping) (GCO 2; KSCOs 1, 2, 4).</li> <li>6. Identify the effect of growth patterns on rhythmical movements (GCO 3; KSCOs 2, 5, 6).</li> </ol> <p><b>Cooperation and Responsibility (Affective)</b></p> <ol style="list-style-type: none"> <li>7. Participate willingly in rhythmic activities (GCO 6; KSCOs 2, 5, 6).</li> <li>8. Demonstrate self-confidence when participating in a variety of rhythmical activities (GCO 6; KSCOs 2, 5, 6).</li> </ol>

## Outcomes by Theme: Grade 8

<u>Alternative Activities</u>	<u>Court and Field</u>	<u>Fitness</u>
<p><b>Moving and Doing (Psychomotor)</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate improvement in activity skills and movements by applying movement concepts such as range, level, force, balance, relationship of body parts while moving and body “language” (GCO 1; KSCOs 2, 3, 8).</li> <li>2. Demonstrate cooperative and competitive strategies which can be applied to alternative activities (GCO 1; KSCOs 5, 6).</li> <li>3. Apply movement skills and concepts such as relationship of body parts while moving, muscle tension and relaxation, possible movement of body parts, balance and direction, to a variety of alternate environments such as the swimming pool (GCO 1; KSCO 8).</li> </ol> <p><b>Understanding and Applying (Cognitive)</b></p> <ol style="list-style-type: none"> <li>4. Through alternative activities such as bowling, skate boarding, skipping and roller blading, identify practices that promote personal fitness and a healthy lifestyle (GCO 2; KSCOs 4, 5).</li> <li>5. Students recognize and identify the effect of growth patterns on movement (GCO 3; KSCOs 2, 4, 6).</li> </ol> <p><b>Cooperation and Responsibility (Affective)</b></p> <ol style="list-style-type: none"> <li>6. Show concern for the comfort and safety of others in alternative activities such as archery, gymnastics, rock/wall climbing, self-defence, skating, swimming and wrestling (GCO 5; KSCOs 1, 2, 3).</li> <li>7. During and after activity, students are able to assess and reflect on decisions made and actions undertaken (GCO 6; KSCOs 1, 2, 6).</li> </ol>	<p><b>Moving and Doing (Psychomotor)</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate improvement in court activity skills (sending/receiving, movement with or without implement) by applying movement concepts of body awareness (relationship of body parts while moving and body “language”) and space (direction, range and force) (GCO 1; KSCOs 1, 2, 8).</li> <li>2. Demonstrate strategies in a variety of cooperative and competitive court activities using movement concepts of levels and body language (GCO 1; KSCOs 2, 3, 5, 6).</li> </ol> <p><b>Understanding and Applying (Cognitive)</b></p> <ol style="list-style-type: none"> <li>3. Create a competitive or cooperative field game which uses rules, concepts, and skills from a combination of other court and field activities (GCO 2; KSCOs 3, 4).</li> <li>4. Discuss how court activities are an excellent example of how people can achieve and maintain fitness and healthy lifestyles (GCO 2; KSCOs 5, 6).</li> <li>5. Analyse personal responses and behaviours in cooperative groups such as character education concepts (i.e. caring, sharing, citizenship, responsibility, respect, trustworthiness and fairness) (GCO 3; KSCOs 1, 3, 5, 6).</li> </ol> <p><b>Cooperation and Responsibility (Affective)</b></p> <ol style="list-style-type: none"> <li>6. Participate in interscholastic athletics, intramural programs and/or community based activity programs (GCO 4; KSCOs 1, 2, 3).</li> <li>7. Show concern and safety for self, others and the environment during activities (i.e. rugby, football, soccer) (GCO 5; KSCOs 1, 2, 3).</li> <li>8. Reflect critically on responses and behaviours in cooperative groups (GCO 6; KSCOs 1, 3, 4).</li> <li>9. Identify and demonstrate cooperative behaviours that enable all students to all students to participate and enjoy activities (GCO 6, KSCOs 2, 3, 4, 5).</li> </ol>	<p><b>Moving and Doing (Psychomotor)</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate proper fitness skills such as required in weight training and circuit training consistent with an active living lifestyle (GCO 1; KSCOs 1, 2, 8 ).</li> <li>2. Apply the principles of body mechanics and understand the concepts of flow and time as they relate to summation of joint forces while using appropriate terminology of body parts (GCO 1; KSCOs 2, 8).</li> </ol> <p><b>Understanding and Applying (Cognitive)</b></p> <ol style="list-style-type: none"> <li>3. Pose and solve simple movement problems in a cooperative group such as determining the cause for inefficient movement and exploring ways in which to increase the efficiency (GCO 2; KSCOs 2, 3).</li> <li>4. Identify active living concepts as a guide by which to promote personal fitness and a healthy lifestyle (GCO 2; KSCO 5).</li> </ol> <p><b>Cooperation and Responsibility (Affective)</b></p> <ol style="list-style-type: none"> <li>5. Demonstrate socially responsive behaviours while pursuing activities in a fitness oriented environment (i.e. weight room; gymnasium; community) (GCO 4; KSCOs 1, 2, 3).</li> <li>6. During various fitness activities students participate in a manner that ensures all students are safe, comfortable and demonstrate the principles of fair play (GCO 5; KSCOs 1, 2, 3).</li> </ol>

## Outcomes by Theme: Grade 8

<u>Leadership/Cooperative</u>	<u>Outdoor Activities</u>	<u>Rhythmic Activities</u>
<b>Moving and Doing (Psychomotor)</b> <ol style="list-style-type: none"> <li>1. Participate in various activities that require students to use cooperative and competitive strategies in small and large groups (GCO 1; KSCOs 4, 5, 6).</li> <li>2. Participate in various activities that allow the use of skills and movements in alternate settings such as a field, a park, a section of forest, etc. (GCO 1; KSCOs 1, 2, 8, 9).</li> </ol>	<b>Moving and Doing (Psychomotor)</b> <ol style="list-style-type: none"> <li>1. Demonstrate improvement and transference in outdoor activity skills and movements by applying various movement concepts (GCO 1; KSCOs 2, 6, 8, 9).</li> <li>2. During various outdoor activities students demonstrate cooperative and competitive strategies to complete a task or activity (GCO 1; KSCOs 5, 6).</li> </ol>	<b>Moving and Doing (Psychomotor)</b> <ol style="list-style-type: none"> <li>1. Refine appropriate body mechanics such as posture and foot placement in rhythmical activities to improve movement (GCO 1; KSCOs 2, 8, 9).</li> <li>2. Participate in a variety of activities involving movement and music (GCO 1; KSCOs 3, 4, 5).</li> </ol>
<b>Understanding and Applying (Cognitive)</b> <ol style="list-style-type: none"> <li>3. Students can initiate and work through self-generated tasks and problems (GCO 2; KSCO 1).</li> <li>4. Students are able to recognize and evaluate their own behaviours as well as the behaviour and actions of others in small and large groups (GCO 3; KSCOs 1, 5).</li> </ol>	<b>Understanding and Applying (Cognitive)</b> <ol style="list-style-type: none"> <li>3. While using various movement concepts, students work in cooperative groups to solve problems and situations during outdoor activities (GCO 2; KSCOs 1, 2, 3, 4).</li> <li>4. Discuss outdoor activities as examples of how people can achieve and maintain fitness and healthy lifestyles (GCO 2; KSCO 5).</li> </ol>	<b>Understanding and Applying (Cognitive)</b> <ol style="list-style-type: none"> <li>3. In a cooperative group choose a rhythmical activity to be performed in synchronization using the movement concepts of balance, flow, force and time (GCO 2; KSCOs 2, 3).</li> <li>4. Identify practices and qualities that promote personal fitness, a healthy lifestyle and potential career pursuits (GCO 2; KSCOs 1, 4, 5, 6).</li> <li>5. While participating in rhythmic activities, analyse personal responses and behaviours in cooperative groups (i.e. fair play) (GCO 3; KSCOs 1, 2, 3, 5).</li> </ol>
<b>Cooperation and Responsibility (Affective)</b> <ol style="list-style-type: none"> <li>5. While engaged in cooperative activities and games students display a concern for the safety of others and display fair play concepts (GCO 5; KSCOs 2, 3).</li> <li>6. During and after activity students are able to assess and reflect on decisions made and actions undertaken (GCO 6; KSCOs 1, 5, 6).</li> <li>7. Students can identify and demonstrate various cooperative skills while participating willingly in activities and games (GCO 6; KSCOs 2, 3, 4).</li> </ol>	<b>Cooperation and Responsibility (Affective)</b> <ol style="list-style-type: none"> <li>5. During various outdoor activity programs, students participate in a manner that ensures all students are safe, comfortable and demonstrate the principles of fair play (GCO 5; KSCOs 1, 2, 3).</li> </ol>	<b>Cooperation and Responsibility (Affective)</b> <ol style="list-style-type: none"> <li>6. Show respect and concern for the safety and comfort of yourself, others and the environment during rhythmic activities (GCO 5; KSCOs 1, 2, 3).</li> <li>7. Identify and demonstrate cooperative skills in rhythmic activities (GCO 6; KSCOs 3, 4, 5).</li> </ol>

## Outcomes by Theme: Grade 9

<u>Alternative Activities</u>	<u>Court and Field Activities</u>	<u>Fitness Activities</u>
<b>Moving and Doing (Psychomotor)</b> <ol style="list-style-type: none"> <li>1. Participate in movement activities from a variety of cultures such as African, Australian, Celtic and Inuit (GCO 1; KSCOs 3, 4, 5).</li> <li>2. Students demonstrate appropriate warm-up, work-out and cool-down activities (GCO 1; KSCOs 2, 7, 9).</li> <li>3. Apply movement skills and concepts such as: relationship of body parts while moving; possible movement of body parts; balance; forces; and levels to a variety of activities in alternative environments (GCO 1; KSCOs 1, 3, 6 8).</li> </ol>	<b>Moving and Doing (Psychomotor)</b> <ol style="list-style-type: none"> <li>1. Demonstrate appropriate movement 'concepts such as level, direction, and body "language" when throwing and striking in court and field activities. (GCO 1; KSCOs 1, 2, 5, 6,)</li> <li>2. Demonstrate offensive and defensive strategies to optimize play using movement concepts. (GCO 1; KSCOs 3, 5, 6, 8)</li> <li>3. Demonstrate appropriate warm-up, work-out and cool-down activities in court/field activities (GCO 1; KSCOs 2, 3, 7, 9).</li> </ol>	<b>Moving and Doing (Psychomotor)</b> <ol style="list-style-type: none"> <li>1. Demonstrate proper warm-up, work-out and cool-down techniques used in fitness activities. (GCO 1; KSCO 7)</li> <li>2. Apply movement concepts to extra-curricular activities in an attempt to increase and maintain personal fitness goals (GCO 1; KSCOs 1, 2, 6, 8).</li> </ol>
<b>Understanding and Applying (Cognitive)</b> <ol style="list-style-type: none"> <li>4. Use previous experience with activities from other cultures to create competitive and cooperative games (GCO 2; KSCOs 2, 3, 5).</li> <li>5. Students identify how participation in alternative activities help build qualities needed to pursue a career in physical education and recreation (GCO 2; KSCOs 3, 5, 6).</li> <li>6. Using previous experience with activities from other cultures and knowledge of the history of sport, identify the effect of physical activity on quality of life (GCO 3; KSCOs 2, 4, 6).</li> </ol>	<b>Understanding and Applying (Cognitive)</b> <ol style="list-style-type: none"> <li>4. Create an appropriate warm-up, work-out or cool down activity for court activities (GCO 2; KSCOs 3, 4, 5).</li> <li>5. Identify the effect of physical activity on growth patterns and quality of life (GCO 3; KSCOs 1, 2, 4, 6).</li> </ol>	<b>Understanding and Applying (Cognitive)</b> <ol style="list-style-type: none"> <li>3. Identify qualities required to pursue careers in physical education and recreation (GCO 2; KSCO 6).</li> <li>4. Create an appropriate daily food plan for personal growth and development for an active healthy lifestyle based on Canada's Food Guide (GCO 3; KSCOs 2, 4).</li> </ol>
<b>Cooperation and Responsibility (Affective)</b> <ol style="list-style-type: none"> <li>7. Demonstrate respect for the social, physical and natural environment while engaged in alternative activities such as archery, golf, rock climbing, skateboarding, swimming and yoga (GCO 5; KSCOs 1, 2).</li> <li>8. Students can identify and demonstrate various leadership skills while participating in alternative activities (GCO 6; KSCOs 2, 3, 4).</li> <li>9. Students demonstrate decision making, independence and increased self-confidence while participating in alternative activities (GCO 6; KSCOs 2, 5, 6).</li> </ol>	<b>Cooperation and Responsibility (Affective)</b> <ol style="list-style-type: none"> <li>6. Initiate an activity program that reflects the interests of the students and the concepts of fair-play (GCO 4; KSCOs 1, 2, 3).</li> <li>7. Reflect on the use of outdoor space and the responsibility required during participation (GCO 6; KSCOs 1, 2).</li> <li>8. Identify and demonstrate leadership skills by officiating, running a tournament and helping other students learn an activity (GCO 6; KSCOs 3, 4, 5, 6).</li> </ol>	<b>Cooperation and Responsibility (Affective)</b> <ol style="list-style-type: none"> <li>5. Identify and apply the components of fitness by developing fitness contracts, fitness testing of peers, designing circuits, etc (GCO 6; KSCOs 3, 5, 6 ).</li> <li>6. Demonstrate personal initiative, independence and decision-making by developing personal fitness log books or by mapping out fitness goals. (GCO 6; KSCOs 1, 5, 6)</li> </ol>

## Outcomes by Theme: Grade 9

<u>Leadership/Cooperative Activities</u>	<u>Outdoor Activities</u>	<u>Rhythmic Activities</u>
<b>Moving and Doing (Psychomotor)</b> <ol style="list-style-type: none"> <li>Students participate in a variety of cooperative and competitive activities and games (GCO 1; KSCO 5).</li> <li>Students create and demonstrate appropriate warm-up and work-out activities (rhythmic) (GCO 1; KSCOs 3, 7).</li> </ol>	<b>Moving and Doing (Psychomotor)</b> <ol style="list-style-type: none"> <li>Continue to demonstrate improvement and participation in outdoor activities and movements (GCO 1; KSCOs 1, 2, 8, 9).</li> </ol>	<b>Moving and Doing (Psychomotor)</b> <ol style="list-style-type: none"> <li>Apply movement concepts while participating in a variety of activities involving movement and music (GCO 1; KSCOs 1, 3, 4, 5).</li> <li>Participate in a variety of dances such as ball room, folk, line, modern, multi-cultural and square dances (GCO 1; KSCOs 4, 6, 8).</li> </ol>
<b>Understanding and Applying (Cognitive)</b> <ol style="list-style-type: none"> <li>Students initiate and create games and activities that promote personal fitness and a healthy lifestyle (GCO 2; KSCOs 3, 5).</li> <li>Students link the development of leadership and cooperative skills as being some of the qualities needed to pursue a career in physical education and recreation (GCO 2; KSCO 6).</li> <li>Students are able to identify and analyze the importance of good nutritional practices and physical activity on development and improved quality of life (GCO 3; KSCOs 2, 4, 6).</li> </ol>	<b>Understanding and Applying (Cognitive)</b> <ol style="list-style-type: none"> <li>Discuss the type of person that could make a career in outdoor activities and some personal characteristics required to pursue such a career (GCO 2; KSCOs 5, 6).</li> <li>Discuss proper nutrition and its relationship to physical development and overall participation in extended physical activity (a day long hike, overnight camping etc.) (GCO 3; KSCOs 2, 4, 6).</li> </ol>	<b>Understanding and Applying (Cognitive)</b> <ol style="list-style-type: none"> <li>Analyse relationships between good nutritional practices and rhythmical activity (GCO 3, KSCOs 4, 5, 6).</li> <li>Identify the effect of rhythmical activity on a person's quality of life (GCO 3; KSCOs 4, 6).</li> </ol>
<b>Cooperation and Responsibility (Affective)</b> <ol style="list-style-type: none"> <li>Students can identify and demonstrate various leadership skills while participating in activities and games (GCO 6; KSCO 3).</li> <li>Students demonstrate decision-making, independence and increased self-confidence while participating in cooperative and team-building activities (GCO 6; KSCOs 1, 5, 6).</li> </ol>	<b>Cooperation and Responsibility (Affective)</b> <ol style="list-style-type: none"> <li>Students initiate a program or activity that allows them the chance to be an environmentally conscious citizen and to practice socially responsible behaviour (GCO 4; KSCOs 1, 2, 3).</li> <li>Identify and demonstrate leadership skills by participating willingly and helping other students complete an activity through small group interaction (GCO 6; KSCOs 1, 2, 3, 4, 5, 6).</li> </ol>	<b>Cooperation and Responsibility (Affective)</b> <ol style="list-style-type: none"> <li>Initiate socially responsive activity programs within the school (GCO 4; KSCOs 1, 2, 3).</li> <li>Demonstrate personal initiative, independence, decision-making and critical thinking while participating in rhythmical activities (GCO 6; KSCOs 1, 3, 5, 6).</li> </ol>

## Curriculum Outcomes Through the Grades Chart (By Grade Level)

The chart below outlines the KSCOs and theme/grade level they are met within this document.

	THEME	GRADE 7	GRADE 8	GRADE 9
<b>GCO 1</b>	KSCO 1	alt, crt & fld, fit, ldr, oa, rhy	fit	crt & fld
	KSCO 2		alt, crt & fld, fit, oa, rhy	crt & fld
	KSCO 3	fit, rhy	rhy	rhy
	KSCO 4	crt & fld		alt, rhy
	KSCO 5	crt & fld, ldr		ldr
	KSCO 6		alt, crt & fld, ldr, oa	
	KSCO 7			alt, crt and fld, fit, ldr
	KSCO 8	alt	alt, crt & fld, ldr	alt, fit, oa
	KSCO 9	alt, crt & fld, oa, rhy		
<b>GCO 2</b>	KSCO 1	alt, crt & fld, fit, rhy		
	KSCO 2	crt & fld	fit, ldr, oa, rhy	
	KSCO 3		crt & fld	alt, crt & fld, ldr
	KSCO 4	alt, crt & fld, ldr, oa, rhy		
	KSCO 5		alt, crt, fld, oa & rhy	
	KSCO 6			alt, fit, ldr, oa
<b>GCO 3</b>	KSCO 1		crt & fld, ldr, rhy	
	KSCO 2	rhy	alt	
	KSCO 3	crt & fld, fit, ldr, oa		
	KSCO 4			fit, rhy
	KSCO 5			oa
	KSCO 6			alt, crt & fld, rhy
<b>GCO 4</b>	KSCO 1		crt & fld	
	KSCO 2	alt, crt & fld, oa		
	KSCO 3			crt & fld, oa, rhy
<b>GCO 5</b>	KSCO 1			alt
	KSCO 2		alt, crt & fld, ldr, oa, rhy	
	KSCO 3	crt & fld, ldr		
<b>GCO 6</b>	KSCO 1		alt, crt & fld, ldr	crt & fld
	KSCO 2	crt & fld, fit, rhy		
	KSCO 3			alt, crt & fld, fit, ldr, oa
	KSCO 4		crt & fld, ldr, rhy	
	KSCO 5	alt, crt & fld, fit, ldr, rhy		alt
	KSCO 6			crt & fld, fit, ldr, rhy

### Key to Curriculum Outcomes Grade Chart

- alt = alternative activities
- crt & fld = court and field activities
  - fit = fitness activities
- ldr = leadership/cooperative activities
  - oa = outdoor activities
  - rhy = rhythmic activities



## How to Use the Curriculum Guide

Section two provides the tools for teachers to use to assist students in attaining the curricular outcomes. This section is presented in a four column spread that includes:

- Column 1 - Curriculum Outcomes
- Column 2 - Elaborations: Strategies for Learning and Teaching
- Column 3 - Suggested Assessment Strategies
- Column 4 - Resources/Notes

It should be noted that, when reading each column, if a description/ activity/ does not finish in that particular column the reader must refer to the same column on the following page.

## Planning Tools

There are several reproducible templates and forms provided in the appendices that will assist teachers in planning, assessment and evaluation throughout the school year.

- Appendix A - Sample Course Description and Evaluation
- Appendix B - Sample Teacher Planning Tools
- Appendix C - Samples of Assessment Tools
- Appendix D - Suggested Assessment Strategies
- Appendix E - Samples of Skills, Games and Activities
- Appendix F - Strategies to Support Learning
- Appendix G - Movement Concept Wheel
- Appendix H - Canada's Food Guide
- Appendix I - New Canadian Physical Activity Guidelines

## Suggested Process

The following is a suggested step by step process that will assist teachers in planning for the school year.

- **Select the activities and the number of classes for each activity**  
Use: a) Planning Chart (Appendix B)
- **Place the Activities into a Yearly Plan/Unit Plan**  
Use: a) Yearly Plan Template (Appendix B)  
b) Unit Plan Template (Appendix B)
- **Develop Lesson Plans**  
Use: a) Lesson Plan Template (Appendix B)
- **Assign and check off the Specific and Key Stage Curriculum Outcomes that will be included in each unit**  
Use: a) Year Plan for Tracking Outcomes Chart (Appendix B)
- **Track the curriculum outcomes that have been covered**  
Templates and charts to assist teachers in creating their yearly block plans and the tracking of curriculum outcomes and movement concepts are supplied in Appendix B.

## **Curriculum Flexibility**

The physical education curriculum recognizes that schools exist in different contexts. Much latitude exists for each school and each physical education class to develop and participate in a unique physical education experience. It is through participation in various activities that curricular outcomes will be achieved.

Teachers will select the majority of the activities,

- in response to his/her particular class, individual students and developmental levels.
- that have relevance and provide meaning to students.
- availability of equipment, facilities and resources.

## **Themes**

The Specific Curriculum Outcomes are organized into six themes. The themes and specific curriculum outcomes are presented in the next section beginning on page 52.





# **Specific Curriculum Outcomes**

## **Grade 7**

## Themes and Examples

### Alternative Activities

Archery, Bowling, Curling, Fly Tying, Golf, Gymnastics, Judo, Multi-cultural Games, Nature, Self-defence, Sepak Takraw, Skating, Skipping, Swimming, Tai Chi, Track and Field, Wall/Rock Climbing, Wrestling, Yoga, Horse Shoes, Clinkers...

### Court and Field

Badminton, Baseball, Basketball, Field Hockey, Floor Hockey, Lacrosse, Netball, Paddle Badminton, Paddle Tennis, Pickle Ball, Racquetball, Ringette, Rugby, Squash, Soccer, Soccer Baseball, Softball, Table Tennis, Team Handball, Tennis, Touch/Flag Football, Ultimate Frisbee, Volleyball...

### Fitness

Aerobics, Circuit Training, Cycling, Exercise Balls, Fitness Testing, Jogging, Pilates, Skating, Skipping, Strength/Resistance Training, Swimming, Swiss Balls, Tae-Bo, Walking, Water Aerobics, Weight Training, TRX Suspension Training, Yoga...

### Leadership/Cooperative Activities

Adventure Games, Cooperative Games, Initiative Problems, Problem Solving, Team Building, Team Challenges, Trust...

### Outdoor Activities

Camping, Canoeing, Cross Country Running, Cycling, Hiking, Kayaking, Kite Flying, Orienteering, Sailing, Skating, Skiing (cross country, downhill), Snowboarding, Snowshoeing...

### Rhythmic Activities

Aerobics, Cheerleading, Dance (creative, folk, line, modern, multi-cultural, Newfoundland and Labrador traditional, square, hip-hop,) Rhythmic Gymnastics, Skipping, Juggling, Hoola-Hooping...

## Theme: Alternative Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. use proper body alignment, stance and posture when participating in alternative activities such as golf and archery (GCO 1; KSCOs 1, 2, 4, 6).
2. apply movement concepts and skills to a variety of activities in alternative environments such as golf and archery (GCO 1; KSCOs 2, 3, 5, 8).
3. participate in a variety of personal fitness activities such as self-defence and wrestling (GCO 1; KSCOs 7, 8, 9).

#### Understanding and Applying (Cognitive)

4. pose and solve movement problems individually such as the golf swing and archery shot techniques to determine which is most effective and why (GCO 2; KSCOs 1, 4, 5).
5. assess attitudes and behaviours while participating in alternative activities in relation to self, the class, the school and community (GCO 3; KSCOs 1, 3, 5).

#### Cooperation and Responsibility (Affective)

6. participate in socially responsive activities within the school and apply the principles of peer mediation while participating in alternative activities (GCO 4; KSCOs 1, 2, 3).
7. demonstrate self-confidence during activities such as archery, golf, gymnastics, rock/wall climbing, self-defence, track and field, and wrestling (GCO 6; KSCOs 3, 4, 5, 6).

### Elaborations: Strategies for Learning and Teaching

Offer a wide range of alternative activities and emphasize the life-long value of such activities. This will also help develop a repertoire of personally satisfying physical activities not limited to a school setting.

Seek out local experts in the community to help with alternative activities.

Safety is a major concern for some of these activities. Special care must be taken so students feel safe and not threatened. Students should not attempt or be forced to engage in activity that may cause potential harm.

Fine motor skill activities (i.e. accuracy) require students to focus on their hand/eye coordination and decreasing the degrees of freedom of body parts.

Design activities which provide an opportunity to understand, practice and demonstrate the specific alternative skills.

Encourage students to select partners based on fair play guidelines.

Provide modifications for varying abilities/learning styles (inclusion).

Vary the teaching styles by incorporating teacher centered direct styles (command, practice, reciprocal and task) and student centered indirect styles (guided discovery, problem solving and exploration).

Movement concepts should be applied to skill development at all grade levels (Space; Quality of movement; Body Awareness - Movement Concept Wheel - Appendix G).

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Alternative Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- Observe students performing various skills and document performance using a rubric or checklist.

#### Performance Tasks:

- Demonstrates proper body alignment, stance and posture while engaged in alternative activities.
- Complete a mini-project such as a presentation, video clip or powerpoint on an alternative activity. Research is required and the activity can be presented to the class.

#### Student Evaluation:

- Complete a self-evaluation rubric/checklist to indicate the level of responsibility in a cooperative group.
- Submit a journal entry based on questions provided by the teacher in relation to the activity.
- A partner watches and offers feedback through an inventory checklist/rubric. In Section 3: Resources, the Government of New Brunswick website provides great samples of self/peer assessments:

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Hellison, D. (1973). *Humanistic Physical Education*.
- Hellison, D. (1985). *Goals and Strategies for Teaching Physical Education*.
- Lumsden, K. (2001). *P.E. Games and Activities Kit*.
- Moss, D. (ed.) (1995). *Gymnastics: monkey basketball for strength and spatial awareness*.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

## Theme: Court and Field

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. demonstrate basic stances using the appropriate body mechanics and body awareness concepts such as muscle tension and relaxation and the relationship of body parts while moving (GCO 1; KSCOs 1, 2, 5, 6).
2. participate in activities from a variety of cultures (GCO 1; KSCOs 3, 4, 5, 6).
3. demonstrate efficient court and field activity skills and movements during cooperative and competitive activities (i.e. ready position, passing, sending/receiving, movement with and/or without implement) (GCO 1; KSCOs 1, 2, 3, 5).

#### Understanding and Applying (Cognitive)

4. demonstrate an understanding of space awareness by experimenting with ways to solve movement problems by applying range and level movement concepts (When an opponent is close, what do you do to score a point?) (GCO 2; KSCOs 1, 2, 4).
5. in a cooperative group, determine various ways to be successful during field activities (GCO 2; KSCOs 1, 2, 3, 4).
6. Predict the efficiency of court activity movements by applying any number of the movement concepts of space, quality of movement and body awareness (GCO 2; KSCOs 1, 2, 4).

#### Cooperation and Responsibility (Affective)

7. demonstrate self-responsibility and personal development in court activities as they apply to interscholastic, intramural and community activities (GCO 4; KSCOs 1, 2, 3).
8. demonstrate fair play concepts within cooperative and competitive activities (i.e. changing partners, rotating courts, keeping score, appropriate comments) (GCO 5; KSCO 3).
9. participate willingly in non-traditional field activities such as lacrosse, football and field hockey (GCO 6; KSCOs 2, 3, 4, 6).

### Elaborations: Strategies for Learning and Teaching

Introduce skills with a discussion of the mechanics required. (i.e. basic stance, passing, receiving, sending and movement with and/or without an implement).

It is important to include the application of Movement Concepts and Body Awareness (Concept Wheel - Appendix G).

A warm-up, lead-up and cool-down activity should be incorporated. These offer an excellent opportunity to practice and learn concepts, skills and cooperative strategies.

Design activities which provide opportunities to understand, practice and demonstrate specific court and field activity skills.

Recognize and illustrate appropriate use of force during activities.

Foster a cooperative environment through classroom rules, use of stations, the physical environment and teacher facilitation.

Incorporate fair play concepts and self-responsibility in cooperative and competitive activities.

Vary the amount of competition. Some students may wish to participate in a relaxed manner and other students may prefer highly competitive environments.

Encourage students to select different partners and opponents each day. This will help them develop fair play and cooperation. It also affords the opportunity to learn from and help teach their classmates.

The teacher should reinforce the importance of a culturally diverse program. In order to accomplish this, a teacher could include the history, rules, etc. of the court/field activity. For example, during the lead-up to a unit on lacrosse find the history of the game to discuss with the students (Source: [www.lacrosse.ca](http://www.lacrosse.ca)).

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Court and Field

### Suggested Assessment Strategies

#### Teacher Observation:

- Observe and record the level of responsibility students display with respect to the use of implements and self-space/safety issues. Schedule student/teacher conferences when appropriate.
- Praise students on appropriate use of force and link it to safety. The importance of balance and relationship of body parts to effectively completing various skills should be reinforced by offering specific feedback to students.

#### Performance Tasks:

- Demonstrate the ability to use court and field space effectively while participating in activities involving passing/receiving/sending.
- Demonstrate the ability to use pathways to get into an open space to pass and receive the object/ball.

#### Student Evaluation:

- Provide students with an opportunity to think about safety issues with respect to any combination of movement concepts. Students provide examples of safe and unsafe behaviour exhibited during class.
- A partner completes a skill inventory on another student's performance. The partner could provide anecdotal information about behaviour, movements and skills during the unit. A checklist of skills and concepts that should be achieved by the end of the unit would be helpful.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- Lumsden, K. (2001). *P.E. Games and Activities Kit*.
- **At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

## Theme: Fitness Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. demonstrate proper fitness skills such as safe aerobic and fitness hustle techniques consistent with an active living lifestyle (GCO 1; KSCOs 1, 2, 8).
2. participate in a variety of fitness activities (i.e. aerobics, dance, Inuit games, fitness hustles, jogging and walking) (GCO 1; KSCOs 2, 3, 4, 5).
3. apply the movement concepts of flow, time and relationship of body parts across fitness activities such as music-based aerobics and fitness hustles (GCO 1; KSCOs 1, 2, 3, 8).
4. participate in a variety of personal fitness activities (dance dance revolution; weight training, TRX, etc.) (GCO 1; KSCO 9).

#### Understanding and Applying (Cognitive)

5. pose and solve simple movement problems individually such as comparing students' technique with efficient, safe, recommended movement (GCO 2; KSCOs 1, 4).
6. analyse fair play and active living concepts (GCO 3; KSCOs 1, 3, 5).

#### Cooperation and Responsibility (Affective)

7. participate willingly and cooperatively in fitness activities (GCO 6; KSCOs 2, 4).
8. demonstrate self-confidence through self-evaluation and reflection (GCO 6; KSCOs 5, 6).

### Elaborations: Strategies for Learning and Teaching

Offer a wide variety of fitness activities. This theme could be offered for short durations, several times a year, so that fitness progress can be assessed on an on-going basis.

It is important to make students feel comfortable with their own abilities while guiding them toward healthy decisions about their lives. Students who believe that increased effort can improve their fitness and health will gain the most from this unit.

Movement concepts such as Quality of Movement and Body Awareness can be accentuated during fitness activities (Movement Concept Wheel - Appendix G).

Ideas such as the FITT principal and components of fitness should be discussed as a basis for understanding how to create individualized fitness programs.

A proper warm-up, work-out and cool-down should be discussed and presented.

Activities which increase the heart rate (large muscle group activities), increase the blood flow and oxygen delivery to the muscles and are essential in preparing the body to increase its workload.

Students or outside community members/parents may have experience in the area of fitness. Use these people and their certification to assist with the unit.

During cool-downs a discussion about proper techniques such as foot placement and the relationship of body parts while moving could be highlighted.

Research and introduce the concept of levels of exertion.

Refer to the Secondary Fitness Chart Series by Termertzoglou.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.



## Theme: Fitness Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- Note students who are willingly participating, showing improved participation or no involvement (refer to Hellison's Levels of Responsibility, Pages 11-14).
- Discuss for understanding the components of fitness that are used during aerobics. Alternately, ask students how the components of fitness can be incorporated into their daily lives (i.e. walking or jogging).

#### Performance Tasks:

- Demonstrate the ability to perform non-sequential fitness hustle movements, sequenced fitness hustle movements to music and the ability to perform basic aerobic movements.

#### Student Evaluation:

- Students assess their achievement based upon feelings of self-confidence and willingness to participate. A ranking system may be used (i.e. 1 being the lowest and 5 being the highest).
- Complete a "yes/no" checklist about the necessary requirements in developing a fitness hustle routine.
- Use the thumbs up/thumbs down rubric in Appendix C for class/program evaluation.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- Moss, D. (ed.) (1994). *Toilet Paper Aerobics*.
- Moss, D. (ed.) (1997). *Interval Aerobics*.
- Moss, D. (ed.) (1996). *Teaching: An Exit Poll Tests Your Student's Feelings About Your Class*.
- Thompson's Publishing. (2005). *Fitness Circuit Charts: Secondary Series*.
- **At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

## Theme: Leadership/Cooperative Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. participate in a wide range of team-building and trust activities that require students to demonstrate a variety of movements and an awareness of several movement concepts (GCO 1, KSCOs 1, 2, 8).
2. participate in various activities that require students to cooperate and compete in small and large group activities (GCO 1, KSCOs 4, 5, 6).

#### Understanding and Applying (Cognitive)

3. display a knowledge of past movements to quickly and efficiently complete future tasks/activities (GCO 2, KSCOs 1, 2, 4).
4. understand that it is by cooperating and inclusion of all participants that tasks/activities are completed effectively (GCO 3, KSCOs 1, 3).

#### Cooperation and Responsibility (Affective)

5. select and assume responsibility for various roles while participating in games or activities (GCO 4, KSCOs 1, 2, 3).
6. show knowledge of safety and help create an atmosphere of trust in all activities (GCO 5, KSCOs 1, 2, 3).
7. display increased self-confidence, responsibility and individual initiative (GCO 6, KSCOs 5, 6).

### Elaborations: Strategies for Learning and Teaching

Team-building and trusting one's teammates fosters an atmosphere of success. Teammates learn, through cooperation, that goals are met and success achieved. It is through a wide range of tasks, activities and games that trust in one's group can be built and that cooperative skills and self-confidence can be achieved.

This theme and related activities emphasize the use of "Praise Phrases". These are phrases generated by the teacher and students and focus on positive feedback and encouragement to others. At the beginning of the year, it is important to devise such a list and discuss the importance of positive constructive feedback to others and the effect of praising the accomplishments of others.

Encourage students to select different partners and groups. This will help them develop fair play, cooperation, establish trust and the ability to work with all members of the class.

Games that require trust and cooperation may become overwhelming to students who are out of their comfort zone. It is recommended that teachers choose activities in a progressive manner to ensure students can gradually gain confidence and trust in their classmates in a safe and effective manner.

Students need to be reminded of safety concerns and guidelines throughout participation.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Leadership/Cooperative Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- Note students who are cooperating and attempting to include all students in the activity. A cooperative skills checklist that uses a scale from 1-5 could be used. The checklist could include criteria such as:
  - listens to other teammates' ideas
  - offers positive feedback to teammates and other group members
  - makes use of praise phrases while engaged in activities.
- Make anecdotal notes on how students have improved upon and developed their self-esteem and confidence during physical activity.

#### Student Evaluation:

- Students can log responses to any number of questions.
  - How did the partner and group complete activities during the unit?
  - How the group cooperated and how they felt with regards to trusting their classmates. Did they find it easy/difficult?
  - Did activities become easier as time went on?
  - Did some strategies/techniques work better than others?
- Provide examples of safe and unsafe behaviour observed during class (Fair Play).
- Complete a peer assessment form to provides feedback to a classmate on their level of responsibility.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Gustafson, Wolfe and King. (1991). *Great Games for Young People*.
- Lumsden, K. (2001) *P.E. Games and Activities Kit*.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

## Theme: Outdoor Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. demonstrate the basic movements and body mechanics of various outdoor activity skills such as canoe strokes, kayak strokes, skiing, snowshoeing and running movements while using various movement concepts (GCO 1; KSCOs 2, 6, 8, 9).
2. participate in various activities that use a variety of movement concepts while developing personal fitness (GCO 1; KSCOs 2, 3, 7, 9).

#### Understanding and Applying (Cognitive)

3. understand how their actions impact safety and performance in a variety of outdoor activities (GCO 2; KSCOs 1, 4).
4. analyse fair play and active living concepts (GCO 3; KSCOs 1, 5, 3, 6).

#### Cooperation and Responsibility (Affective)

5. participate in a school or community environmental awareness program or project (GCO 4; KSCOs 1, 2, 3).

### Elaborations: Strategies for Learning and Teaching

Determine student experience in outdoor education to understand student comfort level before participation. Newfoundland and Labrador is renowned for its outdoor opportunities and physical education affords the chance to get students involved in the outdoors. Planning is the key and knowing the students can assist with providing a safe and enjoyable unit of activity.

Throughout this unit, respect for the environment and nature should always be included in instruction.

Walking an existing trail system or snowshoeing outside the school in the winter are excellent ways for students to become active outdoors.

Involve students in selecting activities for this theme. Many students are involved in scouting, guides, cadets or summer camp groups. These students can help provide ideas for outdoor activities.

Encourage students to demonstrate safety, cooperation, fair play and to apply such during all activities.

Vary the amount of competition. Some students may wish to participate in a relaxed manner and others may prefer highly competitive environments. Activities such as skiing and canoeing lend themselves to an enjoyable day of social activity while certain activities like capture the flag or orienteering can be very competitive in nature.

Ensure to follow safety protocol of the school, district, and in particular, to the activity selected.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Outdoor Activities

### Suggested Assessment Strategies

#### Teacher Observations:

- A skills checklist could be used to gauge how effective the students are in applying concepts to their action. The importance of balance, force and possible movements of body parts to effectively completing various skills should be reinforced by offering specific feedback to students.

#### Performance Tasks:

- Demonstrate the ability to use the movement concept of possible movements of body parts while completing various skills (i.e. Skiing - basic stride, snow plow stop, turning; Canoeing - power stroke and “J” stroke; Kayaking - basic stroke; Snowshoeing - proper placement of feet).
- Demonstrate the ability to use both static and dynamic balance during performance of various outdoor activity skills such as the start position and basic stride in skiing, power and “J” stroke for canoeing or coming to a stop while snow boarding.

#### Student Evaluation:

- Complete a journal entry on the topic of fair play and safety principles during the activity.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Gustafson, Wolfe, King. (1991). *Great Games for Young People*.
- Disely, John. (N.D). *Map and Compass Orienteering*.
- **At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

## Theme: Rhythmic Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. use appropriate body mechanics such as posture in rhythmical activities (GCO 1, KSCOs 1, 2, 3, 6).
2. participate in a variety of activities involving movement and music (GCO 1, KSCOs 2, 4, 5, 8).
3. participate in a variety of rhythmical activities to promote personal fitness (GCO 1, KSCOs 7, 9).

#### Understanding and Applying (Cognitive)

4. pose and solve simple movement problems individually (i.e. selecting the most appropriate movement in skipping or in rhythmic gymnastics using scarves and/or balls to use with various music) (GCO 2, KSCOs 1, 4, 5).
5. predict consequences of various actions on performance (i.e. the consequence of varying movement concepts of time and level when skipping) (GCO 2, KSCOs 1, 2, 4).
6. identify the effect of growth patterns on rhythmical movements (GCO 3, KSCOs 2, 5, 6).

#### Cooperation and Responsibility (Affective)

7. participate willingly in rhythmic activities (GCO 6, KSCOs 2, 5, 6).
8. demonstrate self-confidence when participating in a variety of rhythmical activities (GCO 6, KSCOs 2, 5, 6).

### Elaborations: Strategies for Learning and Teaching

Rhythmics and fitness are closely linked, thereby, providing the teacher with transferable activities. Activities in each theme may be used for both, however, refer to both themes and be creative in developing new activities.

Movement concepts which should be applied to rhythmic activities at all grade levels are: 1. Space 2. Quality of movement and 3. Body Awareness.

A wide variety of teaching styles could be used from teacher-centered to student-centered. Incorporate music whenever possible to motivate the learner.

Practicing within a familiar and nonthreatening environment is essential in developing self-confidence during rhythmical activities. Ask students how they can make the environment as comfortable as possible and use their suggestions. For example, what sparks their interest with respect to music or ask them to provide the music for some of the classes.

Discuss the importance of an upright posture during rhythmic activities (allows the ribs to easily expand and aids in the intake of air). Have the students reflect on events which require cardiovascular endurance and picture the posture assumed by successful competitors.

Introduce the concept “practice makes perfect” (or at least improves performance) and applies not only to physical skills but mental and cognitive skills as well. Provide various examples in everyday life, not just sport and activity.

Jumping rope can improve jumping skill coordination, foot speed and cardiovascular fitness. These skills are very important to rhythmic activities. It is often difficult for teachers to get all students interested in rope jumping, therefore, teachers could make reference to the fact that rope jumping is one of the major cardiovascular conditioning techniques used by boxers.

The theory of specificity of training is reflected in the fact that a skill is improved by practising specific activities that requires use of that skill (i.e. a person's running ability is improved by running. Emphasize this with respect to rhythmics

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.



## Theme: Rhythmic Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- Use a checklist to provide information about the students' ability to keep time with music.

#### Performance Tasks:

- Perform a skipping series of a determined length of time.
- Demonstrate the ability to combine movement and music appropriately.

#### Student Evaluation:

- An anecdotal record of attitude toward rhythmic activities prior to the first lesson, in the middle and at the end of the unit. A rating scale of self-confidence and willingness to participate in rhythmical activities could provide valuable information.
- Students help other students perform the sequences to the songs *Y.M.C.A* and *Macarena* and demonstrate their effectiveness to provide specific and positive feedback.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Bennett, J.P. & Coughenour, P. (2006). *Rhythmic Activities and Dance*.
- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*
- Landy, J.M. & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.

#### Recommended Resources:

- Arnow. (1981). *Teaching Dance Through Sports*. Hanrahan & Carlson. *Game Skills: A Fun Approach to Learning Sport Skills*.
- Bennett, J.P. & Coughenour, P. (2006). *Rhythmic Activities and Dance*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

# **Specific Curriculum Outcomes**

## **Grade 8**



## Themes and Examples

### Alternative Activities

Archery, Bowling, Curling, Fly Tying, Golf, Gymnastics, Judo, Multi-cultural Games, Nature, Self-defence, Sepak Takraw, Skating, Skipping, Swimming, Tai Chi, Track and Field, Wall/Rock Climbing, Wrestling, Yoga, Horse Shoes, Clinkers...

### Court and Field

Badminton, Baseball, Basketball, Field Hockey, Floor Hockey, Lacrosse, Netball, Paddle Badminton, Paddle Tennis, Pickle Ball, Racquetball, Ringette, Rugby, Squash, Soccer, Soccer Baseball, Softball, Table Tennis, Team Handball, Tennis, Touch/Flag Football, Ultimate Frisbee, Volleyball...

### Fitness

Aerobics, Circuit Training, Cycling, Exercise Balls, Fitness Testing, Jogging, Pilates, Skating, Skipping, Strength/Resistance Training, Swimming, Swiss Balls, Tae-Bo, Walking, Water Aerobics, Weight Training, TRX Suspension Training, Yoga...

### Leadership/Cooperative Activities

Adventure Games, Cooperative Games, Initiative Problems, Problem Solving, Team Building, Team Challenges, Trust...

### Outdoor Activities

Camping, Canoeing, Cross Country Running, Cycling, Hiking, Kayaking, Kite Flying, Orienteering, Sailing, Skating, Skiing (cross country, downhill), Snowboarding, Snowshoeing...

### Rhythmic Activities

Aerobics, Cheerleading, Dance (creative, folk, line, modern, multi-cultural, Newfoundland and Labrador traditional, square, hip-hop,) Rhythmic Gymnastics, Skipping, Juggling, Hoola-Hooping...

## Theme: Alternative Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. demonstrate improvement in activity skills and movements by applying movement concepts such as range, level, force, balance, relationship of body parts while moving and body “language” (GCO 1, KSCOs 2, 3, 8).
2. demonstrate cooperative and competitive strategies which can be applied to alternative activities (GCO 1, KSCOs 5, 6).
3. apply movement skills and concepts such as relationship of body parts while moving, muscle tension and relaxation, possible movement of body parts, balance and direction, to a variety of alternate environments (i.e. pool, track, rink) (GCO 1, KSCOs 4, 7, 8).

#### Understanding and Applying (Cognitive)

4. through alternative activities such as bowling, skate boarding, skipping and roller blading, identify practices that promote personal fitness and a healthy lifestyle (GCO 2, KSCOs 4, 5).
5. recognize and identify the effect of growth patterns on movement (GCO 3, KSCOs 2, 4, 6).

#### Cooperation and Responsibility (Affective)

6. show concern for the comfort and safety of others in alternative activities such as archery, gymnastics, rock/wall climbing, self-defence, skating, swimming and wrestling (GCO 5, KSCOs 1, 2, 3).
7. during and after activity, students are able to assess and reflect on decisions made and actions undertaken (GCO 6, KSCOs 1, 2, 6).

### Elaborations: Strategies for Learning and Teaching

Expose students to a wide variety of activities. This will help them make personal activity decisions in an effort to lead a healthy lifestyle throughout life.

Some alternative activities can require special training, advanced certification or special equipment. Therefore, teachers may opt to access community resources in such cases. Guest instructors may be available in alternative activities such as dance, boxing, wrestling, yoga, etc. Contact their respective associations.

Involve students in the lesson planning (i.e. seek out student expertise and interest) and work with the student(s) in developing the rules and guidelines for the activity.

Provide students with a basic anatomy chart so they can review terminology of various muscle groups, joints and bones. Teachers should use proper terminology when discussing body parts.

Discuss body types and individual differences and how it can affect performance in alternate activities (i.e. weight class in wrestling).

A combination/choice of alternative activities could be used in place of concentrating on one. For example, half of the gym could be used for wrestling while the other half could be used for cheerleading.

Leaders may be chosen during group work to help the group stay on task, help with safety issues and offer expertise.

Movement concepts should be applied to the skills at all grade levels (Movement Concept Wheel - Appendix G).

Choose partners or groups by using a variety of methods (i.e. “halving by habits” - Ask students to fold arms, those with the right arm on top join. Those who can roll their tongues or stand with their left/right foot forward become partners).

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Alternative Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- Note the level of responsibility reflected in the games. See Hellison's Levels of Responsibility, pages 11-14.
- Observe students performing various skills and document performance using a rubric or checklist.

#### Performance Tasks:

- Students select skills that they would like the teacher to observe. Feedback may be provided through an Assessment Scoring Scale.

#### Student Evaluation:

- Students rate their level of responsibility by checking a "yes" or "no" box to indicate whether they meet the safety expectations for the activity. As an extension to this activity, a teacher/student conference is scheduled to discuss ways to improve responsibility and/or discrepancies between the teacher and student ratings.
- Students reflect critically on decisions and actions during alternate activities with respect to appropriate body mechanics and safety.
- In groups, produce an alternate activity routine which is evaluated by a peer through a checklist.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

## Theme: Court and Field

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. demonstrate improvement in court activity skills (sending/receiving, movement with or without implement) by applying movement concepts of body awareness (relationship of body parts while moving and body “language”) and space (direction, range and force) (GCO 1, KSCOs 1, 2, 8).
2. demonstrate strategies in a variety of cooperative and competitive court activities using movement concepts of levels and body language (GCO 1, KSCOs 2, 3, 5, 6).

#### Understanding and Applying (Cognitive)

3. create a competitive or cooperative field game which uses rules, concepts and skills from a combination of other court and field activities (GCO 2, KSCOs 3, 4).
4. discuss how court activities are an excellent example of how people can achieve and maintain fitness and healthy lifestyles (GCO 2, KSCOs 5, 6).
5. analyse personal responses and behaviours in cooperative groups such as character education concepts (i.e. caring, sharing, citizenship, responsibility, respect, trustworthiness, fairness) (GCO 3, KSCOs 1, 3, 5, 6).

#### Cooperation and Responsibility (Affective)

6. participate in interscholastic athletics, intramural programs and/or community based activity programs (GCO 4, KSCOs 1, 2, 3).
7. show concern and safety for self, others and the environment during activities (i.e. rugby, football, soccer) (GCO 5, KSCOs 1, 2, 3).
8. reflect critically on responses and behaviours in cooperative groups (GCO 6, KSCOs 1, 3, 4).
9. identify and demonstrate cooperative behaviours that enable all students to participate and enjoy activities (GCO 6, KSCOs 2, 3, 4, 5).

### Elaborations: Strategies for Learning and Teaching

Introduce new concepts with a discussion of the mechanics required for the skill (i.e. basic stance, passing, receiving, sending and movement with and/or without an implement).

The introduction of full contact and semi-contact activities will allow students to apply previously learned skills and abilities while giving them the opportunity to show self-responsibility, caring and safety awareness.

Practicing new court/field activities and building on prior knowledge can become an excellent opportunity for students to assist each other in learning how movement concepts can help them become efficient in the activity.

Promote how participation in court and field activities can lead to an overall better quality of life. Skills used can be transferred to a variety of lifelong activities.

Provide the opportunity to participate in cooperative and/or competitive groups. Keep in mind the principles of fair play to promote personal responsibility and its importance to group dynamics.

Encourage self-responsibility through peer evaluations. Explain the process and the inherent responsibility when assessing someone.

When playing contact sports, it is necessary to discuss self-space since tackling is part of the regulation game. Teachers need to decide what the safest way is to offer contact sports (i.e. rugby). Allow students in this decision-making process as this may allow them to show their level of concern and safety for others during activities.

Creating a game which combines rules/concepts, skills and/or techniques from two or more games is a challenging way to get students thinking creatively. Football and baseball could be combined so that a tennis ball is thrown to receivers who wears a baseball gloves. Passing and scoring follows the rules of football. Within this activity students have to identify and demonstrate the cooperative skills required to play such a game.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Court and Field

### Suggested Assessment Strategies

#### Teacher Observation:

- Use a checklist of movement concepts and court and field activity skills to provide feedback to students.
- Observe and provide verbal feedback to students as to how well they are applying the movement concepts and motor skills presented in class.

#### Performance Tasks:

- Demonstrate various skills, levels, movement concepts and techniques while participating in court and field activities.
- Demonstrate the ability to use coordinated movement through the summation of forces to achieve the desired action. Passing, receiving, sending, and moving with or without implements all require body awareness and coordinated movement.

#### Student Evaluation:

- Students reflect and discover a minor or major modification they can make to his/her skills that might enhance performance.
- Evaluate peers during an activity as a means of providing immediate and appropriate feedback (A checklist is a good idea).

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- Thompson's Publishing. (2005). *Fitness Circuit Charts: Secondary Series*.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

## Theme: Fitness Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. demonstrate proper fitness skills such as required in weight training and circuit training consistent with an active living lifestyle (GCO 1; KSCOs 1, 2, 8).
2. apply the principles of body mechanics and understand the concepts of flow and time as they relate to summation of joint forces while using appropriate terminology of body parts (GCO 1; KSCOs 2, 8).

#### Understanding and Applying (Cognitive)

3. pose and solve simple movement problems in a cooperative group such as determining the cause for inefficient movement and exploring ways in which to increase the efficiency (GCO 2; KSCOs 2, 3).
4. identify active living concepts as a guide by which to promote personal fitness and a healthy lifestyle (GCO 2; KSCO 5).

#### Cooperation and Responsibility (Affective)

5. demonstrate socially responsive behaviours while pursuing activities in a fitness oriented environment (i.e. weight room; gymnasium; community) (GCO 4; KSCOs 1, 2, 3).
6. during various fitness activities students participate in a manner that ensures all students are safe, comfortable and demonstrate the principles of fair play (GCO 5; KSCOs 1, 2, 3).

### Elaborations: Strategies for Learning and Teaching

Refer to the Fitness theme in grade 7. The tips provided are very useful for this age/grade level as well.

If asked why a particular activity is taught, explain that learning and gaining competence in a variety of activities contribute to a person's ability to have an active lifestyle throughout his/her entire life.

The benefits of a warm-up and the reasons why the body needs to be stretched should be discussed prior to activity.

Discuss the different types of stretching and the benefits of each. An alternate choice would be to ask students to research the different types of stretching techniques. A presentation, including a demonstration by the students, can be an effective way to involve them in the teaching/learning process.

Student-led warm-ups can be conducted during any of the activities and during any themes throughout the year. The teacher may reflect as to the appropriateness of the warm-up, if the warm-up was demonstrated properly, how the actual presentation was to the class and if the students' knowledge of the content was apparent/adequate.

Refer to the Secondary Fitness Chart Series by Termertzoglou.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.



## Theme: Fitness Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- Use a rating scale based upon Hellison's levels to indicate the level at which a student is functioning. See pages 11-14 for Hellison's Levels of responsibility.

#### Performance Tasks:

- Students perform their favorite and least favorite exercise using proper technique.
- Demonstrate the ability to apply the concepts of time, flow and summation of joint forces to a new exercise (Movement Concept Wheel - Appendix G).

#### Student Evaluation:

- Reflect and examine the fitness activities/unit and decide on what activities increased or decreased self-confidence and why. Reflect on ideas in a portfolio/journal.

#### Peer Evaluation:

- Students define active living to a peer and provide examples. They then refer to the posted definition which states: "Active Living includes being active in a variety of activities for 20 minutes a day, five to seven times per week." Students could discuss the following ideas with their peer to determine their active lifestyle.
  - Variety of activities
  - 60 minutes a day
  - Five to seven times per week
  - Two samples.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Hanrahan & Carlson. (2000). *Game Skills: A Fun Approach to Learning Sport Skills*.
- Hellison. (1973). *Humanistic Physical Education*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- Lumsden, K. (2001). *P.E. Games and Activities Kit*.
- **At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

## Theme: Leadership/Cooperative Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. participate in various activities that require students to use cooperative and competitive strategies in small and large groups (GCO 1; KSCOs 4, 5, 6).
2. participate in various activities that allow the use of skills and movements in alternate settings such as a field, a park, a section of forest, etc.  
(GCO 1; KSCOs 1, 2, 8, 9).

#### Understanding and Applying (Cognitive)

3. initiate and work through self-generated tasks and problems (GCO 2; KSCO 1).
4. recognize and evaluate their own behaviours as well as the behaviours and actions of others in small and large groups (GCO 3; KSCOs 1, 5).

#### Cooperation and Responsibility (Affective)

5. while engaged in cooperative activities and games students display a concern for the safety of others and display fair play concepts (GCO 5; KSCOs 2, 3).
6. during and after activity students are able to assess and reflect on decisions made and actions undertaken  
(GCO 6; KSCOs 1, 5, 6).
7. identify and demonstrate various cooperative skills while participating willingly in activities and games  
(GCO 6; KSCOs 2, 3, 4).

### Elaborations: Strategies for Learning and Teaching

Use a wide range of cooperative games and activities. Such activities provide the opportunity for students to take risks and learn how to contribute to group discussions and problem solving.

Observe the interaction within groups and among teammates (i.e. watch for creativity and problem solving). It is helpful to be more concerned with the group process that students use when arriving at conclusions or solutions as opposed to the end product.

Encourage students to be part of different partner groups and teams. This will help develop fair play, cooperation and establish the ability to work with all members of the class.

This theme and related activities emphasize the use of "Praise Phrases". These are phrases generated by the teacher and students and focus on positive feedback and encouragement to others. It is important to devise such a list and discuss the importance of positive constructive feedback to others and the effect of praising the accomplishments of others.

Constant reminders of safety concerns and guidelines throughout participation are important. Team-building and problem-solving within a group can only occur if everyone feels safe throughout the activity.

Recognize students who demonstrate cooperation and display leadership qualities.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.



## Theme: Leadership/Cooperative Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- Observe students using cooperative strategies and participation to help the group complete tasks. Compliment students who are cooperating and helping others complete activities. Encourage those that require assistance.

#### Performance Tasks:

- Complete a team-building skills inventory.

#### Student Evaluation:

- Complete a journal entry about their contribution to the group (s) which they participated.
  - How did the groups function together?
  - What observations can be made about groups that were successful and others that were not as successful?

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Gustafson, Wolfe and King. (1991). *Great Games for Young People*.
- Lumsden, K. (2001). *P.E. Games and Activities Kit*.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

## Theme: Outdoor Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. demonstrate improvement and transference in outdoor activity skills and movements by applying various movement concepts (GCO 1; KSCOs 2, 6, 8, 9).
2. during various outdoor activities students demonstrate cooperative and competitive strategies to complete a task or activity (GCO 1; KSCOs 5, 6).

#### Understanding and Applying (Cognitive)

3. while using various movement concepts, students work in cooperative groups to solve problems and situations during outdoor activities (GCO 2; KSCOs 1, 2, 3, 4).
4. discuss outdoor activities as examples of how people can achieve and maintain fitness and healthy lifestyles (GCO 2; KSCO 5).

#### Cooperation and Responsibility (Affective)

5. during various outdoor activity programs, students participate in a manner that ensures all students are safe, comfortable and demonstrate the principles of fair play (GCO 5; KSCOs 1, 2, 3).

### Elaborations: Strategies for Learning and Teaching

Throughout this unit of work, respect for the environment and nature should always be included in instruction.

Introduce/review concepts with a discussion of the mechanics of outdoor skills such as the start position, various ski strokes and more advanced canoe strokes. Movement concepts which should be applied to the skills include:

- Space: self and general space, direction (forward/backward, right/left and up/down) range (near/far), level (high/medium/low).
- Quality of Movement: force (strong/weak), balance (static/dynamic/gravity).
- Body Awareness: possible movement of body parts.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Outdoor Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- While students are involved in group activities, observe how well they demonstrate the use of cooperative and competitive strategies.
  - Do students make use of the general space (areas covered)?
  - Are movements varied in direction and pathway?
  - Do students move throughout the space to maximize coverage?
  - Are appropriate use of force and range demonstrated?

#### Performance Tasks:

- Draw a rudimentary map of an orienteering site (real or imaginary) and indicate the requirements for successful completion of the task. After some editing, the map may be used in a real meet.

#### Student Evaluation:

- Make an entry into an activity logbook about how well outdoor activities fit into their perception and desire for lifelong fitness and active living. An essay or letter could be suggested formats.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Disely, John. (N.D). *Map and Compass Orienteering*.
- Glover and Midura. (1992). *Team Building Through Physical Challenges*.
- Gustafson, Wolfe and King. (1991). *Great Games for Young People*.
- Lumsden, K. (2001). *P.E. Games and Activities Kit*.
- **At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

## Theme: Rhythmic Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. refine appropriate body mechanics such as posture and foot placement in rhythmical activities to improve movement (GCO 1; KSCOs 2, 8, 9).
2. participate in a variety of activities involving movement and music (GCO 1; KSCOs 3, 4, 5).

#### Understanding and Applying (Cognitive)

3. in a cooperative group choose a rhythmic activity to be performed in synchronization using the movement concepts of balance, flow, force and time (GCO 2; KSCOs 2, 3).
4. identify practices and qualities that promote personal fitness, a healthy lifestyle and potential career pursuits (GCO 2; KSCOs 1, 4, 5, 6).
5. while participating in rhythmic activities, analyse personal responses and behaviours in cooperative groups (i.e. fair play) (GCO 3; KSCOs 1, 2, 3, 5).

#### Cooperation and Responsibility (Affective)

6. show respect and concern for the safety and comfort of yourself, others and the environment during rhythmic activities (GCO 5; KSCOs 1, 2, 3).
7. identify and demonstrate cooperative skills in rhythmic activities (GCO 6; KSCOs 3, 4, 5).

### Elaborations: Strategies for Learning and Teaching

Provide rhythmic activities that will promote student self-expression and creativity. Provide students with opportunities to interact while performing and creating movement sequences.

Students or outside community members/parents may have experience in the area of dance/rhythmics. Use these people and their certification to assist with planning and instruction.

Introduce rhythmic activities by using examples familiar to students. Sport skills and abilities can be used to demonstrate rhythmic movements. Link sport skills and abilities to rhythmic activities to increase comfort and self-confidence.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Rhythmic Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- Using a rubric a teacher can document information about students' ability to show concern for the safety and comfort of others as well as the level of cooperative skills.

#### Performance Tasks:

- Perform a synchronized group rhythmic routine demonstrating the ability to combine movement and music appropriately.

#### Student Evaluation:

- Complete a journal entry about attitudes toward working in cooperative and rhythmic groups.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Bennett, J.P. & Coughenour, P. (2006). *Rhythmic Activities and Dance*.
- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.

#### Recommended Resources:

- Arnow. (1981). *Teaching Dance Through Sports*.
- Bennett, J.P. & Coughenour, P. (2006). *Rhythmic Activities and Dance*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- Moss, D. (ed.) (1994). *Toilet Paper Aerobics*. P.E. Digest .
- Moss, D. (ed.) (1997). *Interval Aerobics*. P.E. Digest.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

# **Specific Curriculum Outcomes**

## **Grade 9**

## Themes and Examples

### Alternative Activities

Archery, Bowling, Curling, Fly Tying, Golf, Gymnastics, Judo, Multi-cultural Games, Nature, Self-defence, Sepak Takraw, Skating, Skipping, Swimming, Tai Chi, Track and Field, Wall/Rock Climbing, Wrestling, Yoga, Horse Shoes, Clinkers...

### Court and Field

Badminton, Baseball, Basketball, Field Hockey, Floor Hockey, Lacrosse, Netball, Paddle Badminton, Paddle Tennis, Pickle Ball, Racquetball, Ringette, Rugby, Squash, Soccer, Soccer Baseball, Softball, Table Tennis, Team Handball, Tennis, Touch/Flag Football, Ultimate Frisbee, Volleyball...

### Fitness

Aerobics, Circuit Training, Cycling, Exercise Balls, Fitness Testing, Jogging, Pilates, Skating, Skipping, Strength/Resistance Training, Swimming, Swiss Balls, Tae-Bo, Walking, Water Aerobics, Weight Training, TRX Suspension Training, Yoga...

### Leadership/Cooperative Activities

Adventure Games, Cooperative Games, Initiative Problems, Problem Solving, Team Building, Team Challenges, Trust...

### Outdoor Activities

Camping, Canoeing, Cross Country Running, Cycling, Hiking, Kayaking, Kite Flying, Orienteering, Sailing, Skating, Skiing (cross country, downhill), Snowboarding, Snowshoeing...

### Rhythmic Activities

Aerobics, Cheerleading, Dance (creative, folk, line, modern, multi-cultural, Newfoundland and Labrador traditional, square, hip-hop,) Rhythmic Gymnastics, Skipping, Juggling, Hoola-Hooping...

## Theme: Alternative Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. participate in Moving and Doing (Psychomotor) activities from a variety of cultures such as African, Australian, Celtic and Inuit (GCO 1, KSCOs 3, 4, 5).
2. demonstrate appropriate warm-up, work-out and cool-down activities (GCO 1, KSCOs 2, 7, 9).
3. apply movement skills and concepts such as the relationship of body parts while moving, possible movement of body parts, balance, forces and levels to a variety of activities in alternative environments (GCO 1, KSCOs 1, 3, 6, 8).

#### Understanding and Applying (Cognitive)

4. use previous experience with activities from other cultures to create competitive and cooperative games (GCO 2, KSCOs 2, 3, 5).
5. identify how participation in alternative activities help build qualities needed to pursue a career in physical education and recreation (GCO 2, KSCOs 3, 5, 6).
6. using previous experience with activities from other cultures and knowledge of the history of sport, identify the effect of physical activity on quality of life (GCO 3; KSCOs 2, 4, 6).

#### Cooperation and Responsibility (Affective)

7. demonstrate respect for the social, physical and natural environment while engaged in alternative activities such as archery, golf, rock climbing, skate boarding, swimming and yoga (GCO 5, KSCOs 1, 2).
8. can identify and demonstrate various leadership skills while participating in alternative activities (GCO 6, KSCOs 2, 3, 4).
9. demonstrate decision making, independence and increased self-confidence while participating in alternative activities (GCO 6, KSCOs 2, 5, 6).

### Elaborations: Strategies for Learning and Teaching

By grade nine, the foundation for participating in alternative activities has been solidified. Refining, varying and creating should become the focal point.

Discuss and show through demonstration various aspects of respect that can applied in the social, physical and natural environment while engaged in alternative activities.

Etiquette is an important feature of all games/activities for safety reasons and regard for future use of the space.

Introduce new alternative activities which students can transfer previously learned movement concepts and skills. This is an opportunity to refine movement concepts and skills in alternative activities.

Participate in alternate activities that are part of other cultures. Discuss why such games are part of the particular culture.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.



## Theme: Alternative Activities

### Suggested Assessment Strategies

#### Performance Tasks:

- Demonstrate knowledge of other cultures through the presentation of games. The teacher provides presentation criteria.
- Demonstrate the ability to transfer movement concepts and skills and apply them to new alternative activities (Movement Concept Wheel - Appendix G).

#### Student Evaluation:

- Make a journal entry, create a poster, create a web-page or submit a report to the teacher that illustrates what it takes to become a lifeguard, fitness instructor or any type of person who works in different physical activity/fitness settings. This is an effective way for students to develop positive self-esteem and become more independent as they may make the decision to pursue a job that will lead to a high level of physical fitness, some financial independence and help cultivate leadership skills and social skills as they mature and grow.
- Rate a peer on a particular game development: fun promoted, reflection of culture, equipment requirements, safety and promotion of active living/fair play concepts.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Arnow. (1981). *Teaching Dance Through Sports*.
- Gustafson, Wolfe and King. (1991). *Great Games for Young People*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- Lumsden, K. (2001). *P.E. Games and Activities Kit*.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

## Theme: Court and Field Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. demonstrate appropriate movement concepts such as level, direction, and body language when throwing and striking in court and field activities (GCO 1, KSCOs 1, 2, 5, 6).
2. demonstrate offensive and defensive strategies to optimize play using movement concepts (GCO 1, KSCOs 3, 5, 6, 8).
3. demonstrate appropriate warm-up, work-out and cool-down activities in court/field activities (GCO 1, KSCOs 2, 3, 7, 9).

#### Understanding and Applying (Cognitive)

4. create an appropriate warm-up, work-out or cool down activity for court activities (GCO 2, KSCOs 3, 4, 5).
5. identify the effect of physical activity on growth patterns and quality of life (GCO 3, KSCOs 1, 2, 4, 6).

#### Cooperation and Responsibility (Affective)

6. initiate an activity program that reflects the interests of the students and the concepts of fair play (GCO 4, KSCOs 1, 2, 3).
7. reflect on the use of outdoor space and the responsibility required during participation (GCO 6, KSCOs 1, 2).
8. identify and demonstrate leadership skills by officiating, running a tournament and helping other students learn an activity. (GCO 6, KSCOs 3, 4, 5, 6).

### Elaborations: Strategies for Learning and Teaching

Introduce, review and refine concepts with a discussion of the mechanics of the skill such as basic stance, passing, receiving, sending, movement with and/or without an implement. For instance, sending and receiving skills are directly transferable to other court and field activities.

To encourage leadership among students use peer mentoring and/or instruction to encompass different competencies, ages (i.e. multi-grade) and skill levels. This will impact both ends of the learning spectrum by offering new opportunities for leadership and learning.

Students are encouraged to develop warm-up activities which provide continued opportunities to cooperate, set fair play standards, demonstrate self-responsibility and develop an understanding of movement concepts while applying them.

Students should be aware that movement concepts such as level, time, force, flow and direction must be understood and utilized appropriately for success during court and field activities.

Promote a positive environment which develops fair play, personal responsibility (in relation to self, peers and equipment) and healthy group interactions. This would be a good opportunity to reinforce a safe and caring atmosphere within our schools. Above all, every student should be given an opportunity to challenge themselves in a comfortable learning environment.

Demonstrate how skills from court and field activities can be easily adapted to many environments.

As part of the efforts to have students to take on more responsibility and show leadership, allow them the opportunity to choose their own teams (using fair play guidelines), organize their own games and officiate.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Court and Field Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- Use an anecdotal report to track students' progress as a means of providing feedback to students. Place the report in the students' portfolio.

#### Performance Tasks:

- Demonstrate the ability to use coordinated movement and body mechanics through the summation of forces to achieve the desired action. Passing, receiving, sending and moving with or without an implement all require body awareness and coordinated movements.

#### Student Evaluation:

- Complete a journal entry describing how court and field activities fit into their idea of fitness and active living.
  - Is it an activity they see people pursuing into adulthood? Why or why not?
  - What effect does physical activity have on quality of life?
- Complete a checklist for a peer that provides information to them about specific movement concepts or activity skills.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Notes:

- Body language is used in many activities. Students can explore various ways to use body language to their advantage (i.e. looking at a false receiver and pretending the ball is coming his/her direction. Such strategies can then be applied to other activities including personal relations where eye contact is an important skill to use at job interviews.
- Court and field games allow students an opportunity to apply respect for the facility and equipment in an alternative environment. Major divots should be replaced, holes should be filled, all areas of the field should be used (not just the middle) and fences should not be climbed but walked around.

#### Supplementary Resources:

- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M, & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Gustafson, Wolfe and King. (1991). *Great Games for Young People*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- Lumsden, K. (2001). *P.E. Games and Activities Kit*.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

## Theme: Fitness Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. demonstrate proper warm-up, work-out and cool-down techniques used in fitness activities (GCO 1; KSCO 7).
2. apply movement concepts to extra-curricular activities in an attempt to increase and maintain personal fitness goals (GCO 1; KSCOs 1, 2, 6, 8).

#### Understanding and Applying (Cognitive)

3. identify qualities required to pursue careers in physical education and recreation (GCO 2; KSCO 6).
4. create an appropriate daily food plan for personal growth and development for an active healthy lifestyle based on Canada's Food Guide (GCO 3; KSCOs 2, 4).

#### Cooperation and Responsibility (Affective)

5. identify and apply the components of fitness by developing fitness contracts, fitness testing of peers, designing circuits, etc. (GCO 6; KSCO 3, 5, 6).
6. demonstrate personal initiative, independence and decision-making by developing personal fitness log books or by mapping out fitness goals (GCO 6; KSCOs 1, 5, 6).

### Elaborations: Strategies for Learning and Teaching

Refer to the Fitness Theme in grades 7 and 8 since the tips provided are quite important for this age/grade level as well.

At this grade level students start to become interested in fitness activities, going to the gym to workout and using exercise to increase their self-image and self-esteem. Encourage students to incorporate different kinds of exercise into their routine such as strength training, cardio and stretching exercises to make it well rounded.

A young student will have many questions in relation to fitness as it is a topic with many components and many answers. Students at this grade should be provided with:

- opportunities to use critical and creative thinking within fitness activities so that they may understand more deeply the hows and whys of movement.
- 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.
- 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.
- questions to encourage students to reflect on how their actions and behaviours affect and are affected by others.

(Government of Saskatchewan)

Refer to the Secondary Fitness Chart Series by Termertzoglou.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Fitness Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- Monitor fitness contracts and the degree to which students are completing specific exercises correctly.

#### Performance Tasks:

- Demonstrate the ability to do appropriate individual warm-up activities, the ability to complete an appropriate individualized circuit training cycle and the ability to participate in an appropriate cool-down activity.
- Produce a fitness facts poster (*P.E. Digest*, 15 (3), Spring 99, p. 24).

#### Student Evaluation:

- In a cooperative group, create a list of qualities required to pursue careers in physical education and recreation. Students verbally indicate whether they have some of the qualities required and if the physical education program enhanced the qualities within themselves.
- Provide feedback and sign a peer's fitness contract and/or fitness bank account/log book. Additionally, peers can provide one alternate activity which might be added to their program.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Arnow. (1981). *Teaching Dance Through Sports*.
- Government of Saskatchewan (2010). *Saskatchewan Physical Education Curriculum*. <http://www.sasked.gov.sk.ca/docs/physed/physed2030/index.html>
- Gustafson, Wolfe and King. (1991). *Great Games for Young People*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- Lumsden, K. (2001). *P.E. Games and Activities Kit*.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

## Theme: Leadership/Cooperative Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. participate in a variety of cooperative and competitive activities and games (GCO 1, KSCO 5).
2. create and demonstrate appropriate warm-up and work-out activities (GCO 1, KSCOs 3, 7).

#### Understanding and Applying (Cognitive)

3. initiate and create games and activities that promote personal fitness and a healthy lifestyle (GCO 2, KSCOs 3, 5).
4. link the development of leadership and cooperative skills as being some of the qualities needed to pursue a career in physical education and recreation (GCO 2, KSCO 6).
5. be able to identify and analyse the importance of good nutritional practices and physical activity on development and improved quality of life (GCO 3; KSCOs 2, 4, 6).

#### Cooperation and Responsibility (Affective)

6. identify and demonstrate various leadership skills while participating in activities and games (GCO 6, KSCO 3).
7. demonstrate decision making, independence and increased self-confidence while participating in cooperative and team-building activities (GCO 6, KSCOs 1, 5, 6).

### Elaborations: Strategies for Learning and Teaching

Encourage team members to listen to one another, encourage each other and recognize everyone's efforts. It is through the development of leadership skills that everyone participating in an activity becomes an integral part of the group.

There is an inclusive component to cooperative games which is integral to the success of the team. Ensure that every person in the group becomes involved and is a part of the team. It is the goal of team challenges and team-building. Many solutions must be offered with many trials and attempts made before success is achieved.

Be aware of the different leadership roles that will be assumed by students (i.e. leader vs. follower). Indeed, not everyone is a leader or even wishes to be. What is important is that everyone contributes to the group in his/her own way - everyone has something to offer and their different roles are important to the group. Help them develop leadership skills and take more responsibility for their learning.

Vary the activities. Some activities can be completed in a short period while others take much longer. Be prepared to have several activities ready that keep students active and help meet the outcomes required of the theme.

Students need to be reminded of safety concerns and guidelines throughout participation (i.e. students should use mats around challenge areas).

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.



## Theme: Leadership/Cooperative Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- During a group's presentation of a game it has created, note the following:
  - How well was the team prepared and organized?
  - Did each member of the team seem involved and aware of the activity?
  - Did team members seem to have patience and understanding with each other?
  - Were teammates helpful to one another?
  - Teachers can observe and note the degree to which the group worked together and planned during the game/activity.

#### Student Evaluation:

- Students log their progress in learning to cooperate and their level of involvement in challenges and tasks. They can comment on how well the group worked together and how well they fit into and contributed to the team's completion of the tasks .
- During activities, appoint one person from the group (a different person each time) to track positive comments and feedback provided during class. Do the same for negative put downs or counteractive activity (off task, etc). This feedback can be offered to the group in an ongoing effort to help the team become more cooperative and efficient in completing tasks.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Gustafson, Wolfe and King. (1991). *Great Games for Young People*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- Lumsden, K. (2001). *P.E. Games and Activities Kit*.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.



## Theme: Outdoor Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. continue to demonstrate improvement and participation in outdoor activities and movements  
(GCO 1, KSCOs 1, 2, 8, 9).

#### Understanding and Applying (Cognitive)

2. discuss the type of person that could make a career in outdoor activities and some personal characteristics required to pursue such a career  
(GCO 2, KSCOs 5, 6).
3. discuss proper nutrition and its relationship to physical development and overall participation in extended physical activity (day long hike, overnight camping etc.)  
(GCO 3; KSCOs 2, 4, 6).

#### Cooperation and Responsibility (Affective)

4. initiate a program or activity that allows them the chance to be an environmentally conscious citizen and to practice socially responsible behaviour  
(GCO 4, KSCOs 1, 2, 3).
5. identify and demonstrate leadership skills by participating willingly and helping other students complete an activity through small group interaction  
(GCO 6, KSCOs 1, 2, 3, 4, 5, 6).

### Elaborations: Strategies for Learning and Teaching

Participating in a variety of activities and learning an appreciation for the outdoors will help develop cooperation and fair play. Students have the opportunity to learn from their classmates and also to help teach classmates.

Respect for the environment and nature should be included in instruction. Asking students to help plan and lead some activities are excellent ways to involve students actively outdoors.

Encourage students to demonstrate an awareness of safety, cooperation, fair play and apply these concepts during activities.

Activities created by a student or group of students also allow opportunities to cooperate, set fair play standards, demonstrate self-responsibility and develop an understanding of movement concepts while applying them.

The outcomes in this theme provide opportunity for a variety of guest instructors or speakers in areas of environmental science, outdoor education and nutrition.

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Outdoor Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- A checklist of skills and movements would prove beneficial when teaching advanced or new skills and movements.

#### Performance Tasks:

- Plan and initiate an activity that teaches environmental awareness and allows students to act in a socially responsive manner. The plan would include the what, how and why they are completing such a plan. The final stage would be to carry out the activity. Examples of such ideas may include a bottle drive for recyclables, a garbage clean-up day at a local park, a pamphlet outlining how to conserve water, a sponsorship or fund-raising drive for an environmental group that does work in the community.

#### Student Evaluation:

- Students make an entry into their journal about their beliefs and attitudes towards the outdoors. Included in this entry would be:
  - An answer to the question, do you see yourself pursuing a career in the outdoors or environment?
  - If a person were to pursue such a career, what qualities do you think they would have to possess to be successful?"

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Disely, John. (N.D). *Map and Compass Orienteering*.
- Gustafson, Wolfe, King. (1991). *Great Games for Young People*.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- Lumsden, K. (2001). *P.E. Games and Activities Kit*.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

## Theme: Rhythmic Activities

### Outcomes

*Students will be expected to:*

#### Moving and Doing (Psychomotor)

1. apply movement concepts while participating in a variety of activities involving movement and music (GCO 1, KSCOs 1, 3, 4, 5).
2. participate in a variety of dances such as ball room, folk, line, modern, multi-cultural and square dances (GCO 1, KSCOs 4, 6, 8).

#### Understanding and Applying (Cognitive)

3. analyse relationships between good nutritional practices and rhythmical activity (GCO 3, KSCOs 4, 5, 6).
4. identify the effect of rhythmical activity on a person's quality of life (GCO 3, KSCOs 4, 6).

#### Cooperation and Responsibility (Affective)

5. initiate socially responsive activity programs within the school (GCO 4, KSCOs 1, 2, 3).
6. demonstrate personal initiative, independence, decision-making and critical thinking while participating in rhythmical activities (GCO 6, KSCOs 1, 3, 5, 6).

### Elaborations: Strategies for Learning and Teaching

Students can explore the culture of dance through cross-curricular units. Discuss this potential with teacher colleagues.

Rhythmics can be explored as a valuable resource to students people that are involved in sport since it helps to refine locomotor and non-locomotor skills necessary to the successful performance of sport skills.

Link sport skills and abilities to rhythmical activities to increase comfort and self-confidence.

Discuss the relationship between healthy weight, proper nutrition and physical performance and the effects physical activity has on the quality of life.

Teachers should note that care must be taken when discussing such issues as nutrition, calories, amount of physical activity and body type with youth. Health Canada's **VITALITY**'s message of "feeling good about yourself" draws attention away from society's preoccupation with weight and negative body image. Self-respect and acceptance of others are shown as the ways to enhance enjoyment and family life. The slogan *"Enjoy eating well, being active and feeling good about yourself. That's VITALITY"* is designed to promote the spirit and meaning of this positive approach. Please refer to the body image network for tools and resources on this topic ([www.bodyimagenetwork.ca](http://www.bodyimagenetwork.ca)).

#### Activities:

See Appendix E for samples of skills, games and activities for this grade level and theme.

## Theme: Rhythmic Activities

### Suggested Assessment Strategies

#### Teacher Observation:

- Observe and assess how well students can create an original rhythmic movement using prompts provided by the teacher.

#### Performance Tasks:

- Complete a mini-project where students monitor their nutrition and physical activity habits to assess their level of health and wellness. Students may follow the School Food Guidelines to ensure proper nutrition is being followed and that vitamin and mineral requirements are also being met. See the School Food Guidelines at: [www.livinghealthyschools.com](http://www.livinghealthyschools.com).

#### Student Evaluation:

- Complete a journal entry about attitude toward rhythmic activities prior to grade 7 and now at the end of grade nine. As part of the journal entry, students can briefly discuss a professional/amateur/local athlete that they know or have researched that is involved in rhythmic activities and the reasons he/she is involved.
- Students rank the units covered from grade 7 to now in terms of fun, interest, applicability to physical education, promotion of personal fitness and healthy lifestyle, safety and comfort. This can assist the with future curriculum planning.

#### Sample Assessments:

- See Appendix C for samples of assessment rubrics/charts/rating scales/contracts and Appendix D for additional suggested assessment strategies.
- See Appendix F for sample strategies to support learning for this theme and outcomes.

### Resources/Notes

#### Supplementary Resources:

- Bennett, J.P. & Coughenour, P. (2006). *Rhythmic Activities and Dance*.
- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Landy, J.M., & Landy, M.J. (1993). *Ready to Use P.E. Activities for Grades 7-9*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals (14 booklet set)*. JW Sporta, British Columbia.

#### Recommended Resources:

- Arnow, M. (1981). *Teaching Dance Through Sport*. Journal of Physical Education, Recreation and Dance.
- Lee, T., Thomas, J., & Thomas, A. (2000). *Physical Education for Children: Daily Lesson Plans for Middle Schools*.
- Moss, D. (ed.) (1995). *Dance: Sport Sequence Dance Routines*. P.E. Digest.
- Moss, D. (ed.) (1995). *Dance: Telephone Choreography*. P.E. Digest.
- At the time of publication a variety of internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

