



PHYSICAL EDUCATION 8 TO 10

Integrated Resource Package 2008

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ACKNOWLEDGMENTS

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Physical Education 8 to 10. Once fully implemented, this document will supersede the 1995 Physical Education 8 to 10 IRP.

The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

INTRODUCTION

The Introduction provides general information about Physical Education 8 to 10, including special features and requirements.

Included in this section are

- a rationale for teaching Physical Education 8 to 10 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers (and suborganizers as applicable)—groupings for Prescribed Learning Outcomes that share a common focus
- suggested timeframes for each grade
- a summary overview of the curriculum content.

CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

PRESCRIBED LEARNING OUTCOMES

This section contains the *Prescribed Learning Outcomes*. Prescribed Learning Outcomes are the legally required content standards for the provincial education system. They define the required attitudes, skills, and knowledge for each subject. The Prescribed Learning Outcomes are statements of what students are expected to know and be able to do by the end of the indicated grade.

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of achievement indicators for each Prescribed Learning Outcome. Achievement indicators are statements that describe what students are able to do in order to demonstrate that they meet the curriculum expectations for the subject and grade level. Achievement indicators are not mandatory; they are provided to assist teachers in assessing how well their students achieve the Prescribed Learning Outcomes.

Also included in this section are key elements—descriptions of content that highlight the main emphases of the Prescribed Learning Outcomes.

GLOSSARY

The glossary defines selected terms used in this Integrated Resource Package.



INTRODUCTION

Physical Education 8 to 10

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Physical Education 8 to 10. The development of this IRP has been guided by the following principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes and achievement indicators.

The Physical Education 8 to 10 Integrated Resource Package is based on recommendations arising from

- the Physical Education Curriculum Review Report (November 2001)
- the Physical Education 8-12 Focus Group, with representatives from BC education partner and stakeholder groups
- the Physical Education 8 to 10 Curriculum Advisory Team
- feedback from the public, including contributions from education partner and stakeholder groups, on the Physical Education 8 to 10 Response Draft (occurred during late 2007).

RATIONALE

The aim of Physical Education 8 to 10 is to enable all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle.

There is an increasing awareness of the importance of providing youth with meaningful and enjoyable physical activity experiences. Movement and play are focal points of young people's lives, critical to all aspects of their growth and development. A physical education program provides opportunities for all students to be physically active regularly and to develop an appreciation for and enjoyment of movement in a variety of activities from the following three categories:

- individual and dual activities
- games
- rhythmic movement (dance and gymnastic activities).

The unique learning opportunities in physical education are engaging and motivating for many students and allow all students from Kindergarten to Grade 12 to acquire the knowledge, skills, and attitudes that enable them to enhance their quality of life through active living—a way of life that values physical activity as an essential component of daily routines and leisure pursuits.

At the same time, physical education makes an important contribution to the overall education of BC students. Students who participate in regular physical education classes enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. They are willing to take appropriate risks, and they have a positive attitude toward self and others. Physical education fosters appreciation for skills such as co-operation and teamwork, and contributes to the development of positive personal and social behaviours that improve school climate and students' academic success.

No less important is the contribution that physical education can make to imparting the knowledge, skills, and attitudes necessary to incorporate physical activity into lifelong pursuits, including daily routines and recreational and career activities. Indeed, physical education contributes to students' future capacity to lead active, healthy, responsible, and productive adult lives, allowing them to maximize their personal enjoyment of life and to minimize their risk of developing health problems associated with a sedentary lifestyle.

REQUIREMENTS AND GRADUATION CREDITS

Physical Education 10 is an extension of the curricula for Physical Education from Kindergarten to Grade 9. Physical Education is a required area of study from Kindergarten to Grade 10. Students must complete Physical Education 10 in order to satisfy provincial graduation requirements. Physical Education 10 is designated as a four-credit course and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. It is not possible to obtain partial credit for this course. The course code for physical education taught in English is PE 10.

GOALS FOR PHYSICAL EDUCATION 8 TO 10

The following goals reflect and are represented in the Prescribed Learning Outcomes for Physical Education 8 to 10 throughout each curriculum organizer:

- Students will participate daily in physical activity.
- Students will develop appropriate knowledge and skills for participating actively, effectively, safely, and responsibly in a wide range of individual and dual activities, games, and rhythmic movement activities.
- Students will develop the knowledge, skills, and attitudes that enable them to value, attain, and maintain a healthy, active lifestyle.

CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. The Prescribed Learning Outcomes for Physical Education 8 to 10 are grouped under the following curriculum organizers and suborganizers.

Curriculum Organizers and Suborganizers
ACTIVE LIVING • Knowledge • Participation
MOVEMENT SKILLS
SAFETY, FAIR PLAY, AND LEADERSHIP

These curriculum organizers and suborganizers are provided only for the purpose of categorizing similar Prescribed Learning Outcomes; they are not intended to suggest a linear means of course delivery. Teachers are encouraged to combine Prescribed Learning Outcomes from more than one curriculum organizer as they plan their implementation (e.g., a unit on badminton will likely incorporate outcomes related to Active Living, Movement, and Safety, Fair Play, and Leadership).

Active Living

This curriculum organizer provides opportunities for students to develop knowledge, skills, and attitudes related to

- the characteristics and benefits of active living
- willingness to participate in a range of activities (e.g., punctuality, preparedness, time on task, and enthusiasm and enjoyment)
- understanding of the health-related and skill-related components of fitness
- the principles of training and how they relate to fitness
- monitoring of personal exertion and fitness levels
- goals and plans for an active lifestyle.

This curriculum organizer also contains Prescribed Learning Outcomes that require students to participate daily in moderate to vigorous physical activity.

Movement

In relation to this curriculum organizer, students develop and apply a range fundamental movement skills (non-locomotor, locomotor, and manipulative) necessary for efficient and effective participation in a broad range of activities from all three activity categories:

- games
- individual and dual activities
- rhythmic movement activities (including dance and gymnastic activities).

They learn about practice techniques to improve skill performance, and how to apply the principles of training to improve fitness. This curriculum organizer provides opportunities for students to incorporate movement concepts to enhance their performance of movement skills.

The PE 8 to 10 curriculum builds on the non-locomotor, locomotor, and manipulative movement skills developed at the K to 7 level, and provides opportunities for students to apply these skills in particular activity contexts. It is understood that movement skills are acquired over a number of years, and that teachers will continue to address various skills at multiple grades.

Safety, Fair Play, and Leadership

This curriculum organizer helps students develop positive interpersonal behaviours through active involvement in a variety of physical activities across the activity categories. Students learn the importance of safety guidelines and practices for all forms of physical activity. They develop respect for themselves and others as they acquire and practise the skills of safety, fair play, and leadership.

This curriculum organizer provides opportunities for students to develop knowledge and skills related to

- safe participation in a variety of physical activities in all activity categories
- demonstrating fair play behaviours and attitudes when participating in physical activities (e.g., respect for self and others, respect for rules, appropriate emotional responses, etiquette)
- acquiring and applying leadership skills for participation in physical activities.

Physical Education 8 to 10: Curriculum Organizers and Activity Categories



LEARNING RESOURCES

For the current list of recommended learning resources, please check the Learning Resources website: www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers and suborganizers. The charts are followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information.

Ministry policy concerning Learning Resources can be found on the ministry's policy website: www.bced.gov.bc.ca/policy/policies/

SUGGESTED TIMEFRAME

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

For Physical Education 8 and 9, the Ministry of Education recommends a time allotment of 10% of the total instructional time for each school year. For each of these grades, this estimate translates to approximately 90 to 100 hours per year.

Physical Education 10 is a graduation requirement. It is designed as a four credit course, and should be timetabled as such. Four credit courses typically contain 115 to 120 hours of instructional content. This estimate is provided as a suggestion only; when delivering the prescribed curriculum, teachers may adjust the instructional time as necessary to meet local school and student needs.

PHYSICAL EDUCATION 8 TO 10: AT A GLANCE

The aim of Physical Education 8 to 10 is to enable all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle.

GOALS OF PHYSICAL EDUCATION 8 TO 10

- Students will participate daily in physical activity.
- Students will develop appropriate knowledge and skills for participating actively, effectively, safely, and responsibly in a wide range of individual and dual activities, games, and rhythmic movement activities.
- Students will develop the knowledge, skills, and attitudes that enable them to value, attain, and maintain a healthy, active lifestyle.

CURRICULUM ORGANIZERS

Active Living	Movement Skills	Safety, Fair Play, and Leadership
<p>Knowledge</p> <ul style="list-style-type: none"> • significance and benefits of active living • components fitness: health-related and skill-related • movement concepts • understanding and monitoring exertion rates • personal physical activity planning (including goal-setting) <p>Participation</p> <ul style="list-style-type: none"> • daily participation in moderate to vigorous, sustained physical activity • willingness to participate in a range of physical activities 	<ul style="list-style-type: none"> • movement skills applied in individual and dual activities • movement skills applied in games activities • movement skills applied in rhythmic movement activities (including dance and gymnastics) • application of principles of training • application of movement concepts 	<ul style="list-style-type: none"> • general and activity-specific safety practices • warmup and cooldown procedures • proper use of equipment and facilities • respect for rules, team-mates, opponents, and officials • emotional self-control in victory and in defeat • etiquette in physical activities • leadership in physical activities

ACTIVITY CATEGORIES

An effective physical education program includes a variety of indoor and outdoor activities representing a balance of all three categories at each grade:

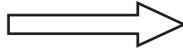
Individual and Dual Activities (fitness, target, manipulatives, athletics/track and field, combatives, land-based, snow- and ice-based, water-based)

Games (formative and innovative, net/wall, court and field, target)

Rhythmic Movement—Dance & Gymnastics (rhythmic and creative dance, genre and cultural dance, gymnastics, ice and water)

FUNDAMENTAL MOVEMENT SKILL, COMPONENTS OF FITNESS, AND MOVEMENT CONCEPTS

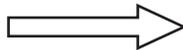
An important objective of Physical Education 8 to 10 is to have students develop appropriate knowledge, skills, and attitudes for participating actively, effectively, safely, and responsibly in a range of physical activities. Teachers typically achieve this goal by developing unit plans focussed on a particular type of physical activity (e.g., a square dance unit, a basketball unit, a track and field unit). The emphasis of these units is on developing fundamental movement skills as they are applied in the activity (or activities). Fundamental movement skills fall into three categories: non-locomotor, locomotor, and manipulative.



FUNDAMENTAL MOVEMENT SKILLS

- *non-locomotor*—movements performed “on-the-spot” without travelling across the floor or surface (e.g., balance, bend, stretch)
- *locomotor*—skills that incorporate travelling across the floor or surface (e.g., body roll, gallop, leap, jump, skip, walk, run)
- *manipulative*—skills involving the control of objects such as balls primarily with the hands or feet, with or without the use of implements such as racquets or bats (e.g., kick, dribble, throw, catch, slide an object, trap)

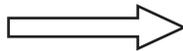
There are two types of components of fitness, health-related and skill-related. Both types of fitness affect an individual’s ability to perform movement skills.



COMPONENTS OF FITNESS

- *health-related components of fitness:* muscular strength, muscular endurance, cardiovascular endurance, flexibility
- *skill-related components of fitness:* agility, speed, reaction time, co-ordination, balance

An emphasis on movement concepts can help students develop and refine fundamental movement skills as they are applied in specific activities.



MOVEMENT CONCEPTS

- body awareness (e.g., parts of the body, weight transfer)
- spatial awareness (e.g., personal and general space, directional, pathways, levels, planes)
- qualities of movement (e.g., speed, force, flow)
- relationships (e.g., to people, to objects)

ACTIVITY CATEGORIES

The following table lists examples of specific activities within each of the three broad activity categories. This table is neither prescriptive nor exhaustive—it is provided to assist educators in planning a balanced physical education program that includes a variety of activities from all three categories. In addition, many activities relate to more than one activity category.

Activity Category	Examples of Specific Activities
Individual and Dual Activities	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Fitness Activities</p> <ul style="list-style-type: none"> • aerobics • aqua aerobics • cardio training (e.g., tread mills, rowing machine, stationary bike) • circuit training • core strength/stability training (e.g., stability balls, balance boards, core pole, resistance bands) • cycling • lap swimming • pilates • strength training (e.g., free weights, weight machine) • survival and lifesaving • walking, power walking, jogging <p>Target</p> <ul style="list-style-type: none"> • archery • golf • disc golf <p>Manipulatives</p> <ul style="list-style-type: none"> • juggling • rope jumping • footbag • hula hoop • yo-yo • rope climbing, rope hanging <p>Athletics (Track and Field)</p> <ul style="list-style-type: none"> • runs (sprints, middle distance, long distance; track, cross-country) • jumps (e.g., high jump, long jump, triple jump) • throws (e.g., discus, shot put, javelin) </div> <div style="width: 48%;"> <p>Combatives</p> <ul style="list-style-type: none"> • martial arts (e.g., tai chi, tae kwon do, karate, judo) • self-defence • boxing • wrestling <p>Land-Based Activities</p> <ul style="list-style-type: none"> • hiking • rock climbing • orienteering • horseback riding • mountain biking • skateboarding, inline skating <p>Snow- and Ice-Based Activities</p> <ul style="list-style-type: none"> • speed skating (short track, long track) • snow-shoeing • cross-country skiing • downhill skiing, snowboarding • sledding <p>Water-Based Activities</p> <ul style="list-style-type: none"> • diving • paddling (e.g., canoe paddling/pulling, rowing, dragon boating, kayaking) • sailing • sailboarding • snorkelling • surfing (board, body) • swimming stroke development • water-skiing </div> </div>

Activity Category	Examples of Specific Activities	
<p>Games Activities</p>	<p>Formative and Innovative Games</p> <ul style="list-style-type: none"> • locomotor movement skill games (e.g., tag games, races, skipping games, relays) • manipulative movement skill games (e.g., throwing games, kicking games) • creative games, student-invented games • co-operative challenges • cultural games (e.g., shinny/shinty, pétanque, oba, korebe, snow snake) <p>Net/Wall Games</p> <ul style="list-style-type: none"> • tennis • badminton • table tennis • court handball • racquetball • squash • pickleball • paddleball 	<p>Court and Field Games</p> <ul style="list-style-type: none"> • hockey (ice, field, floor) • soccer • basketball • softball, baseball • cricket • touch/flag football, rugby • broomball • volleyball • kickball • team handball • lacrosse (field, box) • ringette (ice, floor) • netball • rounders • ultimate • water polo <p>Target Games</p> <ul style="list-style-type: none"> • bocce • bowling (lawn, lane); skittles • curling
<p>Rhythmic Movement Activities (including dance and gymnastic activities)</p>	<p>Rhythmic and Creative Dance</p> <ul style="list-style-type: none"> • aerobic dance • interpretive dance • dance drama • thematic dance <p>Genre and Cultural Dance</p> <ul style="list-style-type: none"> • social dance (e.g., line, jive, swing, hip-hop, novelty dances) • folk, square • traditional Aboriginal (e.g., paddle dance, chicken dance, Métis jig) • culture-specific (e.g., gumboot, Chinese ribbon dance, highland, kathakali) • ballroom (e.g., waltz, foxtrot, tango, rhumba) • theatrical (e.g., modern, jazz, ballet, tap) 	<p>Gymnastics</p> <ul style="list-style-type: none"> • floor routines • acrobatic (e.g., tumbling, mini-trampoline) • rhythmic gymnastics apparatus (e.g., hoop, ball, ribbon, scarves, lummi sticks) • artistic gymnastics apparatus (e.g., parallel bars, uneven bars, vault box, rings, balance beam and benches) <p>Ice and Water</p> <ul style="list-style-type: none"> • figure skating • synchronized skating • synchronized swimming

PHYSICAL EDUCATION K TO 7: CONCEPTS

	Kindergarten	Grade 1	Grade 2	Grade 3
Active Living	<ul style="list-style-type: none"> benefits of regular participation in physical activity importance of food as fuel for physical activity physical activities they enjoy daily participation in physical activity 	<ul style="list-style-type: none"> benefits of regular participation in physical activity parts of the body involved in physical activity choices that support physical activity importance of choosing healthy foods for physical activity physical activities they do well daily participation in physical activity 	<ul style="list-style-type: none"> personal benefits of regular participation in physical activity how bodies respond to physical activity importance of food, water, and sleep for physical activity physical abilities they would like to develop daily participation in physical activity 	<ul style="list-style-type: none"> benefits of regular participation in physical activity for the heart, lungs, muscles, and bones choices for being physically active healthy nutritional choices to support physical activity physical abilities of people they admire daily participation in physical activity
Movement	<ul style="list-style-type: none"> movement in personal space non-locomotor movement skills including making shapes with body locomotor movement skills including walk, run, jump or hop, body roll manipulative movement skills including slide/roll an object, carry an object, and two-handed throw 	<ul style="list-style-type: none"> moving through general space non-locomotor movement skills such changing level of body positions locomotor movement skills including skip, gallop or slide, and two-foot stop manipulative movement skills including kick, two-handed catch with trapping against body, and strike a stationary object with an implement 	<ul style="list-style-type: none"> moving through space while changing directions non-locomotor movement skills including rock and sway, swing, and step turn ready position for locomotor movement skills manipulative movement skills including one-handed underhand throw and two-handed catch without trapping against body 	<ul style="list-style-type: none"> balancing locomotor movement skills including running jump and leap manipulative movement skills including pull or push an object, kick, trap object with foot, dribble object with hands sequences of non-locomotor and locomotor movement skills
Safety, Fair Play, and Leadership	<ul style="list-style-type: none"> safety guidelines for physical activity following rules and directions working co-operatively with peers during physical activity 	<ul style="list-style-type: none"> importance of safety guidelines following instruction and safety guidelines working co-operatively with peers during physical activity 	<ul style="list-style-type: none"> safe behaviours following procedures and directions respect for others during physical activity 	<ul style="list-style-type: none"> safe behaviours respect and encouragement for others during physical activity leadership in physical activities

	Grade 4	Grade 5	Grade 6	Grade 7
Active Living	<ul style="list-style-type: none"> physical and emotional benefits of regular participation in physical activity major muscles used in physical activity monitoring exertion during physical activity relationship between nutrition and physical activity opportunities for physical activity in various settings daily participation in physical activity 	<ul style="list-style-type: none"> physical and emotional benefits of regular participation in physical activity components of fitness—muscular strength and endurance, cardiovascular endurance, flexibility relationship between nutrition and physical activity personal physical activity goals daily participation in physical activity to develop components of fitness 	<ul style="list-style-type: none"> personal physical and emotional benefits of regular participation in physical activity relationship between components of fitness and regular participation in physical activity monitoring personal exertion in physical activity nutritional considerations for physical activity personal goals for a physically active lifestyle daily participation in physical activity to develop components of fitness 	<ul style="list-style-type: none"> effects of regular participation in physical activity on quality of life assessing own heart rate personal nutritional choices to support physically active lifestyle plan for meeting physical activity goals daily participation in physical activity to support personal goals
Movement	<ul style="list-style-type: none"> moving through space while adjusting speed, force, level, pathway, and direction manipulative movement skills including one-handed catch and throw, striking with hand or implement, and dribble with feet sequences of non-locomotor, locomotor, and manipulative movement skills 	<ul style="list-style-type: none"> phases of movement (ready position, movement, follow through) sending objects in predictable settings receiving objects at varying speeds and levels sequences of non-locomotor, locomotor, and manipulative movement skills 	<ul style="list-style-type: none"> practising a variety of non-locomotor, locomotor, and manipulative movement skills offensive and defensive strategies manipulative movement skills including send and receive a variety of objects in predictable settings combining learned non-locomotor, locomotor, and manipulative movement skills to create new challenges or games 	<ul style="list-style-type: none"> applying learned non-locomotor, locomotor, and manipulative movement skills to new physical activities manipulative movement skills including send and receive a variety of objects in predictable and unpredictable settings sequences of non-locomotor, locomotor, and manipulative movement skills with qualities of movement
Safety, Fair Play, and Leadership	<ul style="list-style-type: none"> safe participation in physical activity principles of fair play leadership roles in physical activities 	<ul style="list-style-type: none"> safe use of equipment and facilities importance of warmup and cooldown activities fair play in physical activity leadership opportunities in physical activity 	<ul style="list-style-type: none"> safe procedures for specific physical activities modelling fair play respecting individual differences and abilities during physical activity 	<ul style="list-style-type: none"> safe procedures for specific physical activities modelling fair play in all physical activities contributing to a positive climate for physical activity

	Grade 8	Grade 9	Grade 10
Active Living	<ul style="list-style-type: none"> • positive implications of active living • components of fitness (health-related & skill-related) and their benefits • principles of training • importance of assessing physical exertion • identification and pursuit of personal physical activity goals • daily participation in physical activity • willingness to participate in a variety of physical activities 	<ul style="list-style-type: none"> • rationale for active living • relating physical activity to components of fitness and movement concepts • analysis of principles of training • monitoring physical exertion • identification, pursuit, and monitoring of personal physical activity goals • daily participation in physical activity • willingness to participate in a variety of physical activities 	<ul style="list-style-type: none"> • lifelong opportunities for physical activity • understanding components of fitness and movement concepts • comprehensive personal physical activity planning, including application of principles of training and exertion monitoring • daily participation in physical activity • willingness to participate in a variety of physical activities
Movement	<ul style="list-style-type: none"> • movement skills in structured individual and dual activities • movement skills in predictable games settings • movement skills in structured rhythmic movement activities (including dance and gymnastics) • principles of training to improve fitness • relating movement skills to movement concepts 	<ul style="list-style-type: none"> • movement skills in a range of individual and dual activities • movement skills in predictable and unpredictable games settings • movement skills in a range of rhythmic movement activities (including dance and gymnastics) • application of selected principles of training • movement concepts to improve movement skills 	<ul style="list-style-type: none"> • movement skills in complex individual and dual activities • movement skills in complex games settings • movement skills in complex rhythmic movement activities (including dance and gymnastics) • application of principles of training to improve components of fitness • application of movement concepts to improve performance
Safety, Fair Play, and Leadership	<ul style="list-style-type: none"> • behaviours to reduce risk of injury • dynamic warmup activities & cooldown activities • proper use of equipment and facilities • respect for rules, team-mates, opponents, and officials • etiquette and appropriate expression of emotion in physical activities • leadership in specific physical activities 	<ul style="list-style-type: none"> • safety procedures across the activity categories • static and dynamic stretching in warmup & cooldown activities • proper use of equipment and facilities • respect for rules, team-mates, opponents, and officials • etiquette and appropriate expression of emotion in physical activities • leadership in a range of physical activities 	<ul style="list-style-type: none"> • safety procedures across the activity categories • principles of first aid & emergency planning related to physical activities • warmup and cooldown procedures • modelling proper use of equipment and facilities • respect for rules, team-mates, opponents, and officials • etiquette and appropriate expression of emotion in physical activities • leadership in a wide range of physical activity situations • officiating



CONSIDERATIONS FOR
PROGRAM DELIVERY

Physical Education 8 to 10

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright
- safety
- measuring exertion
- fostering a supportive physical education environment
- planning considerations.

ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Physical Education 8 to 10.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7 (Personal Development curriculum organizer of Personal Planning K to 7 until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any Prescribed Learning Outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related Prescribed Learning Outcomes and will be able to demonstrate their understanding of these Prescribed Learning Outcomes.

For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

ADDRESSING LOCAL CONTEXTS

The Physical Education 8 to 10 curriculum includes opportunities for individual teacher and student choice in specific activities to meet certain Prescribed Learning Outcomes. This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local contexts. It may be appropriate to incorporate student input when selecting relevant activities.

INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the Physical Education 8 to 10 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Physical Education 8 to 10 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the subject by sending home class letters, providing an overview during parent-teacher interviews, etc.
- responding to parent and guardian requests to discuss unit plans, learning resources, etc.

ESTABLISHING A POSITIVE CLASSROOM CLIMATE

- Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in Physical Education 8 to 10. The following are some guidelines that may help educators establish and promote a positive classroom climate.
- Establish clear ground rules for class activities that demonstrate respect and encouragement for diverse ability levels. Encourage a classroom climate that enables students to relate to one another in positive, respectful, and supportive ways.
- Become familiar with
 - relevant legislation (e.g., *Human Rights Code*; *Child, Family and Community Services Act*)
 - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)

- provincial and district policies and protocols concerning topics such as disclosure related to child abuse and/or neglect, and protection of privacy.

Further information about these policies and initiatives is available online:

BC Handbook for Action on Child Abuse and Neglect
www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf

Safe, Caring and Orderly Schools
www.bced.gov.bc.ca/sco/

Diversity in BC Schools: A Framework
www.bced.gov.bc.ca/diversity/diversity_framework.pdf

Human Rights Code
www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm

Child, Family and Community Services Act
www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

- Ensure that any external groups or organizations making a presentation to students have met the local board/authority guidelines for presenting. There should be a direct relationship between the content of the presentation and the Prescribed Learning Outcomes. Review any materials they may use, especially handouts, for appropriateness.

Physical Education teachers may sometimes find it necessary to use physical touch in the course instruction for the purpose of helping students perform techniques correctly and safely during participation in physical education activities. Recognizing that teachers may feel vulnerable to the possibility of misunderstanding and public censure regarding this aspect of Physical Education instruction, teachers are encouraged to consult with administrators and district personnel regarding district policies and professional guidelines for Physical Education instruction.

When establishing guidelines for this aspect of Physical Education instruction, teachers and administrators may wish to consider the following points:

- Talk to students about the purpose of touching in the context of Physical Education instruction and how it contributes to learning (e.g., correct technique, student safety).

- Encourage students to talk to their Physical Education teacher if touch makes them uncomfortable.
- Learn to read students' non-verbal cues.
- Invite students to demonstrate skills themselves, independently or with peers.
- Always ask a student for permission before using touch in Physical Education instruction. Never use touch in Physical Education instruction without the student's permission.
- Avoid using touch in Physical Education instruction unless others are present and watching. Ideally, another adult should be present when touch is required.

CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Physical Education 8 to 10.
- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).
- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Physical Education 8 to 10 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.

- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to www.msers.gov.bc.ca/privacyaccess/

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Physical Education 8 to 10, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students who have English as a second language and of students with special needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the Prescribed Learning Outcomes.

Some students with special needs may require program adaptation or modification to facilitate their achievement of the Prescribed Learning Outcomes identified in this IRP.

Adapted Programs

An adapted program addresses the Prescribed Learning Outcomes of the prescribed curriculum but provides adaptations to selected Prescribed Learning Outcomes. These adaptations may include alternative formats for resources, instructional strategies, and assessment procedures. Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full credit.

The following are examples of strategies that may help students with special needs succeed in physical education:

- Adapt the task by simplifying or substituting

skills, maintaining the integrity of the intended activity/outcome.

- Adapt the task by increasing or decreasing the complexity.
- Adapt the rules and scoring systems (e.g., allow kicking instead of throwing).
- Adapt the equipment (e.g., smaller, softer, or lighter equipment) or the setting (indoors instead of outdoors).
- Provide opportunities for more practice, extra time, or extension of learning.
- Adapt evaluation criteria to accommodate individual student needs.
- Adapt the number of activities the student is expected to complete.
- Increase the amount of learning assistance.
- Adapt the expectation of how the student is to respond to the instruction.
- Adapt the extent to which a student is actively involved in the activity.

Modified Programs

A modified program has Prescribed Learning Outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.

The following are examples of strategies that may help students on modified programs:

- Specify personal support (by peers or teacher assistants, for example).
- Set individualized goals that consider prescribed outcomes but are developed to suit the student's special needs.
- Modify activities by providing parallel ones for students with unique needs.

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/special/

For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl

WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the classroom.

School, district, and province-wide initiatives—such as Action Schools! BC, co-curricular and community sports teams, community recreation facilities—complement and extend learning in Physical Education 8 to 10. Community organizations may also support the curriculum by providing facilities, locally developed learning resources, guest speakers, and workshops. Teachers may wish to draw on the expertise of these community organizations and members.

At the same time, bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to different points of view, providing opportunities for discussion and debate, providing a departure point for writing, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Guest speakers and instructors relevant for Physical Education 8 to 10 include professional and community athletes, coaches, health care professionals, counsellors, and other content experts.

To help achieve a successful guest speaker activity, consider the following:

- Determine the nature of the presentation (e.g., demonstration, activity, question-and-answer). Ensure the guest speakers are clear about their purpose, the structure, and the time allotted. Also ensure that guests understand the skill and developmental levels of students. Review any materials and check any equipment they may use for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the guest(s) beforehand and making any logistical arrangements.

WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. As Aboriginal communities are

diverse in terms of language, culture, and available resources, each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology.

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals.

Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. There are some exceptions in the law (i.e., specific things permitted) for schools but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part—in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements—see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videos at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied.

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools

are involved in. Some licences may also have royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to www.cmec.ca/copyright/indexe.stm

SAFETY

Educators should keep the following safety guidelines in mind for physical education classes:

- Incorporate appropriate warmup and cooldown in all activities, and remind students of the importance of warmup and cooldown for physical safety.
- Establish guidelines for appropriate clothing, footwear, jewellery, and hair for physical activity.
- Reinforce rules and acceptable behaviour for staying within boundaries, using equipment, and wearing protective equipment (e.g., helmets, padding) for all physical activities.
- Establish procedures for stopping and starting activities on a signal.
- Ensure students are familiar with rules and guidelines for using any new equipment.
- Enlist the support of other teachers, parent volunteers, or older students to act as spotters for students during activities such as gymnastics.
- Ensure students are aware of procedures for responding to emergencies.

MEASURING EXERTION

In addition to using quantitative approaches to gauging exertion levels (e.g., taking pulse or employing heart rate monitors to determine actual heart rate and comparing this to a target heart rate chart), it is also possible to use a qualitative approach, based on reference to a rate of perceived exertion scale. Numerous variants of such scales exist. The following ten-point scale is quite typical.

Rate	Description	
1	rest	
2	extremely low effort	<i>mild</i>
3	low effort	
4	very comfortable but noticeably working	<i>moderate</i>
5	comfortable but working	
6	slightly uncomfortable, breathing regular	<i>vigorous</i>
7	uncomfortable can talk but must stop talking to catch breath	
8	high effort, cannot talk	<i>extreme/ maximum</i>
9	approaching extreme, difficult to breathe	
10	extreme effort, cannot continue	

FOSTERING A SUPPORTIVE PHYSICAL EDUCATION ENVIRONMENT

An effective and balanced physical education program is one that

- is student-centred, based on the needs and abilities of students
- is inclusive of all students, building on each individual student’s strengths and providing opportunities to address their weaknesses
- incorporates a broad range of physical activities representing all three activity categories (individual and dual, games, and rhythmic movement)
- includes activities that are co-operative in nature, not just competitive activities
- includes an emphasis on the process of learning skills rather than simply on skill performance
- provides opportunities for self-assessment, particularly as assessment for learning and assessment as learning
- integrates knowledge, skills, and attitudes from the three curriculum organizers in every activity, where practical.

One challenge facing physical education teachers is how to facilitate the selection of partners and teams in a manner that is equitable and inclusive of all students. To avoid problems that might arise with peer-selection or student self-selection processes (e.g., unbalanced teams, negative messaging about some students’ popularity or aptitude), teachers might consider

- using random or chance selection (e.g., line up tallest to shortest then alternate, use slips of paper with students’ names and pick randomly, have students pick playing cards and compose teams according to suit or number)
- rotating teams/partners for successive activities
- having teacher selected teams (possibly pre-selected), especially when the teacher knows students’ skill levels.

Whatever the procedure used to select teams, establish class guidelines with students about fair play behaviour.

Another consideration for physical education classes is the selection of appropriate music. Many physical activities from all three activity categories can benefit from the incorporation of music. Music is particularly valuable where skills are done in sequences, or where a particular rhythm or tempo is required.

It may sometimes be appropriate to allow students to select their own music for use in physical education classes. When doing so, teachers should review students’ selections to ensure that material is appropriate.

For additional support related to fostering a supportive learning environment for PE, teachers may wish to consult the BC Performance standards for social responsibility.

BC Performance Standards are available at www.bced.gov.bc.ca/perf_stands/

PLANNING CONSIDERATIONS

The table on the following page provides a general outline as an example of one approach to planning physical education.

PLANNING	
Objective	Select the appropriate Prescribed Learning Outcomes, ideally including learning from all three curriculum organizers: Active Living, Movement, and Safety, Fair Play, and Leadership.
Activity	Select a specific activity to teach the concept. Over the course of the year, use a variety of indoor and outdoor activities representing all three activity categories: individual and dual activities, games, and rhythmic movement activities.
Assessment	Identify the criteria (use the achievement indicators for each Prescribed Learning Outcome as a starting point for identifying criteria) that will describe what students should be able to demonstrate by the end of the activity or series of activities. Identify appropriate tools or methods to gather information about student learning. Assessment can be ongoing throughout and/or summative at the conclusion.
Facility	Choose possible location(s) for the activities: indoor or outdoor, school location or community location (e.g., classroom, gymnasium, schoolyard; community facilities such as recreation centres, swimming pools, parks, skating rinks).
Equipment	Identify as required. Identify any safety concerns for the selected equipment.
DELIVERY	
Free Play	Once students have changed (as applicable), allow a few minutes of time for free play with selected equipment until the entire class assembles.
Opening and Warmup	Choose an entry activity that introduces or reviews the skills or concepts to be taught. Select warmup activities that warm up the specific muscles and joints used later (e.g., dynamic stretches, running on the spot, sprints, tag, follow-the-leader, free dance, activities to music). Opening and warmup activities can also be used as opportunities for students to engage in moderate to vigorous activity to increase their heart rates. A warmup should take approximately three to six minutes (or more, if the activity involves strenuous use of specific joints or muscle groups) regardless of the length of the overall activity.
Skill Exploration and Development	Teach new skills and concepts, using a variety of techniques; provide practice activities to emphasize skill development. Emphasize safety considerations as applicable. Skill development may progress from individual to partner and/or group activities.
Practice and Application	Select activities to enable students to apply knowledge, skills, and tactics in a number of different ways (e.g., in pairs and teams, using specific equipment, creating sequences, creating new rules and adaptations, activity stations, performance). Application should emphasize opportunities for all students to participate and practise their skills, rather than on focussing solely on competitive games using the standard rules.
Closure and Cooldown	Choose activities to extend learning and check for understanding of all students through demonstrating, questioning, inquiry, or explanation. Closing activities should take place at the same time as cooldown activities (e.g., stretches, walking) that help students return their heart rates to normal and prepare them to focus on the next activity. Cooldown activities should take approximately three to six minutes regardless of the length of the overall activity.



PRESCRIBED LEARNING OUTCOMES

Physical Education 8 to 10

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, Prescribed Learning Outcomes set out the required attitudes, skills, and knowledge—what students are expected to know and be able to do—by the end of the specified subject and grade.

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are addressed; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the Prescribed Learning Outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for Physical Education 8 to 10 are presented by grade and by curriculum organizer and suborganizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Wording of Prescribed Learning Outcomes

All Prescribed Learning Outcomes complete the stem, “It is expected that students will”

When used in a Prescribed Learning Outcome, the word “including” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. These lists are not necessarily exhaustive, however; teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation “e.g.,” (for example) in a Prescribed Learning Outcome indicates that the ensuing items are provided for illustrative purposes or clarification, and are **not required**. Presented in parentheses, the list of items introduced by “e.g.,” is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the Prescribed Learning Outcome.

Domains of Learning

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances. These skills generally require practice, and are performed with the application of speed, precision, distance, procedures, and/or techniques in execution.

The **affective domain** concerns attitudes, beliefs, emotional responses, and the spectrum of values and value systems.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes.

Domains of learning as represented in PE 8 to 10 are addressed in the Assessment Overview Tables provided for each grade in the Student Achievement section.



PRESCRIBED LEARNING OUTCOMES

By Grade

GRADE 8

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 assess the positive implications of active living
- A2 describe
 - health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility)
 - skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance)
- A3 describe principles of training
- A4 describe the importance of assessing their rate of exertion during physical activity
- A5 pursue personal physical activity goals related to health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, or flexibility)

Participation

- A6 participate daily in moderate to vigorous physical activity to enhance fitness
- A7 demonstrate a willingness to participate in a wide range of physical activities, including
 - individual and dual activities
 - games
 - rhythmic movement activities (including dance and gymnastic activities)

MOVEMENT

- B1 apply fundamental movement skills in structured individual and dual activities
- B2 apply fundamental movement skills in games activities in predictable situations
- B3 apply fundamental movement skills in structured rhythmic movement activities
- B4 demonstrate principles of training for improving their fitness
- B5 relate activity-based movement skills to movement concepts, including
 - body awareness (e.g., parts of the body, weight transfer)
 - spatial awareness (e.g., personal and general space, directional, pathways, levels, planes)
 - qualities of movement (e.g., speed, force, flow)
 - relationships (e.g., to people, to objects)

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 demonstrate behaviours that minimize the risk of injury to self and others in physical activity
- C2 follow guidelines for proper use of equipment and facilities
- C3 demonstrate fair play in physical activities across the activity categories
- C4 exhibit leadership in specific physical activities

GRADE 9

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 formulate a rationale for active living
- A2 explain how physical activity relates to
 - health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility)
 - skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance)
 - movement concepts (body awareness, spatial awareness, qualities of movement, relationships)
- A3 analyse how principles of training relate to components of fitness
- A4 monitor their rate of exertion during physical activity
- A5 pursue personal physical activity goals related to
 - health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility)
 - skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance)

Participation

- A6 participate daily in moderate to vigorous physical activity to enhance fitness
- A7 demonstrate a willingness to participate in a wide range of physical activities, including
 - individual and dual activities
 - games
 - rhythmic movement activities (including dance and gymnastic activities)

MOVEMENT

- B1 apply fundamental movement skills in a range of individual and dual activities
- B2 apply fundamental movement skills in games activities in predictable and unpredictable settings
- B3 apply fundamental movement skills in structured complex rhythmic movement activities
- B4 apply selected principles of training to improve fitness
- B5 apply a range of movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance of activity-based movement skills

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 apply safety procedures in all physical activities across the activity categories
- C2 demonstrate proper use of equipment and facilities
- C3 demonstrate fair play in all physical activities across the activity categories
- C4 exhibit leadership in a range of physical activities

GRADE 10

It is expected that students will:

ACTIVE LIVING

Knowledge

- A1 describe a variety of ways to be active throughout one's life
- A2 demonstrate understanding of
 - health-related components of fitness
 - skill-related components fitness
 - movement concepts
- A3 implement a comprehensive physical activity plan incorporating
 - goal setting processes
 - components of fitness
 - considerations of personal abilities and interests
 - nutritional considerations
 - principles of training

Participation

- A4 participate daily in moderate to vigorous physical activity to enhance fitness
- A5 demonstrate a willingness to participate in a wide range of physical activities, including
 - individual and dual activities
 - games
 - rhythmic movement activities (including dance and gymnastic activities)

MOVEMENT

- B1 apply fundamental movement skills in a range of complex individual and dual activities
- B2 apply fundamental movement skills in a range of complex games activities
- B3 apply fundamental movement skills in a range of rhythmic movement activities
- B4 apply principles of training to improve fitness
- B5 apply movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance in demanding or complex physical activities across the activity categories

SAFETY, FAIR PLAY, AND LEADERSHIP

- C1 apply safety procedures in all physical activities across the activity categories
- C2 model proper use of equipment and facilities
- C3 apply fair play conduct in all physical activities across the activity categories
- C4 apply leadership in a wide range of physical activity situations



PRESCRIBED LEARNING OUTCOMES

By Curriculum Organizer

ACTIVE LIVING

KNOWLEDGE

It is expected that students will:

Grade 8

- A1 assess the positive implications of active living
- A2 describe
 - health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility)
 - skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance)
- A3 describe principles of training
- A4 describe the importance of assessing their rate of exertion during physical activity
- A5 pursue personal physical activity goals related to health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, or flexibility)

Grade 9

- A1 formulate a rationale for active living
- A2 explain how physical activity relates to
 - health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility)
 - skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance)
 - movement concepts (body awareness, spatial awareness, qualities of movement, relationships)
- A3 analyse how principles of training relate to components of fitness
- A4 monitor their rate of exertion during physical activity
- A5 pursue personal physical activity goals related to
 - health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility)
 - skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance)

Grade 10

- A1 describe a variety of ways to be active throughout one's life
- A2 demonstrate understanding of
 - health-related components of fitness
 - skill-related components fitness
 - movement concepts
- A3 implement a comprehensive physical activity plan incorporating
 - goal setting processes
 - components of fitness
 - considerations of personal abilities and interests
 - nutritional considerations
 - principles of training

PARTICIPATION

It is expected that students will:

Grade 8

- A6 participate daily in moderate to vigorous physical activity to enhance fitness
- A7 demonstrate a willingness to participate in a wide range of physical activities, including
 - individual and dual activities
 - games
 - rhythmic movement activities (including dance and gymnastic activities)

Grade 9

- A6 participate daily in moderate to vigorous physical activity to enhance fitness
- A7 demonstrate a willingness to participate in a wide range of physical activities, including
 - individual and dual activities
 - games
 - rhythmic movement activities (including dance and gymnastic activities)

Grade 10

- A4 participate daily in moderate to vigorous physical activity to enhance fitness
- A5 demonstrate a willingness to participate in a wide range of physical activities, including
 - individual and dual activities
 - games
 - rhythmic movement activities (including dance and gymnastic activities)

MOVEMENT

It is expected that students will:

Grade 8

- B1 apply fundamental movement skills in structured individual and dual activities
- B2 apply fundamental movement skills in games activities in predictable situations
- B3 apply fundamental movement skills in structured rhythmic movement activities
- B4 demonstrate principles of training for improving their fitness
- B5 relate activity-based movement skills to movement concepts, including
 - body awareness (e.g., parts of the body, weight transfer)
 - spatial awareness (e.g., personal and general space, directional, pathways, levels, planes)
 - qualities of movement (e.g., speed, force, flow)
 - relationships (e.g., to people, to objects)

Grade 9

- B1 apply fundamental movement skills in a range of individual and dual activities
- B2 apply fundamental movement skills in games activities in predictable and unpredictable settings
- B3 apply fundamental movement skills in structured complex rhythmic movement activities
- B4 apply selected principles of training to improve fitness
- B5 apply a range of movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance of activity-based movement skills

Grade 10

- B1 apply fundamental movement skills in a range of complex individual and dual activities
- B2 apply fundamental movement skills in a range of complex games activities
- B3 apply fundamental movement skills in a range of rhythmic movement activities
- B4 apply principles of training to improve fitness
- B5 apply movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance in demanding or complex physical activities across the activity categories

SAFETY, FAIR PLAY, AND LEADERSHIP

It is expected that students will:

Grade 8

- C1 demonstrate behaviours that minimize the risk of injury to self and others in physical activity
- C2 follow guidelines for proper use of equipment and facilities
- C3 demonstrate fair play in physical activities across the activity categories
- C4 exhibit leadership in specific physical activities

Grade 9

- C1 apply safety procedures in all physical activities across the activity categories
- C2 demonstrate proper use of equipment and facilities
- C3 demonstrate fair play in all physical activities across the activity categories
- C4 exhibit leadership in a range of physical activities

Grade 10

- C1 apply safety procedures in all physical activities across the activity categories
- C2 model proper use of equipment and facilities
- C3 apply fair play conduct in all physical activities across the activity categories
- C4 apply leadership in a wide range of physical activity situations



STUDENT ACHIEVEMENT

Physical Education 8 to 10

This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist teachers in assessing student achievement in relation to each Prescribed Learning Outcome. Also included in this section are key elements—descriptions of content that help determine the intended depth and breadth of Prescribed Learning Outcomes.

CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- practical tests
- journals and learning logs
- student self-assessments and peer assessments
- projects
- oral and written reports
- portfolio assessments
- written and oral quizzes.

Student performance is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement.

- Assessment for learning is assessment for purposes of greater learning achievement.
- Assessment as learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment of learning is assessment for purposes of providing evidence of achievement for reporting.

Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment—to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Physical Education 8 to 10.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/student_reporting.htm

Assessment <i>for</i> Learning	Assessment <i>as</i> Learning	Assessment <i>of</i> Learning
<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> • teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced—criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment 	<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> • self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings 	<p>Summative assessment <i>occurs at end of year or at key stages</i></p> <ul style="list-style-type: none"> • teacher assessment • may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at www.wncp.ca

In addition, the BC Performance Standards describe levels of achievement in key areas of learning (reading,

writing, numeracy, social responsibility, and information and communications technology integration) relevant to all subject areas. Teachers may wish to use the Performance Standards as resources to support ongoing formative assessment in physical education, particularly in relation to social responsibility.

BC Performance Standards are available at www.bced.gov.bc.ca/perf_stands/

Criterion-Referenced Assessment and Evaluation

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the Prescribed Learning Outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical

aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

- Step 1** Identify the Prescribed Learning Outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.
- Step 2** Establish criteria. When appropriate, involve students in establishing criteria.
- Step 3** Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.
- Step 4** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 5** Provide examples of the desired levels of performance.
- Step 6** Conduct the learning activities.
- Step 7** Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
- Step 8** Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 9** Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
- Step 10** Communicate the results of the assessment and evaluation to students and parents/guardians.

KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the Prescribed Learning Outcomes.

Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for developmental learning.

ACHIEVEMENT INDICATORS

To support teachers in assessing provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each Prescribed Learning Outcome. Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence a teacher might look for to determine whether or not

the student has fully met the intent of the Prescribed Learning Outcome. Each achievement indicator defines only one aspect of the corresponding Prescribed Learning Outcome. It should be noted that the achievement indicators are designed to be considered as an entire set when determining whether students have fully met the Prescribed Learning Outcome

Achievement indicators are not mandatory; they are suggestions only, provided to assist teachers in assessing how well their students achieve the Prescribed Learning Outcomes.

The following pages contain the suggested achievement indicators corresponding to each Prescribed Learning Outcomes for the Physical Education 8 to 10 curriculum. The achievement indicators are arranged by curriculum organizer and suborganizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.



STUDENT ACHIEVEMENT

Grade 8

GRADE 8 PHYSICAL EDUCATION: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for Grade 8.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Number of Outcomes	Number of Outcomes by Domain					
				K*	U&A*	HMP*	AFF*	PS*	
ACTIVE LIVING	<ul style="list-style-type: none"> • class discussions • charts, webs • journals and logs • written and oral tests • research projects • video • observation sheets and checklists • goal-setting plans • posters and diagrams • worksheets • models • activity logs • student-teacher conferences 	25-40 %	7	2	2	1	1	1	
MOVEMENT	<ul style="list-style-type: none"> • performance tests • video • peer teaching • observation sheets and checklists • activity logs • self-assessment ratings 	25-40 %	5					5	
SAFETY, FAIR PLAY, AND LEADERSHIP	<ul style="list-style-type: none"> • class discussions • worksheets • peer teaching • observation sheets and checklists • activity logs • self-assessment ratings 	25-40 %	4	2			2		
Total				16	2	4	1	3	6

* The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain, and the abbreviation PS = the psychomotor domain.

GRADE 8: KEY ELEMENTS

ACTIVE LIVING

Knowledge

- active living: what it is, and why it matters
- health-related components of fitness
- skill-related components of fitness
- principles of training
- ways of assessing physical exertion
- identification and pursuit of personal physical activity goals
- assessment of personal participation in physical activity

Participation

- daily participation in physical activity to enhance fitness
- willingness to participate in a variety of physical activities across the activity categories

MOVEMENT

- movement skills in structured individual and dual activities
- movement skills in predictable games settings
- basic offensive and defensive strategies
- movement skills in structured rhythmic movement activities (including dance and gymnastics)
- practising to improve movement skills in all activity categories and to avoid injury
- principles of training to improve fitness
- relating movement skills to movement concepts

SAFETY, FAIR PLAY, AND LEADERSHIP

- general and activity-specific safety practices related to physical activity
- dynamic warmup activities
- cooldown activities
- proper use of equipment and facilities, including
 - using them only for their intended purpose
 - care
 - storage
 - reporting damage
- fair play: what it involves and how to demonstrate it (e.g., respect for rules, team-mates, opponents, and officials)
- appropriate expression of emotion in physical activities
- etiquette related to participation in a range of physical activities
- leadership: what it involves and how to demonstrate it in specific physical activity situations

ACTIVE LIVING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
Knowledge A1 assess the positive implications of active living	<ul style="list-style-type: none"> <input type="checkbox"/> assess the short-term and long-term physical and emotional benefits of regular participation in physical activity (e.g., stress reduction, social interaction, enjoyment, increased energy level, improved ability to focus and concentrate, healthy heart) <input type="checkbox"/> analyse the importance of nutrition choices for active living (e.g., sufficient hydration, appropriate foods to provide adequate energy, eating at appropriate times in relation to physical activity) <input type="checkbox"/> identify and describe factors that affect choices relating to lifelong physical activity (e.g., location, cost, climate, accessibility, training, equipment required, personal preference, social aspect)
A2 describe <ul style="list-style-type: none"> - health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility) - skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance) 	<ul style="list-style-type: none"> <input type="checkbox"/> identify the health-related components of fitness—muscular strength, muscular endurance, cardiovascular endurance, and flexibility <input type="checkbox"/> give examples of skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance) <input type="checkbox"/> describe the significance of the health-related and skill-related components of fitness for overall personal health and the performance of specific activities (e.g., balance in agility ladder drills, co-ordination in table tennis, cardiovascular endurance for dance activities)
A3 describe principles of training	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe principles of training (e.g., duration, repetition, intensity, frequency, type of activity) <input type="checkbox"/> identify the effects of specific types of physical activity on body systems during and after physical activity <input type="checkbox"/> describe how aerobic activity contributes to cardiovascular endurance
A4 describe the importance of assessing their rate of exertion during physical activity	<ul style="list-style-type: none"> <input type="checkbox"/> list ways to assess rate of exertion during physical activity (e.g., electronic heart rate monitors, pulse rate, rate of perceived exertion scales) <input type="checkbox"/> explain why assessing their own rate of exertion during participation in physical activities is important <input type="checkbox"/> describe how monitoring rate of exertion contributes to living a healthy active lifestyle

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A5 pursue personal physical activity goals related to health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, or flexibility)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> articulate measurable and time-specific goals related to one health-related component of fitness—muscular strength, muscular endurance, cardiovascular endurance, or flexibility <input type="checkbox"/> identify and follow steps to achieve their goals (e.g., selecting specific activities, considering time and intensity) <input type="checkbox"/> measure, monitor, and reflect on their progress (e.g., log, video, demonstration)
<p><i>Participation</i></p> <p>A6 participate daily in moderate to vigorous physical activity to enhance fitness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> participate in moderate to vigorous physical activity for an extended period of time (e.g., resulting in a rate of perceived exertion of 4-7 on a 10-point scale, reaching an appropriate heart rate training zone)
<p>A7 demonstrate a willingness to participate in a wide range of physical activities, including</p> <ul style="list-style-type: none"> - individual and dual activities - games - rhythmic movement activities (including dance and gymnastic activities) 	<ul style="list-style-type: none"> <input type="checkbox"/> participate appropriately in a wide range of activities by demonstrating <ul style="list-style-type: none"> - punctuality - preparedness (e.g., wearing appropriate clothing and footwear) - time on task (engagement, attentiveness, following instructions) - enthusiasm and enjoyment - co-operation <input type="checkbox"/> conduct ongoing self-assessment of their own participation in a range of activities

MOVEMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 apply fundamental movement skills in structured individual and dual activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a variety of specific non-locomotor, locomotor, and/or manipulative movement skills in individual and dual activities (e.g., proper body position in performing a squat, j-shaped run-up in high jump, side break fall in judo) <input type="checkbox"/> perform combinations of learned non-locomotor, locomotor, and/or manipulative movement skills in individual and dual activities (e.g., ab crunches using a medicine ball, shot-put, rope skipping) <input type="checkbox"/> demonstrate flow and smooth transitions between combined movements <input type="checkbox"/> with teacher support, demonstrate proper practice techniques to improve performance and avoid injury
<p>B2 apply fundamental movement skills in games activities in predictable situations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a variety of specific non-locomotor, locomotor, and/or manipulative movement skills in games activities (e.g., catch an ultimate disc, receive a pass in hockey, execute a V-cut) <input type="checkbox"/> perform combinations of learned non-locomotor, locomotor, and/or manipulative movement skills in a variety of types of games activities (e.g., execute a lay-up in basketball, return a serve or volley in tennis) <input type="checkbox"/> demonstrate basic games-related offensive strategies (e.g., fake, create open space) <input type="checkbox"/> demonstrate basic games-related defensive strategies (e.g., identify and cover a check) <input type="checkbox"/> demonstrate flow and smooth transitions between combined movements <input type="checkbox"/> with teacher support, demonstrate proper practice techniques to improve performance and avoid injury
<p>B3 apply fundamental movement skills in structured rhythmic movement activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a variety of specific non-locomotor, locomotor, and/or manipulative movement skills in rhythmic movement activities (e.g., one-point balance, change of direction, step-turn, box step) <input type="checkbox"/> follow modelled patterns of non-locomotor and locomotor skills to perform rhythmic movement sequences (e.g., line dance, aerobics, three-skill floor routine) <ul style="list-style-type: none"> - alone and with others - with or without music <input type="checkbox"/> demonstrate flow and smooth transitions between combined movements <input type="checkbox"/> with teacher support, demonstrate proper practice techniques to improve performance and avoid injury

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B4 demonstrate principles of training for improving their fitness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, select the appropriate principles of training (e.g., duration, repetition, intensity, frequency, type of activity) that can help them to maintain or improve their <ul style="list-style-type: none"> - health-related components of personal fitness (muscular strength, muscular endurance, cardiovascular endurance, flexibility) - skill-related components of personal fitness (e.g., agility, speed, reaction time, co-ordination, balance) <input type="checkbox"/> demonstrate ways to monitor their exertion during training <input type="checkbox"/> follow teacher direction and all safety rules to avoid injury <input type="checkbox"/> use information from various sources (e.g., teacher, coach, previous performance measurements) to maintain or improve fitness
<p>B5 relate activity-based movement skills to movement concepts, including</p> <ul style="list-style-type: none"> - body awareness (e.g., parts of the body, weight transfer) - spatial awareness (e.g., personal and general space, directional, pathways, levels, planes) - qualities of movement (e.g., speed, force, flow) - relationships (e.g., to people, to objects) 	<ul style="list-style-type: none"> <input type="checkbox"/> identify one or two key movement concepts that are applied in each physical activity that they participate in, including <ul style="list-style-type: none"> - individual and dual activities (e.g., using weight transfer and opposition in a paddling stroke) - games activities (e.g., follow-through when throwing and hitting to enhance force and direction) - rhythmic movement activities (e.g., speed, weight transfer, or approach pathway in a gymnastic vault; position of arms and distance from partner in a line dance) <input type="checkbox"/> incorporate selected movement concepts into the performance of a variety of activity-based non-locomotor, locomotor, and/or manipulative movement skills

SAFETY, FAIR PLAY, AND LEADERSHIP

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 demonstrate behaviours that minimize the risk of injury to self and others in physical activity	<ul style="list-style-type: none"> <input type="checkbox"/> follow personal safety practices during physical activity (e.g., respecting own and others' abilities and limits, wearing appropriate clothing and footwear, following instructions, knowing and following school and facility-specific emergency plans and procedures) <input type="checkbox"/> identify and follow particular rules and guidelines for participating safely in specific activities (e.g., spotting procedures in weight training or gymnastics, wearing appropriate clothing for outside activities) <input type="checkbox"/> participate in <ul style="list-style-type: none"> - dynamic warmup activities - cooldown activities
C2 follow guidelines for proper use of equipment and facilities	<ul style="list-style-type: none"> <input type="checkbox"/> identify guidelines for proper use of activity-specific equipment, including those relating to <ul style="list-style-type: none"> - using equipment and facility only for its intended purpose - care - storage - reporting damage <input type="checkbox"/> follow activity-specific guidelines for proper use of equipment and facilities (e.g., not lofting the bowling ball, assembling kayak paddle correctly, not bringing food into gym)
C3 demonstrate fair play in physical activities across the activity categories	<ul style="list-style-type: none"> <input type="checkbox"/> respect and follow all rules <input type="checkbox"/> demonstrate a commitment to competing fairly (e.g., using talent and ability to win, following both the spirit and letter of the rules) <input type="checkbox"/> demonstrate respect for officials (e.g., accept their decisions without questioning their integrity or ability) <input type="checkbox"/> demonstrate respect for their own and others' individual abilities <input type="checkbox"/> demonstrate emotional self-control (e.g., in defeat, recognizing with dignity the success of the opponent; acting graciously in victory) <input type="checkbox"/> demonstrate knowledge of guidelines and etiquette for participation in specific activities (e.g., cleaning shoes off before going onto the curling surface, not talking while golfer is swinging)
C4 exhibit leadership in specific physical activities	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate leadership in specific physical activities, such as by <ul style="list-style-type: none"> - volunteering in class - encouraging others - demonstrating or modelling specific techniques - demonstrating or modelling proper use of equipment - initiating equipment set-up or take-down



STUDENT ACHIEVEMENT

Grade 9

GRADE 9 PHYSICAL EDUCATION: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for Grade 9.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Number of Outcomes	Number of Outcomes by Domain				
				K*	U&A*	HMP*	AFF*	PS*
ACTIVE LIVING	<ul style="list-style-type: none"> • class discussions • charts, webs • journals and logs • written and oral tests • research projects • video • observation sheets and checklists • goal-setting plans • posters and diagrams • worksheets • models • activity logs • student-teacher conferences 	25-40 %	7		4	1	1	
MOVEMENT	<ul style="list-style-type: none"> • performance tests • video • peer teaching • observation sheets and checklists • activity logs • self-assessment ratings 	25-40 %	5					5
SAFETY, FAIR PLAY, AND LEADERSHIP	<ul style="list-style-type: none"> • class discussions • worksheets • peer teaching • observation sheets and checklists • activity logs • self-assessment ratings 	25-40 %	4		2		2	
Total		100%	16	0	6	1	3	6

* The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain, and the abbreviation PS = the psychomotor domain.

GRADE 9: KEY ELEMENTS

ACTIVE LIVING

Knowledge

- rationale for active living (with reference to effects, benefits, nutritional considerations, factors affecting choice, recreational and community programs)
- relationship between physical activity and health-related components of fitness
- relationship between physical activity and skill-related components of fitness
- relationship between physical activity and movement concepts
- principles of training for the development of fitness
- monitoring exertion during physical activity
- identification, pursuit, monitoring of personal physical activity goals (short-term and longer-term)

Participation

- daily participation in physical activity to enhance fitness
- willingness to participate in a variety of physical activities across the activity categories

MOVEMENT

- movement skills in a range of individual and dual activities
- movement skills in predictable and unpredictable games settings
- offensive and defensive strategies applicable to a variety of games
- movement skills in a range of rhythmic movement activities (including dance and gymnastics)
- practising to improve movement skills in all activity categories and to avoid injury
- application of selected principles of training
- movement concepts to improve movement skills

SAFETY, FAIR PLAY, AND LEADERSHIP

- general and activity-specific safety practices related to physical activity in all activity categories
- static and dynamic stretching
- dynamic warmup activities
- cooldown activities
 - proper use of equipment and facilities, including
 - using them only for their intended purpose
 - care
 - storage
 - reporting damage
- fair play: what it involves and how to demonstrate it (e.g., respect for rules, team-mates, opponents, and officials)
- appropriate expression of emotion in physical activities
- etiquette related to participation in a range of physical activities
- demonstration of leadership in a range of physical activity situations

ACTIVE LIVING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Knowledge</p> <p>A1 formulate a rationale for active living</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the benefits of active living, and the potential consequences of an inactive lifestyle <input type="checkbox"/> analyse the relationship between personal nutrition choices and participation in physical activity (e.g., sufficient hydration, appropriate foods to provide adequate energy, eating at appropriate times in relation to physical activity) <input type="checkbox"/> create a personal statement about the importance of active living
<p>A2 explain how physical activity relates to</p> <ul style="list-style-type: none"> - health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility) - skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance) - movement concepts (body awareness, spatial awareness, qualities of movement, relationships) 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the health-related components of fitness—muscular strength, muscular endurance, cardiovascular endurance, and flexibility <input type="checkbox"/> describe skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance) <input type="checkbox"/> describe movement concepts (body awareness, spatial awareness, qualities of movement, relationships) <input type="checkbox"/> explain the importance of various movement concepts and components of fitness to the ability to perform a variety of physical activities (e.g., reaction time and agility in martial arts, co-ordination and speed in tag games, muscular endurance for cross-country skiing, balance and co-ordination in aerobics)
<p>A3 analyse how principles of training relate to components of fitness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe principles of training (e.g., duration, repetition, intensity, frequency, type of activity) and how each can be applied to contribute to the development of <ul style="list-style-type: none"> - health-related components of fitness - skill-related components of fitness <input type="checkbox"/> define the terms <i>aerobic activity</i> and <i>anaerobic activity</i> <input type="checkbox"/> describe the difference between aerobic and anaerobic activities, and give examples of each (e.g., aerobic: jogging, dancing, cross-country skiing, cycling; anaerobic: weight training, jumping rope, intervals, isometrics) <input type="checkbox"/> identify the effects of specific types of physical activity on body systems during and after physical activity
<p>A4 monitor their rate of exertion during physical activity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe at least two ways to assess their rate of exertion during physical activity (e.g., target heart rate zone posters, electronic heart rate monitors, pulse rate, rate of perceived exertion scale) <input type="checkbox"/> compare their own levels of exertion before, during, and after physical activity

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A5 pursue personal physical activity goals related to</p> <ul style="list-style-type: none"> - health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility) - skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance) 	<ul style="list-style-type: none"> <input type="checkbox"/> articulate measurable and time-specific goals related to each health-related component of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility) <input type="checkbox"/> articulate measurable and time-specific goals related to at least two skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance) <input type="checkbox"/> identify and follow steps to achieve their goals (e.g., selecting specific activities to develop components of fitness, considering time and intensity) <input type="checkbox"/> measure, monitor, and reflect on their progress (e.g., log, video, demonstration, rating scales)
<p><i>Participation</i></p> <p>A6 participate daily in moderate to vigorous physical activity to enhance fitness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> participate in moderate to vigorous physical activity for an extended period of time (e.g., resulting in a rate of perceived exertion of 4-7 on a 10-point scale, reaching an appropriate heart rate training zone)
<p>A7 demonstrate a willingness to participate in a wide range of physical activities, including</p> <ul style="list-style-type: none"> - individual and dual activities - games - rhythmic movement activities (including dance and gymnastic activities) 	<ul style="list-style-type: none"> <input type="checkbox"/> participate appropriately in a wide range of activities by demonstrating <ul style="list-style-type: none"> - punctuality - preparedness (e.g., wearing appropriate clothing and footwear) - time on task (engagement, attentiveness, following instructions) - enthusiasm and enjoyment - co-operation <input type="checkbox"/> conduct ongoing self-assessment of their own participation in a range of activities

MOVEMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 apply fundamental movement skills in a range of individual and dual activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a variety of specific non-locomotor, locomotor, and manipulative movement skills in individual and dual activities (e.g., kick-glide in cross-country skiing) <input type="checkbox"/> demonstrate an ability to identify and apply combinations of movement skills involved in individual and dual activities (e.g., lob shot in golf, wrestling holds and counters, baton pass, absorbing the impact of a landing) <input type="checkbox"/> demonstrate strategies applicable to a variety of individual and dual activities (e.g., read and react, assess the environment) <input type="checkbox"/> demonstrate fluency in performing new and familiar combinations of non-locomotor, locomotor, and/or manipulative skills in individual and dual activities (e.g., tai chi, hurdles) <input type="checkbox"/> apply proper practice techniques to improve performance and avoid injury
<p>B2 apply fundamental movement skills in games activities in predictable and unpredictable settings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a variety of specific non-locomotor, locomotor, and manipulative movement skills in games activities (e.g., hit a pitched softball, execute a spike approach in volleyball) <input type="checkbox"/> demonstrate an ability to identify and apply combinations of movement skills involved in games activities (e.g., catch then shoot in lacrosse, corner kick in soccer, applying the principle of opposition to throw a ball) <input type="checkbox"/> demonstrate offensive and defensive strategies applicable to a variety of predictable and unpredictable games settings (e.g., read and react, assess the environment, maintain spacing, give and go, attack open space) <input type="checkbox"/> demonstrate fluency in performing new and familiar combinations of non-locomotor, locomotor, and/or manipulative skills in games activities (e.g., jump smash in badminton, return a serve in pickleball) <input type="checkbox"/> apply proper practice techniques to improve performance and avoid injury

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B3 apply fundamental movement skills in structured complex rhythmic movement activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a variety of specific non-locomotor, locomotor, and manipulative movement skills in rhythmic movement activities (e.g., rock step, toe-loop) <input type="checkbox"/> demonstrate an ability to identify and apply combinations of movement skills involved in rhythmic movement activities (e.g., grapevine to the left with a right kick, forward roll to half-turn) <input type="checkbox"/> select and use modelled patterns of non-locomotor and locomotor skills to create rhythmic movement sequences (e.g., swing, square dance, multi-skill floor routine) <ul style="list-style-type: none"> - alone and with others - with or without music <input type="checkbox"/> demonstrate fluency in performing new and familiar combinations of non-locomotor, locomotor, and/or manipulative skills in rhythmic movement activities (e.g., line dance pattern, complex floor routine) <input type="checkbox"/> apply proper practice techniques to improve performance and avoid injury
<p>B4 apply selected principles of training to improve fitness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> apply appropriate principles of training (e.g., duration, repetition, intensity, frequency, type of activity) to maintain or improve <ul style="list-style-type: none"> - health-related components of their personal fitness—muscular strength, muscular endurance, cardiovascular endurance, flexibility - skill-related components of their personal fitness (agility, speed, reaction time, co-ordination, balance) <input type="checkbox"/> demonstrate ways to monitor their exertion during training <input type="checkbox"/> follow teacher direction and all safety rules to avoid injury <input type="checkbox"/> use information from various sources (e.g., teacher, coach, previous performance measurements) to maintain or improve fitness
<p>B5 apply a range of movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance of activity-based movement skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe how movement concepts relate to a variety of physical activities they participate in, including <ul style="list-style-type: none"> - individual and dual activities (e.g., appropriate stance to maintain position on a balance board) - games activities (e.g., back-door cut in basketball, moving backward to catch a fly ball) - rhythmic movement activities (e.g., flow, direction, spatial relationships, relationships with others, levels, pathways) <input type="checkbox"/> apply appropriate movement concepts to improve the performance of selected activity-specific movement skills

SAFETY, FAIR PLAY, AND LEADERSHIP

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 apply safety procedures in all physical activities across the activity categories</p>	<ul style="list-style-type: none"> <input type="checkbox"/> consistently follow personal safety practices during physical activity (e.g., respecting own and others' abilities and limits, wearing appropriate clothing and footwear, following instructions, knowing and following school and facility-specific emergency plans and procedures) <input type="checkbox"/> consistently identify and follow particular rules and guidelines for participating safely in specific activities (e.g., wearing goggles for racquetball or squash, no high-sticking, keeping hands away from lacrosse stick basket, wearing sunscreen for outside activities) <input type="checkbox"/> describe the difference between static and dynamic stretching, and how each apply to warmup and cooldown procedures <input type="checkbox"/> participate in <ul style="list-style-type: none"> - dynamic warmup activities - cooldown activities
<p>C2 demonstrate proper use of equipment and facilities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe guidelines for proper use of equipment, including those relating to <ul style="list-style-type: none"> - using equipment and facility only for its intended purpose - care - storage - reporting damage <input type="checkbox"/> apply activity-specific guidelines for proper use of equipment and facilities (e.g., setting weights down gently and placing them in the appropriate rack, walking not running on pool deck)
<p>C3 demonstrate fair play in all physical activities across the activity categories</p>	<ul style="list-style-type: none"> <input type="checkbox"/> consistently respect and follow all rules <input type="checkbox"/> demonstrate a commitment to competing fairly (e.g., using talent and ability to win, following both the spirit and letter of the rules, demonstrating self-officiating) <input type="checkbox"/> demonstrate respect for officials (e.g., accept their decisions without questioning their integrity or ability) <input type="checkbox"/> recognize and acknowledge good performances of opponents <input type="checkbox"/> demonstrate respect for their own and others' individual abilities <input type="checkbox"/> demonstrate emotional self-control (e.g., in defeat, recognizing with dignity the success of the opponent; acting graciously in victory) <input type="checkbox"/> demonstrate knowledge of guidelines and etiquette for participation in specific activities (e.g., waiting for bowlers in neighbouring lanes, wiping off equipment after workout)
<p>C4 exhibit leadership in a range of physical activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate leadership in a range of physical activities, such as by <ul style="list-style-type: none"> - volunteering in class - encouraging others - leading by example - demonstrating or modelling technique - demonstrating or modelling proper use of equipment - initiating equipment set-up or take-down



STUDENT ACHIEVEMENT

Grade 10

GRADE 10 PHYSICAL EDUCATION: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Physical Education for Grade 10.

Curriculum Organizers	Suggested Assessment Activities	Suggested Weight for Grading	Number of Outcomes	Number of Outcomes by Domain					
				K*	U&A*	HMP*	AFF*	PS*	
ACTIVE LIVING	<ul style="list-style-type: none"> • class discussions • charts, webs • journals and logs • written and oral tests • research projects • video • observation sheets and checklists 	25-40 %	5	1	1	1	1	1	
MOVEMENT	<ul style="list-style-type: none"> • performance tests • video • peer teaching 	25-40 %	5					5	
SAFETY, FAIR PLAY, AND LEADERSHIP	<ul style="list-style-type: none"> • class discussions • worksheets • peer teaching 	25-40 %	4		2		2		
Total			14	1	3	1	3	6	

* The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain, and the abbreviation PS = the psychomotor domain.

GRADE 10: KEY ELEMENTS

ACTIVE LIVING

Knowledge

- lifelong physical activity (considerations, examples, vision)
- understanding of health-related components of fitness
- understanding of skill-related components of fitness
- understanding of movement concepts
- comprehensive personal physical activity planning including
 - goal setting (in relation to components of fitness and movement concepts)
 - considerations of personal abilities and interests
 - nutritional considerations
 - principles of training

Participation

- daily participation in physical activity to enhance fitness
- willingness to participate in a variety of physical activities across the activity categories

MOVEMENT

- movement skills in complex individual and dual activities
- movement skills in complex games settings
- range of offensive and defensive strategies
- movement skills in complex rhythmic movement activities (including dance and gymnastics)
- practising to improve movement skills in all activity categories and to avoid injury
- application of principles of training to improve components of fitness
- application of movement concepts to improve performance

SAFETY, FAIR PLAY, AND LEADERSHIP

- general and activity-specific safety practices related to physical activity across the activity categories
- principles of first aid
- emergency planning related to physical activities
- demonstration of warmup and cooldown procedures
- proper use of equipment and facilities, including
 - using them only for their intended purpose
 - care
 - storage
 - reporting damage
- fair play: what it involves and how to demonstrate it (e.g., respect for rules, team-mates, opponents, and officials)
- appropriate expression of emotion in physical activities
- etiquette related to participation in a range of physical activities
- demonstration of leadership in a wide range of physical activity situations
- impartial application of the rules in an officiating capacity

ACTIVE LIVING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Knowledge</p> <p>A1 describe a variety of ways to be active throughout one’s life</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify elements of a physically active lifestyle (e.g., daily moderate to vigorous physical activity, choosing enjoyable activities, balancing nutrition with activity) <input type="checkbox"/> identify personally relevant recreational and community programs for physical activity <input type="checkbox"/> describe factors that affect choices relating to physical activity (e.g., location, cost, climate, accessibility, training, equipment required, personal preference, social aspect) <input type="checkbox"/> give examples of lifelong opportunities related to physical activity
<p>A2 demonstrate understanding of</p> <ul style="list-style-type: none"> - health-related components of fitness - skill-related components of fitness - movement concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the health-related components of fitness—muscular strength, muscular endurance, cardiovascular endurance, and flexibility <input type="checkbox"/> describe skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance) <input type="checkbox"/> explain the significance of each of the health-related components of fitness for overall personal health <input type="checkbox"/> explain the importance of various movement concepts and components of fitness to the ability to perform a variety of physical activities (e.g., co-ordination in footbag, agility in diving, balance in skating, strength in rock climbing, reaction time in handball, co-ordination in synchronized swimming)
<p>A3 implement a comprehensive physical activity plan incorporating</p> <ul style="list-style-type: none"> - goal setting processes - components of fitness - considerations of personal abilities and interests - nutritional considerations - principles of training 	<ul style="list-style-type: none"> <input type="checkbox"/> set physical activity goals, taking account of <ul style="list-style-type: none"> - health-related components of fitness - skill-related components of fitness - other desired results (e.g., stress reduction) - personal abilities and interests <input type="checkbox"/> describe healthy nutritional choices to support their physical activity plan, reflecting consideration of personal activity level (e.g., what, when, how much) <input type="checkbox"/> apply principles of training in their physical activity plan, including <ul style="list-style-type: none"> - duration - repetition - intensity - frequency - variety of activity types (e.g., cross-training; aerobic and/or anaerobic activities) <input type="checkbox"/> assess how monitoring exertion rate during physical activity affects their physical activity plan (e.g., adjusting goals, selecting different activities to achieve different results) <input type="checkbox"/> monitor their progress in meeting their physical activities goals <input type="checkbox"/> conduct self-assessment related to their plan, and identify potential applications for the future

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Participation</i></p> <p>A4 participate daily in moderate to vigorous physical activity to enhance fitness</p>	<p><input type="checkbox"/> participate in moderate to vigorous physical activity for an extended period of time (e.g., resulting in a rate of perceived exertion of 4-7 on a 10-point scale, reaching an appropriate heart rate training zone)</p>
<p>A5 demonstrate a willingness to participate in a wide range of physical activities, including</p> <ul style="list-style-type: none"> - individual and dual activities - games - rhythmic movement activities (including dance and gymnastic activities) 	<p><input type="checkbox"/> participate appropriately in a wide range of activities by demonstrating</p> <ul style="list-style-type: none"> - punctuality - preparedness (e.g., wearing appropriate clothing and footwear) - time on task (engagement, attentiveness, following instructions) - enthusiasm and enjoyment - co-operation <p><input type="checkbox"/> conduct ongoing self-assessment of their own participation in a range of activities</p>

MOVEMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 apply fundamental movement skills in a range of complex individual and dual activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proficiency in a variety of specific non-locomotor, locomotor, and/or manipulative movement skills in individual and dual activities (e.g., ready position in archery, run approach in high jump, underhand throw in juggling) <input type="checkbox"/> demonstrate an ability to analyse (e.g., in slow motion) combinations of movement skills involved in individual and dual activities <input type="checkbox"/> fluently co-ordinate combinations of non-locomotor, locomotor, and/or manipulative skills in individual and dual activity settings (e.g., use a pole plant to turn in downhill skiing, execute a simultaneous lunge and arm curl) <input type="checkbox"/> apply appropriate strategies to optimize results in specific individual and dual activities (e.g., shift gears in cycling to adjust to changing conditions, control shoulder position and diaphragmic breathing in pilates, monitor body position and posture in weight training, create or deny passing lanes) <input type="checkbox"/> demonstrate a commitment to proper practice techniques to improve performance and avoid injury
<p>B2 apply fundamental movement skills in a range of complex games activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proficiency in a variety of specific non-locomotor, locomotor, and/or manipulative movement skills in games activities (e.g., serve in badminton, run a pass pattern, catch a rugby ball, adopt a defensive stance) <input type="checkbox"/> demonstrate an ability to analyse (e.g., in slow motion) combinations of movement skills involved in games activities <input type="checkbox"/> fluently co-ordinate combinations of non-locomotor, locomotor, and/or manipulative skills in games activity settings (e.g., complete a give-and-go soccer pass, dribble a basketball while running, dig a spiked volleyball) <input type="checkbox"/> apply a broad range of offensive and defensive strategies to enhance performance in specific games situations and conditions (e.g., impede opponents, anticipate, change of pace, reverse direction of attack) <input type="checkbox"/> demonstrate a commitment to proper practice techniques to improve performance and avoid injury

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B3 apply fundamental movement skills in a range of rhythmic movement activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proficiency in a variety of specific non-locomotor, locomotor, and/or manipulative movement skills in rhythmic movement activities (e.g., spin, take-off, landing, support, twirl, grapevine) <input type="checkbox"/> select and apply a combination of non-locomotor, locomotor, and/or manipulative movement skills to create rhythmic movement sequences (e.g., tumbling, folk dance, hip-hop, rhythmic gymnastics, floor routines) <ul style="list-style-type: none"> - alone and with others - with or without music <input type="checkbox"/> demonstrate an ability to analyse (e.g., in slow motion) combinations of movement skills involved in rhythmic movement activities <input type="checkbox"/> demonstrate a commitment to proper practice techniques to improve performance and avoid injury
<p>B4 apply principles of training to improve fitness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> independently select and apply appropriate principles of training (e.g., duration, repetition, intensity, frequency, type of activity) to maintain or improve <ul style="list-style-type: none"> - health-related components of their personal fitness—muscular strength, muscular endurance, cardiovascular endurance, flexibility - skill-related components of their personal fitness (agility, speed, reaction time, co-ordination, balance) <input type="checkbox"/> select and apply appropriate ways to monitor their exertion during training <input type="checkbox"/> proactively obtain and apply reliable information from various sources (e.g., previous performance measurements, feedback from teachers and coaches, advice of health professionals) to maintain or improve their components of fitness
<p>B5 apply movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance in demanding or complex physical activities across the activity categories</p>	<ul style="list-style-type: none"> <input type="checkbox"/> analyse physical activities to identify and explain the movement concepts applied in each, including <ul style="list-style-type: none"> - individual and dual activities (e.g., flow in tai chi, body position in diving) - games activities (e.g., force in water polo, weight transfer in a volleyball serve) - rhythmic movement activities (e.g., flow, direction, spatial relationships, relationships with others, levels, pathways in dance or gymnastic routines) <input type="checkbox"/> apply appropriate movement concepts to improve the performance of a range of activity-specific movement skills across the activity categories

SAFETY, FAIR PLAY, AND LEADERSHIP

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 apply safety procedures in all physical activities across the activity categories	<ul style="list-style-type: none"> <input type="checkbox"/> consistently and independently follow personal safety practices during physical activity (e.g., respecting own and others' abilities and limits, wearing appropriate clothing and footwear, following instructions) <input type="checkbox"/> consistently and independently apply particular rules and guidelines for participating safely in specific activities (e.g., wearing hockey helmet and pads, checking that the field is clear before shooting an arrow or tossing a discus, using a spotter for gymnastics or rock-climbing) <input type="checkbox"/> model safety procedures for others <input type="checkbox"/> identify principles of first aid (e.g., knowing how to access first aid and other emergency assistance, taking first aid training) <input type="checkbox"/> describe emergency planning and response considerations for specific activities (e.g., hiking, swimming, boating) <input type="checkbox"/> participate in <ul style="list-style-type: none"> - dynamic warmup activities - cooldown activities
C2 model proper use of equipment and facilities	<ul style="list-style-type: none"> <input type="checkbox"/> give reasons for guidelines for proper use of equipment, including those relating to <ul style="list-style-type: none"> - using equipment and facility only for its intended purpose - care - storage - reporting damage <input type="checkbox"/> apply activity-specific guidelines for proper use of equipment and facilities (e.g., cleaning off skates before putting away, removing cleats before entering buildings, picking up and carrying a javelin safely)
C3 apply fair play conduct in all physical activities across the activity categories	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a commitment to consistently respecting and following all rules <input type="checkbox"/> demonstrate a commitment to competing fairly (e.g., using talent and ability to play their best, following both the spirit and letter of the rules, demonstrating self-officiating) <input type="checkbox"/> demonstrate respect for officials (e.g., accept their decisions without questioning their integrity or ability) <input type="checkbox"/> recognize and acknowledge good performances of opponents <input type="checkbox"/> model respect for their own and others' individual abilities <input type="checkbox"/> demonstrate emotional self-control (e.g., in defeat, recognizing with dignity the success of the opponent; acting graciously in victory) <input type="checkbox"/> demonstrate knowledge of guidelines and etiquette for participation in specific activities (e.g., allowing faster skiers to pass on a cross-country trail, shaking hands after a game)

Prescribed Learning Outcomes	Suggested Achievement Indicators
C4 apply leadership in a wide range of physical activity situations	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate leadership in a wide range of physical activities, such as by <ul style="list-style-type: none"> - volunteering in class - encouraging others - modelling respect for team-mates, opponents, and officials - demonstrating or modelling technique - demonstrating or modelling proper use of equipment - leading a group through a drill - planning and leading warmup or cooldown - initiating equipment set-up or take-down - officiating - mentoring others <input type="checkbox"/> when officiating, demonstrate comprehensive knowledge of the rules, and apply them with impartiality



GLOSSARY

Physical Education 8 to 10

GLOSSARY

This glossary defines selected terms used in this Integrated Resource Package as they pertain to Physical Education 8 to 10. It is provided for clarity only, and is not intended to be an exhaustive list of terminology related to the topics in this curriculum.

A

aerobic activity

Any physical activity sufficient in intensity that requires the heart and lungs to increase their work for sustained periods of time. Aerobic activity develops cardiovascular endurance. Examples of aerobic activity include running and jogging, cycling, lap swimming, speed skating, cross-country skiing, stair-stepping, jazzercise, hip-hop, rope jumping, rowing, hockey, basketball, etc.

anaerobic activity

Literally, “without air.” Anaerobic activities are generally performed at a medium to high intensity for less than two minutes, where energy is derived without oxygen. Anaerobic activity develops muscular strength and endurance. Examples of anaerobic activities include weight training, jumping rope, intervals, and isometrics.

C

components of fitness

The inter-related characteristics that determine a person’s physical conditioning. There are two categories of components of fitness:

- *health-related components of fitness*: muscular strength, muscular endurance, cardiovascular endurance, flexibility
- *skill-related components of fitness*: agility, speed, reaction time, co-ordination, balance.

F

fair play

Formerly known as “good sportsmanship,” includes skills and behaviours such as abiding by the rules, encouragement, co-operation, respect for diverse skill and ability levels, displaying emotions and reactions appropriately, etc.

G

gymnastics

In the context of Physical Education, refers to a wide variety of activities that develop skills and abilities such as balance, flexibility, co-ordination, body and space awareness, and rolls and tumbling. Included in this activity category are floor routines, acrobatic gymnastics (e.g., tumbling, balancing, mini-trampoline), rhythmic gymnastics (e.g., ribbon, ball, hoop), and apparatus/artistic gymnastics (e.g., parallel bars, uneven bars, balance beam, vault)

L

locomotor movement skills

Movement skills that incorporate travelling across the floor or surface. Examples of locomotor movements include walking, running, skipping, gliding, galloping, and body rolls.

M**manipulative movement skills**

Movement skills involving the handling and control of objects primarily with the hands (e.g., throwing, catching, carrying, dribbling) or feet (e.g., kicking, dribbling, trapping). Manipulative movement skills may also involve the use of specific implements such as bats, sticks, or racquets.

movement concepts

Includes

- body awareness (e.g., parts of the body, weight transfer)
- spatial awareness (e.g., personal and general space, directional, pathways, levels, planes)
- qualities of movement (e.g., speed, force, flow)
- relationships (e.g., to people, to objects).

N**non-locomotor movement skills**

Movements performed on-the-spot or in place, without travelling across the floor or surface. Examples of non-locomotor movements include creating shapes with the body (e.g., by curling, twisting, crouching), balancing, pulling, pushing, turning, rocking, and swinging.

P**predictable setting**

Refers to activity where the speed, level, and direction are constant, such as activities with a stationary target or partner.

principles of training

Refers to the manner in which a person selects and participates in particular exercises designed to maintain or improve fitness. There are many different models and components of training principles; the ones used in this IRP are

- duration (how long)
- repetition (how many times)
- intensity (how vigorous)
- frequency (how often)
- type of activity (e.g., aerobic activity for cardiovascular endurance, weight training focussing on specific muscle groups, stretching of specific joints and muscles).