



# PHYSICAL EDUCATION 11 AND 12

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*Integrated Resource Package 1997*



BRITISH  
COLUMBIA

Ministry of Education,  
Skills and Training

IRP 083

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This Integrated Resource Package (IRP) provides some of the basic information that teachers require to implement the Physical Education 11 and 12 curriculum. The information contained in this IRP is also available through the Internet. Contact the Ministry of Education, Skills and Training's home page: <http://www.est.gov.bc.ca/>

### THE INTRODUCTION

The Introduction provides general information about Physical Education 11 and 12, including special features and requirements. It also provides a rationale for teaching Physical Education 11 and 12 in BC schools.

### THE PHYSICAL EDUCATION 11 AND 12 CURRICULUM

The provincially prescribed curriculum for Physical Education 11 and 12 is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information for each organizer or suborganizer. These columns describe:

- provincially prescribed learning outcome statements for each grade
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

#### *Prescribed Learning Outcomes*

*Learning outcome statements* are content standards for the provincial education system. Prescribed learning outcomes set out the knowledge, enduring ideas, issues,

concepts, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable terms. All learning outcomes complete this stem: "It is expected that students will. . . ." Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgment of teachers, guided by provincial policy.

#### *Suggested Instructional Strategies*

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed outcomes. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

#### *Suggested Assessment Strategies*

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

### *Provincially Recommended Learning Resources*

Provincially recommended learning resources are materials that have been reviewed and evaluated by BC teachers in collaboration with the Ministry of Education, Skills and Training according to a stringent set of criteria. They are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and school districts are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources to meet specific local needs. The *recommended* resources listed in the main body of this IRP are those that have a comprehensive coverage of significant portions of the curriculum, or those that provide a unique support to a specific segment of the curriculum. Appendix B contains a complete listing of provincially recommended learning resources to support this curriculum.

### THE APPENDICES

A series of appendices provides additional information about the curriculum and further support for the teacher.

- *Appendix A* lists the prescribed learning outcomes for the curriculum arranged by curriculum organizer or suborganizer and grade.
- *Appendix B* contains a comprehensive, annotated list of the provincially recommended learning resources for this curriculum. This appendix will be updated as new resources are evaluated.
- *Appendix C* outlines the cross-curricular reviews used to ensure that concerns such as equity, access, and the inclusion of specific topics are addressed by all components of this IRP.
- *Appendix D* contains assistance for teachers related to provincial evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluation.
- *Appendix E* acknowledges the many people and organizations that have been involved in the development of this IRP.

# PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

**Grade** → **GRADE 12 • PERSONAL AND SOCIAL RESPONSIBILITY (Leadership and Community Involvement)** ← **Curriculum Organizer and Suborganizer**

**Prescribed Learning Outcomes**

The Prescribed Learning Outcomes column of this IRP lists the specific learning outcomes for each curriculum organizer or suborganizer.

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- apply knowledge, skills, and personal qualities required for leadership in areas related to physical activity and recreation
- organize and co-ordinate events and programs in the school and community using appropriate technology
- apply knowledge and skills required by recommended certification programs related to physical activity
- perform service and volunteer work in the school and community
- assess knowledge and skills required for specific careers related to physical activity

**SUGGESTED INSTRUCTIONAL STRATEGIES**

Students apply leadership skills and the knowledge they gain through certification programs as they initiate and organize school and community recreational programs. They reflect and expand on personal leadership skills through peer-teaching experiences and career-related sports programs.

- To help students develop their leadership abilities, have them work with mentors of their choice (e.g., coach, official, instructor). In preparation, have them:
  - determine personal leadership strengths and interests
  - arrange a mentorship
  - negotiate a partnership agreement with the mentor
- Have students evaluate their personal leadership performance during the mentorships.
- Work with students to plan job-shadowing experiences in a sports or recreational field. Have students select appropriate technologies to research and make presentations to the class, providing information on:
  - personal and job-related attributes
  - qualifications and required training
  - opportunities for employment
  - future career trends
- Have students promote and co-ordinate a school recreational or sports activity (e.g., intramural program, extra-curricular event). Encourage them to use a variety of media (e.g., the Internet, software, posters, bulletin boards) to produce activity-related products.
- Encourage students to volunteer in physical activity programs at a local school or community centre where they can apply knowledge and skills from their certification programs to relevant situations (e.g., officiating, coaching, training). Have them keep journals about their experiences and reflect on the importance of providing services to others.

**Suggested Instructional Strategies**

The Suggested Instructional Strategies column of this IRP suggests a variety of instructional approaches that include group work, problem solving, and the use of technology. Teachers should consider these as examples that they might modify to suit the developmental levels of their students.

**Grade** → **GRADE 12 • PERSONAL AND SOCIAL RESPONSIBILITY (Leadership and Community Involvement)** ← **Curriculum Organizer and Suborganizer**

**Suggested Assessment Strategies**


The Suggested Assessment Strategies offer a wide range of different assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and the instructional goals.

**SUGGESTED ASSESSMENT STRATEGIES**


At this level, students demonstrate their leadership and community involvement in increasingly diverse situations, depending on their interests and strengths. Encourage students to take increasing responsibility for documenting evidence of their progress.

- Assess students' work with mentors by checking the records they keep and conducting short conferences. Look for evidence that students have:
  - identified potential mentors by analysing their own strengths and interests
  - negotiated partnerships with appropriate mentors whose strengths match their interests
  - worked with their mentors to develop lists of responsibilities
  - completed their responsibilities, dated and signed by mentors
  - listed some key observations about the skills, knowledge, and attitudes modelled by their mentors, along with comments about how they might develop or apply what they have observed
- When students organize and manage a school recreational or sports activity, provide opportunities for them to assess and give evidence of the effectiveness and thoroughness of:
  - background information they collect to assist with planning
  - promotional plans and materials
  - registration or entry procedures
  - booking facilities
  - scheduling (e.g., officials; draws, if needed)
  - recording results
  - providing for rewards, awards, and recognition
  - activity-related products they develop (e.g., promotional materials, rules, league tables)
- When students have completed a certification course, look for evidence that they can apply what they have learned. For example, after first-aid certification, they might be expected to:
  - show practical competence in using tensor wrap
  - take responsibility for ensuring that first-aid kits are complete and checked regularly
  - assist as trainers on a school team, offering a set number of hours of service
  - fill out facility safety checklists
  - post emergency-response procedures


**RECOMMENDED LEARNING RESOURCES**

 **Print Materials**

- Fair Play - It's Your Call
- The Fitness Knowledge Course
- Great Careers for People Interested in Sports and Fitness
- Physical Education, Revised Edition
- Sports First-Aid
- Syllabus Resource Book - National Coaching Certification Program

 **Video**

- Futures 2: Fitness and Physical Performance

 **Multimedia**

- Moving to Inclusion
- Steps to Success

**Recommended Learning Resources**

The Recommended Learning Resources component of this IRP is a compilation of provincially recommended resources that support the prescribed learning outcomes. A complete list including a short description of the resource, its media type, and distributor is included in Appendix B of this IRP.





This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Physical Education 11 and 12. The development of this IRP has been guided by the 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.

### RATIONALE

There is an increasing awareness of the importance of providing students with meaningful and enjoyable movement experiences. Regular physical activity enhances student learning, concentration, problem-solving abilities, and social skills, which contribute to student achievement and well-being. Physical education, therefore, is an integral part of the total education process for students.

### *Social and Emotional Development*

Participation in enjoyable physical activities both at school and in the community motivates students to develop healthy, active lifestyles. Physical education also contributes to increased self-confidence by encouraging students to respect themselves and others.

### *Career Development*

Through a variety of competitive and co-operative physical activities and related volunteer work and service, students learn to solve problems and develop communication, teamwork, and leadership skills useful in their future careers. In addition, physical education provides the specific skills and knowledge students need to pursue careers such as fitness training, therapy, recreational-

facilities management, coaching, teaching, and sports administration.

### CHARACTERISTICS OF LEARNERS IN A PHYSICAL EDUCATION PROGRAM

The physical education curriculum spans Kindergarten to Grade 12. The Characteristics of Development chart on page 2 describes the physical, emotional, social, and intellectual characteristics of young people aged 5 to 8, 9 to 11, 12 to 15, and 16 to 18. These qualities have been used as a reference for the development of the prescribed learning outcomes in the Physical Education K to 12 curriculum. This chart can guide teachers in planning and evaluating physical education.

### AIM AND APPROACH OF THE CURRICULUM

The aim of physical education is to enable all students to enhance their quality of life through active living. The Physical Education 11 and 12 curriculum builds on and expands the curriculum developed for Kindergarten to Grade 10.

Physical Education 11 and 12 provides opportunities for students to experience a variety of recreational pursuits, career interests, and activities that promote lifelong, healthy living. Students focus their learning in areas of personal interest and participate in activities that promote social interaction, community responsibility, and skill development.

In Physical Education 11 and 12, teachers work with students to develop programs to meet student needs and interests. Programs are structured so that the duration, intensity, and frequency of activities motivate students to meet their individual goals. Students participate in a balance of activities from the movement categories.

# INTRODUCTION TO PHYSICAL EDUCATION 11 AND 12

## Characteristics of Development

This chart shows the characteristics of development for children and youth that are particularly relevant to physical education. Given that students have had both home and school opportunities to develop in each area, the following widely held expectations may apply to the child's development. (Source: Ministry of Education *Supporting Learning*, 1991, p.19.)

	Physical Characteristics	Emotional and Social Development	Intellectual Development
Ages 5 to 8	<ul style="list-style-type: none"> <li>eye-hand co-ordination not fully developed (lack precise focus and spatial judgement)</li> <li>large muscles may be more developed than small muscles</li> <li>continue to develop climbing, balancing, running, galloping, and jumping abilities (may have trouble skipping)</li> <li>develop an awareness of safety with guidance</li> <li>usually show enthusiasm for most physical activities</li> </ul>	<ul style="list-style-type: none"> <li>may show intense and variable emotions (may sometimes be judgmental and critical of others)</li> <li>learning to co-operate with others for longer period of time (friendships may change frequently)</li> <li>continue to develop feelings of independence and may begin to define themselves in terms of what they have or own</li> <li>begin to develop the ability to share possessions and take turns</li> </ul>	<ul style="list-style-type: none"> <li>learn from direct experience</li> <li>continue to expand their understanding and use of language to clarify thinking and learning</li> <li>may understand concepts like <i>tomorrow</i> or <i>yesterday</i> but are still unsure about length of time</li> <li>assert personal choice in decision making</li> </ul>
Ages 9 to 11	<ul style="list-style-type: none"> <li>continue to develop eye-hand co-ordination (skill development in physical activities may depend on this increase in co-ordination)</li> <li>continue to refine fine-motor development (girls may reach puberty and may experience rapid growth spurt)</li> <li>show increased co-ordination, but growth spurts may begin to interfere</li> <li>may show more daring, exploring behaviour that could lead to accidents</li> <li>may begin to show a preference for some physical activities over others</li> <li>may appear to enjoy more complex group games and simple sports (show a strong sense of loyalty to a group or team)</li> </ul>	<ul style="list-style-type: none"> <li>may appear relatively calm and at peace with themselves</li> <li>becoming more outgoing and develop close or best friends</li> <li>generally positive about themselves (define self by physical characteristics and possessions as well as likes and dislikes)</li> <li>continue to develop the ability to work and play with others (need social acceptance)</li> </ul>	<ul style="list-style-type: none"> <li>continue to use direct experience, objects, and visual aids to help understanding</li> <li>can expand thinking more readily through writing, reading, and viewing (may begin to use puns)</li> <li>continue to develop understanding of time, but may forget dates and responsibilities</li> <li>need increased ownership in decision making</li> </ul>
Ages 12 to 15	<ul style="list-style-type: none"> <li>continue to develop and refine hand-eye skills and demonstrate increased muscle co-ordination</li> <li>boys reach puberty and may experience rapid and uneven growth (arms and legs may grow rapidly)</li> <li>may show periods of relatively poor co-ordination and awkwardness (may show poor posture because of rapid growth)</li> <li>understand safety rules but sometimes take risks</li> <li>often are marked differences between sexes in their preferences for physical activity</li> <li>often engage in more formal team activities (continue to show great loyalty to group or team)</li> </ul>	<ul style="list-style-type: none"> <li>may begin to show bouts of anxiety or moodiness (emotions may come close to the surface)</li> <li>start to question adult authority</li> <li>sometimes engage in self put-down (may begin to define self in terms of opinions, beliefs, and values and to expand their sense of self by copying the culture or current fad)</li> <li>gradually gaining independence from parental influence (may view brothers and sisters as a bother or nuisance)</li> </ul>	<ul style="list-style-type: none"> <li>begin to develop abilities to manipulate thoughts and ideas, but still need some hands-on experiences</li> <li>can do some abstract reasoning</li> <li>often like jokes and words with double meanings</li> <li>developing abilities to talk about recent events, plans for the future, and career aspirations</li> <li>need ownership of decision making with responsible guidance</li> </ul>
Ages 16 to 18	<ul style="list-style-type: none"> <li>have more refined hand-eye skills and demonstrate stronger muscle co-ordination</li> <li>females at age 16 approach adult weight and height</li> <li>males at age 17–18 approach adult weight and height</li> <li>males tend to increase in trunk length first</li> <li>skeletal and muscle growth normally accompanied by loss of body fat</li> </ul>	<ul style="list-style-type: none"> <li>increase in self-confidence and independence</li> <li>usually friendly and well-adjusted</li> <li>less focus on self and more consideration given to others</li> <li>more able to make choices and decisions independently</li> <li>beginning to see themselves as adults</li> <li>male and female students often make choices in activities based on stereotypes and may need encouragement to broaden skills and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>increased ability to deal with abstract reasoning</li> <li>ability to rationalize decisions made by themselves and others</li> <li>can take ownership for decision making with minimal guidance</li> <li>increasing emphasis on career planning and future aspirations</li> </ul>

### *Framework of the Physical Education Curriculum*

The Physical Education 11 and 12 curriculum focusses on promoting healthy attitudes and regular physical activity as important parts of each student's lifestyle. It emphasizes analysing and improving physical competence, maintaining personal fitness, developing effective leadership and sports-management skills, and planning for careers.

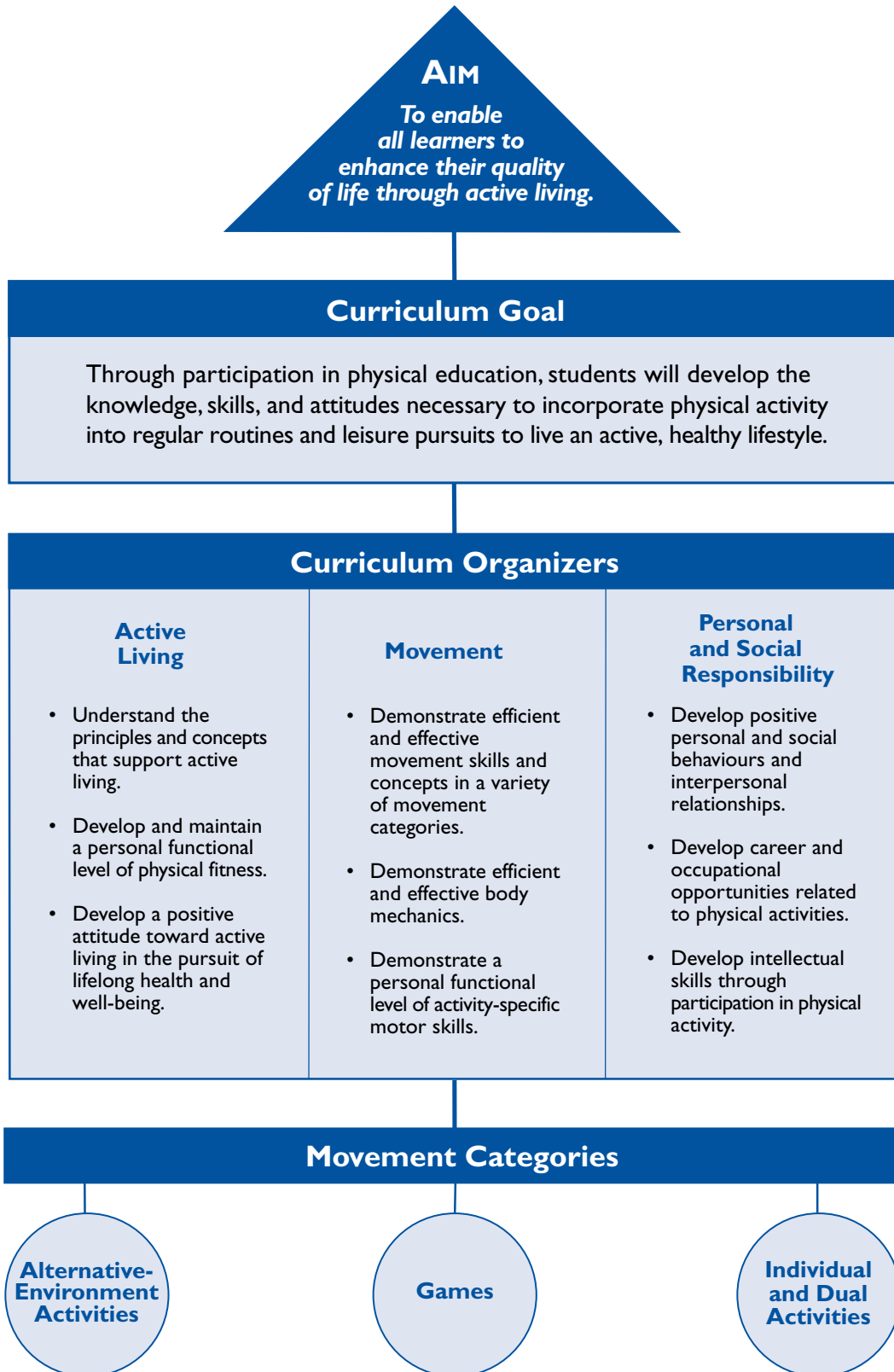
In senior physical education programs, students:

- apply the concepts of a balanced, healthy lifestyle to design programs for themselves and others
- apply the elements of movement and knowledge of fitness to improve personal functional levels of competence in a variety of activities and environments
- demonstrate an appreciation of the needs of various groups and adapt activities for them
- recognize an activity's impact on the environment
- integrate safety practices and the prevention and management of sports injuries in a variety of physical activities and environments
- apply knowledge and skills from certification programs
- model and apply leadership skills and positive personal qualities in volunteer work and physical activities at school and in the community

### *Linking Past and Current Physical Education Curricula*

As in the past, the present curriculum focusses on the unique and significant contributions of physical education in the development of every student. The previous curriculum (1987) organized important goal statements under three domains: affective (attitude), cognitive (knowledge), and psychomotor (skills). The prescribed learning outcomes of the new curriculum are grouped under three curriculum organizers: Active Living, Movement, and Personal and Social Responsibility. In each organizer, the prescribed learning outcomes incorporate learning from the three domains. In addition, the previous curriculum provided seven movement categories, while the new curriculum has only three.

**Framework of the Physical Education Curriculum**



## CURRICULUM ORGANIZERS

The learning outcomes for Physical Education 11 and 12 are grouped under the following curriculum organizers:

- Active Living
- Movement
- Personal and Social Responsibility

The Personal and Social Responsibility organizer is further divided into two suborganizers:

- Personal Behaviours and Safety Practices
- Leadership and Community Involvement

These curriculum organizers and sub-organizers form the curriculum framework. Under each organizer, the prescribed learning outcomes integrate the knowledge, skills, and attitudes that students are expected to demonstrate in the course—leaving to the teachers' professional judgment how to combine the learning outcomes for instruction and assessment. It is not intended that any one organizer necessarily be used in isolation or as a basis for a lesson or unit of instruction.

### *Active Living*

Active living is a way of life that values personal health and incorporates physical activity into daily routines and leisure pursuits. Through active living, students have opportunities to understand physiological changes, make appropriate choices, and set personal goals that enhance their quality of life.

The prescribed learning outcomes in Active Living for the senior level emphasize:

- designing plans for lifelong health and well-being, stress management, and relaxation
- the effect of physiology and performance modifiers on performance
- the effects of media images and social pressures on self-concept and body

### *Movement*

Movement experiences in physical education enhance student learning and foster active participation in and enjoyment of healthy lifestyles. The elements of movement (body mechanics, concepts, and skills) enable students to participate in activities from the three movement categories. While participating in these activities, students are expected to analyse motor skills, apply problem-solving strategies, and demonstrate efficient and effective movement skills.

The prescribed learning outcomes in Movement for the senior level emphasize:

- movement concepts and skills
- developing personal functional levels of competence
- problem-solving strategies

## Body Mechanics

Balance, Motion, Force, Levers, Buoyancy

## Movement Concepts and Skills

### ▼ Efficient and effective movement concepts

- **Body Awareness:** support and transfer of weight
- **Space Awareness:** personal, general, directional, pathways, levels, planes
- **Qualities:** speed, force, time, flow
- **Relationships:** to people, to objects

### ▼ Efficient and effective movement skills

- **Locomotor Skills:** walk, run, hop, jump, leap, skip, climb, roll, slide, stop
- **Non-Locomotor Skills:** bend, curl, hold, lift, lower, pull, push, stand, stretch, swing, twist, turn, fall
- **Motor Abilities:** agility, balance, co-ordination, power, reaction time, speed
- **Manipulative Skills:** bounce, carry, catch, dribble, project, retain, roll, send, strike, throw, trap

## Activity-Specific Motor Skills for the Movement Categories

### Alternative-Environment Activities

- Rock Climbing
- rappelling
- belaying

### Games

- Soccer
- trapping
- passing

### Individual and Dual Activities

- Golf
- driving
- putting

### *Personal and Social Responsibility*

Students demonstrate personal growth and have a positive impact on their community as they learn to accept personal and social responsibility. Through physical education, they develop respect for themselves and others as they learn and practise skills, communicate, co-operate, and compete. Students apply knowledge and skills learned in recommended certification programs and develop an understanding of the qualifications required to pursue careers related to physical activity. They are encouraged to use technology to enhance event organization and management, and solve problems involving physical activity.

The prescribed learning outcomes of the Personal and Social Responsibility organizer have been divided into two suborganizers:

- *Personal Behaviours and Safety Practices*
  - safety practices, rules, routines, and procedures
  - interpersonal skills, confidence, and self-respect
  - etiquette and fair play
  - care and prevention of athletic injuries
- *Leadership and Community Involvement*
  - leadership and organizational skills
  - certification programs
  - service and volunteer activities

### **SUGGESTED INSTRUCTIONAL STRATEGIES**

Instructional strategies have been included for each curriculum organizer or suborganizer and grade level. These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes. The strategies may be either teacher directed or student directed, or both.

For each organizer, a list of specific strategies is introduced by a context statement that focusses the reader on the important aspects of this section of the curriculum and links the prescribed learning outcomes with instruction.

There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements.

### **SUGGESTED ASSESSMENT STRATEGIES**

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

For each organizer, a list of specific strategies is introduced by a context statement that explains how students at this age can demonstrate their learning, what teachers can look for, and how this information can be used to plan further instruction.

The assessment strategies or criteria examples for a particular organizer are always specific to that organizer. Some strategies relate to particular activities, while others are general and could apply to any activity.

### *About Assessment in General*

Assessment is the systematic process of gathering information about students' learning in order to describe what they

know, are able to do, and are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent learning goals, and determine areas for further instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focusses on the critical or significant aspects of the learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Student performance is evaluated from 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 learning outcomes.

Students benefit when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to pencil-and-paper tests. Appendix D includes a more detailed discussion of assessment and evaluation.

### *About the Provincial Learning Assessment Program*

The Provincial Learning Assessment Program gathers information on students' performance throughout the province. Results from these assessments are used in the development and revision of curricula, and provide information about teaching and learning in British Columbia. Where appropriate, knowledge gained from these assessments has influenced the assessment strategies suggested in this IRP.

### *Provincial Reference Sets*

The provincial reference sets can also help teachers assess the skills that students acquire across curricular areas. These are:

- *Evaluating Reading Across Curriculum* (RB 0034)
- *Evaluating Writing Across Curriculum* (RB 0020 & RB 0021)
- *Evaluating Problem Solving Across Curriculum* (RB 0053)
- *Evaluating Group Communication Skills Across Curriculum* (RB 0051)
- *Evaluating Mathematical Development Across Curriculum* (RB 0052)

A series of assessment handbooks developed to provide guidance for teachers as they explore and expand their assessment repertoires is also available:

- *Performance Assessment* (XX0246)
- *Portfolio Assessment* (XX0247)
- *Student-Centred Conferencing* (XX0248)
- *Student Self-Assessment* (XX0249)



### INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that relevance, equity, and accessibility issues are addressed in this IRP. These issues have been integrated into the learning outcomes, suggested instructional strategies, and assessment strategies in this IRP with respect to the following:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

(See Appendix C, Cross-Curricular Interests, for more information.)

### LEARNING RESOURCES

The Ministry of Education, Skills and Training promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and software, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use

non-provincially recommended resources to meet specific local needs must have these resources evaluated through a local district approval process.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is also encouraged.

Some selected resources have been identified to support cross-curricular focus areas. The ministry also considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of some selected resources (braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

All learning resources used in schools must have *recommended* designation or be approved through district evaluation and approval policies.

#### *Provincially Recommended Materials*

Materials evaluated through the provincial evaluation process and approved through Minister's Order are categorized as *recommended* materials. These resources are listed in Appendix B of each IRP.

#### *Locally Evaluated Materials*

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

### *Internet Resources*

Some teachers have found that the Internet (World Wide Web) is a useful source of learning resources. None of the material from this source has been evaluated by the ministry, in part because of the dynamic nature of the medium.

### **PLANNING YOUR PROGRAM**

The Physical Education 11 and 12 curriculum gives teachers flexibility and choice in designing programs that reflect their own expertise and take advantage of available resources and facilities in the school and in the community. Teachers are encouraged to design units or modules to address various student needs, abilities, and interests and provide opportunities for them to develop a broad range of skills and attitudes.

When developing a Physical Education 11 and 12 program, teachers should consider:

- availability of school and community resources
- providing students with choices and input in the design of the program

- incorporating a wide range of experiences and a high level of participation for all students regardless of gender, age, ability, ethnicity, or socio-economic level
- including opportunities for students to gain and demonstrate leadership skills
- including fitness activities that encourage cardio-respiratory efficiency, muscular strength, muscular endurance, and flexibility
- including activities to encourage positive attitudes toward personal fitness and physical well-being
- incorporating developmentally appropriate recreational and competitive experiences, which emphasize enjoyment, success, fair play, and self-fulfillment

### *Considerations for Instruction*

The Physical Education 11 and 12 curriculum is intended to provide opportunities for students to develop a broad range of skills and attitudes appropriate for physically educated citizens. Emphasis is given to the strategies described in the Physical Education 11 and 12 Strategies chart.

**Physical Education 11 and 12 Strategies**

Strategies	Explanation
<ul style="list-style-type: none"> <li>Strategies that promote the development of a personal functional level of competence in physical activities.</li> </ul>	<p>Students demonstrate an understanding of movement concepts and skills by refining their motor skills through a variety of activities in competitive and co-operative settings. Students have opportunities to determine and work toward developing a personal functional level of competence in activities from the movement categories.</p>
<ul style="list-style-type: none"> <li>Strategies that foster positive attitudes toward lifelong physical activity.</li> </ul>	<p>To help students learn to enjoy and value physical activity, they are given opportunities to safely explore new activities, work co-operatively with others, achieve a personal functional level of physical fitness, and plan for the achievement of personal goals in the field of sports and recreation.</p>
<ul style="list-style-type: none"> <li>Strategies that foster active participation and enjoyment in the school and in the community.</li> </ul>	<p>Physical education should include relevant and enjoyable learning experiences for students. In grades 11 and 12, students extend their learning experiences through participation in school activities and those outside the school such as community service and volunteer work. Students actively participate in planning their learning activities.</p>
<ul style="list-style-type: none"> <li>Strategies that promote problem-solving skills.</li> </ul>	<p>The workplace requires people who can work individually and with others to solve problems and complete tasks. Instructional strategies are designed to help students find active ways to solve problems, represent solutions in a variety of ways, and evaluate and modify their solutions based on individual and group feedback.</p>
<ul style="list-style-type: none"> <li>Strategies that involve students with a variety of abilities and interests.</li> </ul>	<p>Learning activities and choice of equipment, facilities, and materials should reflect student abilities and interests. When planning learning opportunities for students, teachers should consider special needs and the community's cultural heritage.</p>
<ul style="list-style-type: none"> <li>Strategies that develop communication and leadership skills.</li> </ul>	<p>Effective communication and leadership skills are important attributes for the workplace. Activities in physical education are designed to enhance students' interpersonal skills and to promote appropriate co-operative and competitive behaviours. Students work together to enhance and reinforce an active healthy lifestyle.</p>
<ul style="list-style-type: none"> <li>Strategies that develop personal and career-planning skills.</li> </ul>	<p>A physical education program connects students to what is happening in the community and the workplace, and helps them identify pathways to postsecondary opportunities. Instructional strategies are designed to help students explore careers related to physical activity and develop skills, such as leadership and communication, that increase their employability.</p>

*Developing Units of Instruction*

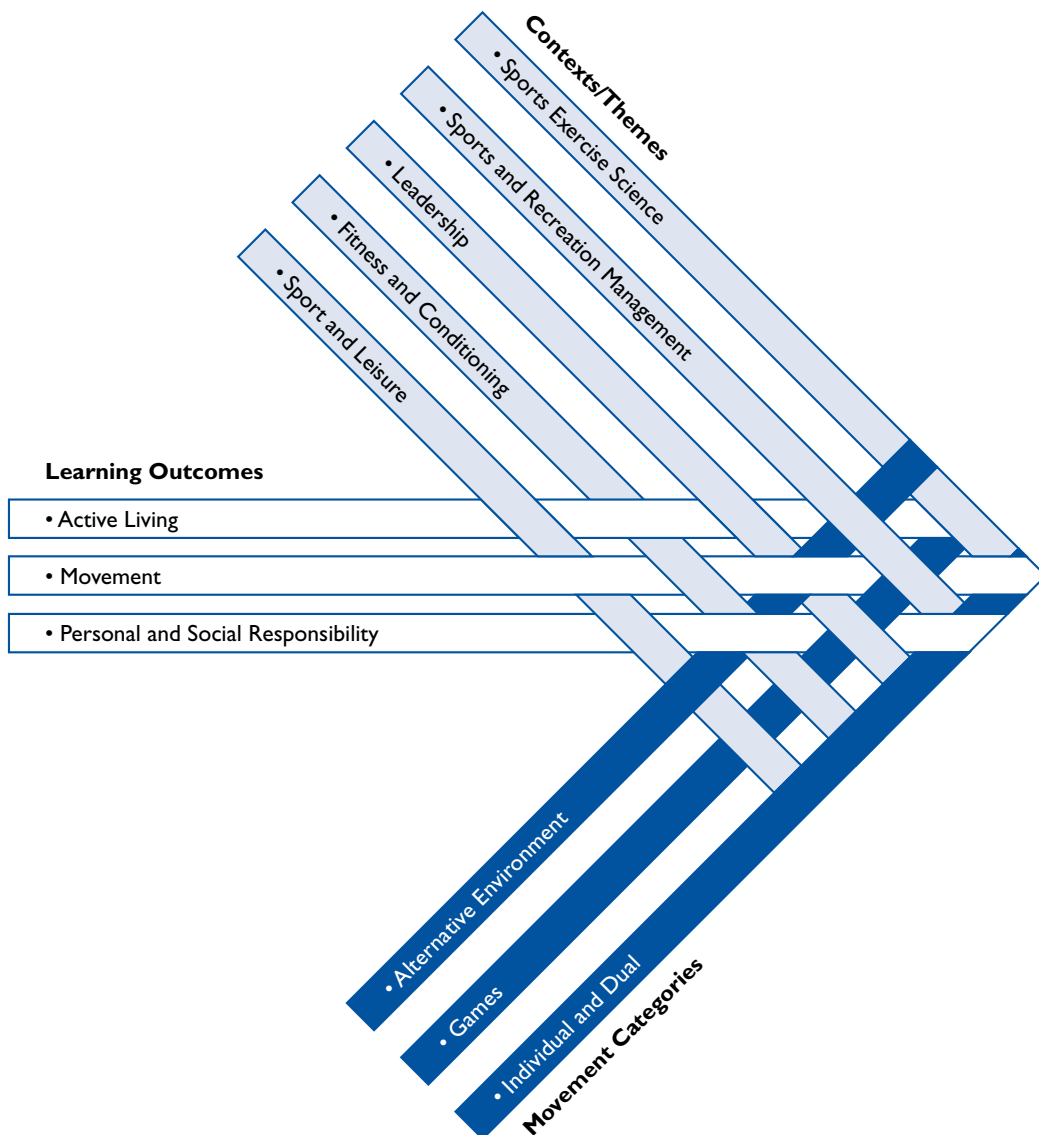
The Physical Education 11 and 12 curriculum is introduced through activities that allow students to explore a variety of activities from all three movement categories to address learning outcomes from the three curriculum organizers.

Movement activities are introduced in a variety of contexts or themes, called *program dimensions*. Teachers create physical education programs by weaving together the

contexts/themes, movement categories, and prescribed learning outcomes. This provides flexibility so that teachers can design programs that enable students to:

- explore areas based on their interests, needs, and capabilities
- gain understanding and awareness in related areas
- apply their skills and knowledge
- develop life skills that can be used beyond the classroom

**Developing a Program**



The Movement Category Activities chart provides a list of suggested activities within each of the three movement categories. This is not a complete list, but indicates the types

of activities within each category that could help students achieve the prescribed learning outcomes.

**Movement Category Activities**

Movement Categories	Individual and Dual Activities	Games	Alternative-Environment Activities
<b>Activities</b>	<p><b>Athletics (Track &amp; Field)</b></p> <ul style="list-style-type: none"> <li>- runs</li> <li>- jumps</li> <li>- throws</li> </ul> <p><b>Combative</b></p> <ul style="list-style-type: none"> <li>- martial arts</li> <li>- self-defence</li> <li>- wrestling</li> <li>- fencing</li> </ul> <p><b>Manipulatives</b></p> <ul style="list-style-type: none"> <li>- juggling</li> <li>- skipping</li> <li>- hacky sack</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>- aerobics</li> <li>- tai chi</li> <li>- yoga</li> <li>- training programs</li> <li>- CPR</li> </ul> <p><b>Creative Movement</b></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- rhythmic</li> <li>- Olympic</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- ballroom</li> <li>- folk</li> <li>- line</li> <li>- square</li> <li>- jive</li> <li>- jazz</li> <li>- creative</li> <li>- modern</li> <li>- multicultural</li> </ul> <p>Also see the Fine Arts: Dance curriculum.</p>	<p><b>Territorial</b></p> <p><b>Goal</b></p> <ul style="list-style-type: none"> <li>- basketball</li> <li>- soccer</li> <li>- field hockey</li> <li>- lacrosse</li> <li>- team handball</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>- football</li> <li>- rugby</li> <li>- disc sports</li> <li>- broomball</li> </ul> <p><b>Net and Wall</b></p> <ul style="list-style-type: none"> <li>- volleyball</li> <li>- tennis</li> <li>- badminton</li> <li>- pickleball</li> <li>- table tennis</li> <li>- handball</li> <li>- racquetball</li> <li>- squash</li> </ul> <p><b>Fielding</b></p> <ul style="list-style-type: none"> <li>- cricket</li> <li>- softball</li> <li>- rounders</li> </ul> <p><b>Innovative</b></p> <ul style="list-style-type: none"> <li>- minor</li> <li>- co-operative</li> <li>- multicultural</li> </ul> <p><b>Target</b></p> <ul style="list-style-type: none"> <li>- archery</li> <li>- bocci</li> <li>- bowling</li> <li>- curling</li> <li>- golf</li> </ul>	<p><b>Land-Based</b></p> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>- hiking</li> <li>- backpacking</li> <li>- rock climbing</li> <li>- camping</li> <li>- orienteering</li> <li>- horseback riding</li> <li>- in-line skating</li> <li>- skateboarding</li> <li>- roller blading</li> <li>- survival</li> </ul> <p><b>Winter</b></p> <ul style="list-style-type: none"> <li>- snowshoeing</li> <li>- skiing</li> <li>- snowboarding</li> <li>- skating</li> <li>- winter camping</li> <li>- survival</li> </ul> <p><b>Water-Based</b></p> <ul style="list-style-type: none"> <li>- canoeing</li> <li>- rowing</li> <li>- kayaking</li> <li>- sailing</li> <li>- sailboarding</li> </ul> <p><b>Aquatic</b></p> <ul style="list-style-type: none"> <li>- survival techniques</li> <li>- snorkeling</li> <li>- water games</li> <li>- diving</li> <li>- underwater games</li> </ul>

The Framework for Developing Instructional Activities chart provides examples of contexts or themes that teachers can use to develop instructional activities. Again, this is

not a complete list, but examples of themes and activities that teachers might use to help students achieve the prescribed learning outcomes.

**Framework for Developing Instructional Activities**

Context / Theme	Instructional Topic	Sample Movement Activities
<p><b>Sports and Recreation Management</b></p> <p>Planning and organizing use of school and community programs and resources.</p>	<ul style="list-style-type: none"> <li>• facility scheduling</li> <li>• program planning</li> <li>• promotion of programs</li> <li>• events and co-curricular activities co-ordination</li> <li>• personnel co-ordination</li> </ul>	<ul style="list-style-type: none"> <li>• plan volleyball intramurals (Games)</li> <li>• organize a hiking trip (Alternative-Environment Activities)</li> <li>• allocate officials for a basketball tournament including referees, minor officials, and clean-up crew (Games)</li> </ul>
<p><b>Leadership</b></p> <p>Establishing a plan that moves people toward a predetermined goal.</p>	<ul style="list-style-type: none"> <li>• coaching</li> <li>• officiating</li> <li>• CPR and First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• plan a soccer practice to improve dribbling skills (Games)</li> <li>• referee mini games (Games)</li> <li>• emergency-scene management (Individual and Dual Activities)</li> </ul>
<p><b>Fitness and Conditioning</b></p> <p>Designing and implementing training programs.</p>	<ul style="list-style-type: none"> <li>• fitness assessment</li> <li>• fitness program design</li> <li>• nutrition analysis</li> </ul>	<ul style="list-style-type: none"> <li>• assess the components of fitness (Individual and Dual Activities)</li> <li>• design and implement a personal weight training program (Individual and Dual Activities)</li> <li>• write a daily journal of food intake and analyse the data (Individual and Dual Activities)</li> </ul>
<p><b>Sport and Leisure Pursuits</b></p> <p>Practising and developing motor skills in activities of interest.</p>	<ul style="list-style-type: none"> <li>• co-operative games</li> <li>• rules, strategies, etiquette, and fair play</li> <li>• strive for personal best in active pursuits, individually and in groups</li> </ul>	<ul style="list-style-type: none"> <li>• improve personal best in high jumping (Individual and Dual Activities)</li> <li>• increase distance in cross-country skiing (Alternative-Environment Activities)</li> <li>• apply understanding of the rules and etiquette in field hockey (Games)</li> </ul>
<p><b>Sports Exercise Science</b></p> <p>Enhancing physical capabilities through knowledge of the human body.</p>	<ul style="list-style-type: none"> <li>• anatomy and physiology</li> <li>• biomechanical motion analysis</li> <li>• anaerobic and aerobic energy systems</li> <li>• care and prevention of athletic injuries</li> </ul>	<ul style="list-style-type: none"> <li>• increase vertical jumps through training (Individual and Dual Activities)</li> <li>• videotape and analyse a golf swing (Individual and Dual Activities)</li> <li>• interval training and analysis (Individual and Dual Activities)</li> <li>• tape an ankle (Individual and Dual Activities)</li> </ul>

The Program Dimensions chart illustrates how theme/context dimensions and movement categories are combined to

produce units that address prescribed learning outcomes from one or more curriculum organizer.

**Program Dimensions**

Theme / Context	Movement Categories	Sample Unit	Curriculum Organizer Emphasis			
			Active Living	Movement	Personal and Social Responsibility (Personal Behaviours and Safety Practices)	Personal and Social Responsibility (Leadership and Community Involvement)
Sports and Recreation Management	Alternative-Environment Activities	Organize an intramural event for roller blading.	✓			✓
Leadership	Individual and Dual Activities	CPR			✓	✓
Fitness and Conditioning	Individual and Dual Activities	Design and apply a personal weight-training program.	✓	✓		✓
Sports Exercise Science	Games	Analyse the mechanics of a golf swing to improve effectiveness.	✓	✓	✓	
Sport and Leisure Pursuits	Games	Singles and doubles strategies in tennis.	✓	✓		✓

## ADDITIONAL CONSIDERATIONS FOR INSTRUCTION

When developing a physical education program for grades 11 and 12, consideration must be given to a variety of issues including health, safety, ability, special needs, culture, and gender.

### *Creating a Safe Learning Environment*

When planning instructional activities to meet the prescribed learning outcomes and the needs of students, teachers should always select appropriate exercises, drills, and activities that reflect best and safe practices in physical education. It is essential that teachers establish guidelines and instruct students to follow rules and routines including:

- wearing appropriate clothing and footwear for the activity
- using and handling equipment appropriately
- moving in the designated space with control and respect for others
- recognizing hazards in the activity areas
- respecting and supporting one another

When designing instruction, teachers should consider whether:

- activities are appropriate to the age and ability level (e.g., addresses student interest, practical experience, and confidence level)
- instruction is sequenced progressively to ensure safety
- equipment and facilities are in good repair and suitably arranged
- students are prepared for activities that may involve contact or collision
- supervision is active

### *Sensitive Content*

The body image components of the Physical Education 11 and 12 curriculum address issues and concerns that may be a source of sensitivity

for some students and parents (e.g., self-image, body image, eating disorders). Concerns may arise about a student having an eating disorder, or a student may disclose this information directly. The following are some suggested guidelines for dealing with such issues:

- obtain the support of the school administration before beginning instruction on any potentially sensitive issues
- inform an administrator or counsellor when a concern arises (warning signals may include some or all the following: excessive perfectionism, compulsive exercising, depression, very low or high body weight, or avoidance of wearing standard gym attire)
- be aware of provincial and district policy and legislation on disclosure related to child abuse and eating disorders or suicide
- do not promise that information disclosed will be kept in confidence
- obtain appropriate in-service training before beginning instruction in these sensitive areas

### *Adapting Instruction for All Students*

Participation in physical education is important for all students. Some students with special needs may require program modification to facilitate their participation. When students with special needs are expected to achieve the learning outcomes, with or without adaptations, teachers should follow regular grading practices and reporting procedures. When students are not expected to achieve the learning outcomes because of special needs, teachers should make program modifications. In these cases, reports should be in the form of structured written comments rather than letter grades.



The following are examples of strategies that may help students, including those with special needs, succeed in Physical Education 11 and 12:

- adapt the task by using props, simplifying the task, or substituting skills
- adapt rules and scoring systems (e.g., allow kicking instead of throwing)
- adapt or modify equipment (e.g., smaller, softer, or lighter equipment)
- identify methods of providing assistance (e.g., peer or teacher assistants)
- provide opportunities for extension and more practice
- adapt success-measurement criteria to meet individual student needs
- modify activities by providing parallel ones for students whose special needs preclude participation

Many resources offer ideas for integrating all students into physical education programs or for providing specialized activities for students with special needs (refer to Appendix B).

### *Gender Issues in Physical Education*

Research indicates that, upon reaching the secondary level, girls' participation and interest in physical education decreases significantly. Most young women do not select optional physical education in grades 11 and 12 and may develop a lifelong distaste for physical activity. A decline in interest and lack of choice have been particularly evident in physical education programs that emphasize highly structured and competitive sports. However, research shows that young women tend to be more involved in physical education programs that provide a balance of co-operative and competitive activities and choices. Equitable physical education could be attained by using the following strategies:

- *Programming*
  - give students the opportunity to choose activities, including opportunities for participation individually, with partners, and in small and large groups
  - offer a wide range of co-operative games and activities
  - encourage students to engage in non-traditional activities (e.g., girl's rugby)
  - increase the range of recreation-type activities
  - offer activities in which both boys and girls have little experience
  - include opportunities for co-ed and same-gender activities
  - introduce self-defense awareness and training
- *Communication*
  - be willing to examine interaction patterns with both male and female students
  - use inclusive language; avoid phrases such as "throw like a girl" or "man-to-man" defense
  - encourage students who are having difficulty
  - promote assertive behaviour rather than passive or aggressive behaviour
  - emphasize health and lifestyle rather than weight and appearance
- *Planning*
  - avoid special rules for girls' games or for girls in co-ed games
  - avoid using exercise as punishment
  - include structured peer-teaching activities
  - provide opportunities for specific feedback on skill development
- *Professional Development*
  - team with colleagues to share instructional opportunities and resources that promote gender balance and involvement
  - develop teaching skills in activities not traditional for your gender

## Key Terms

<b>active living</b>	A way of life valuing physical activity as an essential part of living; characterized by the integration of physical activity into daily routines and leisure pursuits.
<b>activity-specific motor skills</b>	Motor skills specific to a particular activity, such as square dance—do-si-do; soccer—heading; aquatics—front crawl; basketball—chest pass.
<b>body mechanics</b>	Methods in which an individual moves through various mediums, including buoyancy, motion, levers, force, and balance.
<b>elements of movement</b>	Includes the movement concepts (body awareness, space awareness, qualities, relationships), movement skills (locomotor skills, non-locomotor skills, motor abilities, manipulative skills), body mechanics, and activity-specific motor skills that enable the performance of any physical activity.
<b>fitness components</b>	Variables that indicate fitness levels of individuals, including flexibility, muscular strength, muscular endurance, anaerobic power, and aerobic capacity (cardiovascular endurance).
<b>locomotor skill</b>	An element of movement; movement from place to place, such as walking, running, hopping, jumping, leaping, skipping, climbing, galloping, rolling, and sliding.
<b>motor skill</b>	Any muscular activity, under voluntary control of the brain, that is directed toward a specific objective.
<b>non-locomotor skill</b>	An element of movement; movement that does not involve locomotion, such as bending, curling, holding, lifting, pulling, pushing, stretching, swinging, twisting, and turning.
<b>performance modifiers</b>	Variables affecting performance and level of participation in a physical activity.
<b>personal functional level of physical fitness</b>	Possessing fundamental motor skills that allow a learner to participate comfortably and confidently in a selected physical activity.
<b>principles of training</b>	In designing a training program, consideration should be given to the following: frequency, overload, duration, specificity, progressions, monitoring, adaptability, overtraining, reversibility, maintenance, and goal-setting.



# CURRICULUM

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*Physical Education 11 and 12*

## PREScribed LEARNING OUTCOMES

*It is expected that students will:*

- design and implement plans for balanced, healthy living, including:
  - nutrition
  - exercise
  - rest
  - work
- demonstrate an understanding of the factors that affect the choice of physical activity throughout life, including:
  - age
  - gender
  - time
  - culture
  - environment
- describe strategies for stress management and relaxation
- adapt physical activities to minimize environmental impact
- design and implement coaching plans for exercise programs that apply the principles of training (progression, overload, specificity)
- demonstrate an understanding of how the cardiovascular, muscular, and skeletal systems relate to human motor performance
- select appropriate community-based recreational and alternative-environment opportunities to develop a personal functional level of physical fitness
- evaluate the influence of consumerism and professional athletics on personal perception of body image

## SUGGESTED INSTRUCTIONAL STRATEGIES

As they integrate physical activity into their daily routines and leisure pursuits, students adopt lifestyles that reflect concepts of healthy, active living. They gain an understanding and appreciation of factors that influence the health and welfare of themselves and others.

- Have students create charts to record daily routines and habits (e.g., nutrition, sleep, exercise) for two weeks. Ask them to use their charts to discuss the relationship between energy levels and physical exercise and develop generalizations about how daily routines affect energy levels. Have students each develop a Best Practices chart showing an “ideal” routine.
- Work with teams of students to design, perform, and evaluate fitness plans for themselves and others, incorporating:
  - the principles of training (progression, overload, specificity)
  - knowledge of cardiovascular, muscular, and skeletal systems
- Provide students with various body-image messages presented in mass media (e.g., models, body builders). Ask students to critique and compare them with their own personal and preferred body images.
- Encourage students to research how factors such as age, gender, culture, and environment may influence a person’s activity choices. Have them design activity programs for different groups (e.g., senior citizens, young adults).
- Ask students to investigate the physiological effects of stress, then identify relaxation techniques and stress-management strategies to alleviate these effects. Have students select techniques, demonstrate them to the class, get feedback, and then modify the techniques.
- Have students organize class participation in an outdoor activity (e.g., hiking, sea kayaking). Prior to the activity, have them develop a plan to describe the steps they will take to demonstrate personal responsibility (e.g., suitable attire, behaviour) and minimize impact on the environment (e.g., not litter when hiking).

## SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate the knowledge, skills, and attitudes associated with active living by developing, analysing, and monitoring plans for themselves and others.

- Review the “actual” and “ideal” charts in which students recorded their lifestyle habits. Consider the extent to which the:
  - records are complete
  - charts include summaries of current practices (e.g., in the form of proportions or percentages)
  - analyses of the relationship between energy level and physical exercise are logical and based on complete and accurate information
  - “ideal” charts are balanced and meet recommended guidelines for sleep and exercise
- Have students create plans to change and monitor their routines and habits to comply with their “ideal” charts. Note the extent to which they:
  - create realistic plans, based on current strengths and interests
  - maintain their records to monitor changes
  - modify their lifestyles to reflect their ideal charts
- When students develop fitness plans and record their progress, note the extent to which they:
  - include all components of fitness
  - use the correct anatomical terms and show principles of training (progression, overload, specificity)
  - keep complete and up-to-date records that include frequency, duration, and intensity of training
  - show variety and alternative (or cross-training) strategies in their plans
  - include summary statements describing feelings or ideas about their improvement in fitness performance
- When students select stress-management or relaxation strategies or techniques, look for evidence that they are able to:
  - provide clear and easy-to-follow demonstrations that involve the class and encourage relaxation
  - identify strengths and weaknesses of various techniques

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Active Living
- Canada’s Food Guide to Healthy Eating, Revised
- Drugs and Sports
- The Fitness Knowledge Course
- The Human Body
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training for Sport
- Sports Injury Handbook
- Towards Gender Equity For Women In Sport



### Video

- Archery: On Target for Fun
- Fast Food: The Video
- Healthy Young/Healthy Aging
- Lacrosse: The Creator’s Game
- The Low Fat Film
- Slim Hopes: Advertising and the Obsession with Thinness
- Training For Excellence



### Multimedia

- Moving to Inclusion
- Sport Nutrition for the Athletes of Canada
- Steps to Success

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- apply the elements of movement to a variety of activities
- plan and participate safely in a variety of activities and environments
- demonstrate a personal functional level of competence in a selection of activity-specific motor skills
- analyse the components of skill performance
- apply understanding of body mechanics (balance, motion, force, levers, buoyancy) to improve their performance and the performance of others
- select and apply problem-solving strategies when planning and leading others in specific activities

**SUGGESTED INSTRUCTIONAL STRATEGIES**

As students participate in co-operative and competitive activities, they apply motor abilities and refine movement skills and concepts. Students also use technology to evaluate body mechanics. They develop strategies to improve performance in activities from the movement categories to pursue excellence or personal goals.

- Before engaging in movement activities, have students perform stretching exercises individually, with partners, or with lead groups. Ask them to do warmup activities that prepare muscle groups for more intense physical activity.
- To help students develop a functional level of competence in activity-specific motor skills, provide them with opportunities for guided and individual practice. For example:

<b>Movement Category</b>	<b>Activity</b>	<b>Activity-Specific Motor Skills</b>
Games	Soccer	trapping, passing, heading
Alternative Environment	Rock Climbing	rappelling, belaying, tying knots
Individual	Golf	driving, putting, chipping

- In groups, have students apply appropriate motor skills as they design and adapt activities for alternative environments. As they work, prompt students with questions such as: Have you considered safety practices, equipment and resources, and the environment? Are all members in the group active?
- To facilitate students' understanding of body mechanics and the elements of movement (e.g., body and space awareness, locomotor and non-locomotor skills), have them use various technologies, including video and photo analysis, to analyse and describe motor skills (e.g., speed, balance, power, agility) that they used in a specific activity. Have them develop presentations to explain and demonstrate:
  - why the skills are important, and how to modify and refine them
  - how to practise them, using a variety of strategies
  - how movement concepts or skills can be applied to a variety of activities
  - how visualization enhances performance

## SUGGESTED ASSESSMENT STRATEGIES

Self- and peer assessment can play an important role in monitoring students' development of movement skills. To provide effective feedback and monitoring, students need to clearly understand the criteria associated with effective performance.

- Work with students to develop criteria for safe participation in specific activities or movement categories. Criteria might focus on:
  - warmup, stretching, cardiovascular work
  - safe use of space
  - safe use of equipment
  - appropriate use of body mechanics
  - cooldown (where appropriate)
- When students demonstrate their personal functional levels of competence in activity-specific skills, provide a checklist they can use for self- and peer assessment. For example, for sending skills (serving, passing, throwing, golf swing), focus attention on:
  - stance (stability)
  - back swing
  - force
  - critical instant
  - follow-through

Have students set goals for improvement and use the checklist and feedback they receive to record their progress in their journals.
- When students design and adapt activities in alternative environments, check that they:
  - correctly identify and implement safety practices
  - define roles and responsibilities for all group members
  - ensure appropriate equipment and resources are available
  - adapt the activities in ways that minimize environmental impact
- To assess students' analyses of the motor skills involved in a specific activity, ask them to describe or demonstrate:
  - the motor skills
  - how to apply the information to increase performance
  - effective ways to practise the skills

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Active Living
- The Fitness Knowledge Course
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training for Sport
- Quality Lesson Plans for Secondary Physical Education
- Skip To Health
- Small Craft Safety
- Sports Injury Handbook



### Video

- Archery: On Target for Fun
- Training For Excellence



### Multimedia

- Moving to Inclusion
- Steps to Success

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- apply appropriate rules, routines, procedures, and safety practices in a variety of activities and environments
- demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds
- demonstrate self-respect and self-confidence while involved in physical activities
- apply etiquette and fair play in a variety of roles, including:
  - performer
  - coach
  - official
  - observer
- demonstrate an understanding of the prevention and treatment of athletic injuries

### SUGGESTED INSTRUCTIONAL STRATEGIES

As students participate in physical activities, they develop and reinforce constructive, positive personal behaviours and safety practices. Students analyse, perform, and supervise physical activities in a variety of diverse roles.

- Have students generate criteria for rules, fair-play behaviours, suitable clothing, inclusion, team play, and safety practices in a particular activity. Challenge them to develop examples for individuals and groups. For example:

Activity	Tennis
Rules	Foot fault occurs if you step on the base line during your service motion.
Etiquette	Make fair line calls.
Safety Practices	Do not cross another court during play.
Roles/ Responsibilities (observer)	Do not talk to players during play.
Fair Play	Show respect for individuals' abilities.

- Have students generate examples of behaviours that show self-respect, self-confidence, and fair play in physical activities (e.g., posture, positive feedback, language, interaction). After participating in games, ask students to assess themselves and others using the established criteria.
- To encourage students' understanding of differences in individual abilities, interests, gender, and cultural backgrounds, have them use a variety of resources (e.g., the Internet, CD-ROMs) to research appropriate activities for specific groups. Ask them to share their findings with the class.
- In teams, have students identify sports injuries that they have incurred, noting the histories, immediate treatments, rehabilitation efforts, and current conditions of the injuries. Ask them to research and discuss how recurring athletic injuries can be prevented and treated.



## SUGGESTED ASSESSMENT STRATEGIES

As students participate in a variety of roles, groupings, and activities in a variety of environments, they have opportunities to demonstrate their personal and social responsibilities. Assessment may combine self-analysis and peer assessment with teacher observation.

- Use the criteria that students generate for rules, fair-play behaviours, suitable clothing, inclusion, team play, and safety practices to create a checklist they can use for self- and peer assessment.
- When students develop and apply safety rules, look for evidence that they:
  - offer ideas and examples during the discussion of fair play
  - demonstrate safe practices in their behaviour
  - encourage others to play fairly
- After students have explored the issues of self-respect and self-confidence during various physical activities, provide questions or statements such as the following for discussion or journal writing:
  - List two or more specific things you did to provide feedback to someone else.
  - Which of these was most successful? Why?
  - List two or more specific ways you received feedback from other students.
  - Which of these was most helpful? Why?
  - What did you notice that you can use in future activities to improve your own confidence? To support others?
- When students identify and discuss sports injuries, look for evidence that they are able to:
  - include all of the relevant information
  - explain how and why the injuries occurred and how they might have been prevented
  - demonstrate appropriate treatment (first aid and rehabilitation)
  - create programs to minimize risk of injury

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Active Living
- The Comprehensive Manual of Taping and Wrapping Techniques
- Drugs and Sports
- Fair Play - It's Your Call
- Harassment in Sport
- Quality Lesson Plans for Secondary Physical Education
- Self Esteem, Sport and Physical Activity
- Skip To Health
- Small Craft Safety
- Sports First-Aid
- Sports Injury Handbook
- Towards Gender Equity For Women In Sport



### Video

- Archery: On Target for Fun
- Healthy Young / Healthy Aging
- Lacrosse: The Creator's Game
- On Challenged Wings
- Steroid Alert
- Training For Excellence



### Multimedia

- Moving to Inclusion
- Steps to Success

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation
- demonstrate an understanding of the processes needed to co-ordinate events and programs in the school and community
- demonstrate knowledge and skills required by recommended certification programs in selected areas related to physical activity
- identify and describe the benefits of service and volunteer work in the school and community
- identify and use appropriate technology when solving problems involving physical activity
- demonstrate an understanding of the attributes required to pursue careers related to physical activity

## SUGGESTED INSTRUCTIONAL STRATEGIES

Students develop leadership skills by organizing school and community sports and recreational programs. As students participate in recommended certification programs and volunteer to co-ordinate events, they gain an understanding of the skills and attributes needed for careers related to physical activity.

- Have each student visit a local community centre (e.g., recreational centre, pool, arena). Ask them to interview facility managers about the skills necessary to co-ordinate programs. Discuss the benefits of service and volunteer work in these programs.
- Invite guest speakers who are in sports or recreation-related careers (e.g., sports or recreation managers, athletic trainers, sports journalists). Encourage students to prepare by:
  - gathering and reading career-related articles from a variety of sources (e.g., journals, magazines, CD-ROMs, the Internet)
  - generating questions
  - discussing career attributes and requirements

As a follow-up activity, have students demonstrate their understanding of career-related activities by preparing sports reports, designing web pages, or volunteering as team trainers.
- In co-operative teams, ask students to brainstorm an intramural event (e.g., novelty indoor track meet, wheel-chair basketball) that requires planning, promotion, managing, and evaluation. Have students use software to create publicity posters, participant databases, correspondence, and budgets for the event.
- Have students complete certification programs in first aid, coaching, or officiating. Following the certification, encourage students to identify opportunities to apply acquired knowledge and skills.
- Ask students to lead peers through innovative games, activities, or specific skill progressions in 20-minute lessons that include warmups, demonstrations, activities, and closure.

## SUGGESTED ASSESSMENT STRATEGIES

Through their participation in a variety of school and community activities, students are able to demonstrate improvement in their leadership skills and their abilities to handle responsibility.

- When students investigate and report on the skills involved in event programming, look for evidence that they:
  - prepare and ask appropriate questions
  - provide accurate and detailed information about the co-ordination skills that are needed, relevant career programs or training, and the benefits of service and volunteer work
- When students organize an intramural recreational event, have them follow a set of procedures, including:
  - as a group, list all tasks that need to be completed
  - assign group members to each task

Ensure students recognize that they are responsible for one another. They receive credit for their own tasks and those tasks that appear immediately above and below theirs on the list. In this example, Glen and Ranjeet are responsible for seeing that the equipment is set up, as well as for their originally assigned tasks. If Susan has not set up the equipment, Glen and Ranjeet must do so.

What	Who
- make posters	Glen
- set up equipment	Susan
- officiate game 3	Ranjeet

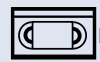
- Work with the class to develop a checklist or rating scale to assess students' 20-minute lessons. Include criteria such as:
  - detailed plan is prepared ahead of time
  - shows thorough knowledge of content
  - safety issues are considered
  - warmup is appropriate
  - class management is effective and appropriate
  - all students participate actively and safely
  - activities and explanations are adjusted based on feedback from the class
  - includes effective closure

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Fair Play - It's Your Call
- The Fitness Knowledge Course
- Great Careers for People Interested in Sports and Fitness
- Physical Education, Revised Edition
- Sports First-Aid
- Syllabus Resource Book - National Coaching Certification Program



### Video

- Futures 2: Fitness and Physical Performance



### Multimedia

- Moving to Inclusion
- Steps to Success

## PREScribed LEARNING OUTCOMES

*It is expected that students will:*

- design, evaluate, and monitor plans for a balanced, healthy lifestyle, taking into consideration factors that affect the choice of physical activity, including:
  - age
  - gender
  - culture
  - environment
  - body-image perceptions
- analyse and design plans for stress management and relaxation
- evaluate, monitor, and adapt plans for exercise programs for themselves and others, applying the principles of training (progression, overload, specificity)
- demonstrate an understanding of physiology and performance modifiers
- develop a plan to maximize personal motor performance for themselves and others
- demonstrate a willingness to use community-based recreational and alternative-environment opportunities to develop a personal functional level of physical fitness
- analyse and describe the effect of professional sports role models on the choice of personal lifetime activities

## SUGGESTED INSTRUCTIONAL STRATEGIES

Active involvement in fitness and activity programs reinforces the importance of a balanced lifestyle. Students plan, participate in, and lead exercise programs and recreational activities, using strategies that encourage others to improve physical fitness and adopt active, healthy lifestyles.

- In small groups, ask students to design, monitor, and evaluate active-health plans for themselves and others. In their plans, encourage them to identify factors that affect participation (e.g., gender, culture, exposure to professional athletics) and suggest strategies to reduce obstacles to participation.
- Have students develop fitness plans for themselves and others that include feedback and support and use physiological and training principles.
- Challenge students to organize school and community activities for groups of varying ages and abilities (e.g., fun run). Pose questions such as:
  - How can you increase the involvement of both men and women from different age groups and different cultures ?
  - How can activities be promoted for groups with varying abilities?
- Work with students to conduct tests to measure biological levels of stress. Include activities that increase heart rate and provide stress-inventory scores, and have students report results. Pose questions such as:
  - What is the difference between physical and psychological stress?
  - How is stress manifested in you and in others?
  - Which strategies best reduce stress?
- Have students each select a physical activity of interest. Ask them to compare fitness requirements of the activities (e.g., muscular strength, endurance) with their personal levels of fitness. Pose the following questions:
  - What performance modifiers would enhance fitness for this activity (e.g., diet, rest, training)?
  - What would you do to raise your personal performance level for this activity?

## SUGGESTED ASSESSMENT STRATEGIES

To demonstrate the outcomes in this organizer, students need a variety of opportunities to plan and participate in individual and community activities and to report on the results.

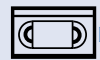
- When students work in groups to develop active-health plans for themselves and others, check that they have:
  - included all fitness components
  - tailored the plans to fit individual characteristics (e.g., gender, interest, culture)
  - developed realistic and efficient systems for monitoring the plans
  - sought feedback from the individuals for whom they are planning
  - modified the plans based on feedback and their own evaluations
- Review students' fitness plans and feedback and support systems to ensure that they have included:
  - appropriate needs assessments
  - realistic goals for improvement
  - physiological and training principles
  - practical procedures for measuring improvement and monitoring the plans
  - outlines of how improvement would be measured
- When planning and reporting on community-based activities (e.g., fun run), students should provide evidence that they have:
  - analysed the client groups
  - considered the time requirements
  - considered the skill and fitness requirements
  - collected feedback from participants
  - completed assessments of the activities
- When students compare their current fitness levels with those required for activities of personal interest, check that they have:
  - created fitness component checklists for the activities
  - analysed the degree of difficulty and intensity of the components of the activities
  - accurately compared their personal levels of fitness to activity requirements
  - identified performance modifiers that would enhance fitness for the activities
  - made realistic suggestions about how to be more effectively prepared

## RECOMMENDED LEARNING RESOURCES



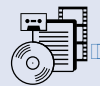
### Print Materials

- Active Living
- Drugs and Sports
- The Fitness Knowledge Course
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training for Sport
- Sports Injury Handbook
- Towards Gender Equity For Women In Sport



### Video

- Archery: On Target for Fun
- Lacrosse: The Creator's Game
- Slim Hopes: Advertising and the Obsession with Thinness
- Training For Excellence



### Multimedia

- Moving to Inclusion
- Sport Nutrition for the Athletes of Canada
- Steps to Success

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- evaluate, adapt, and apply the elements of movement to selected activities
- improve their personal functional level of competence in a selection of activity-specific motor skills
- design and evaluate activities in a variety of environments and movement categories
- evaluate and modify their performance and that of others, applying the principles of body mechanics (balance, motion, force, levers, buoyancy)
- analyse and apply problem-solving strategies when planning and leading others in specific activities

**SUGGESTED INSTRUCTIONAL STRATEGIES**

By participating safely in physical activities and by analysing the movement skills of others, students gain an appreciation and awareness of how the body moves. Students perform, analyse, and evaluate a variety of activity-specific motor skills in a selection of activities.

- Have students develop plans and lead others in warmups for a specific activity. Ask them to consider:
  - purpose and progression of the warmup
  - appropriateness of the warmup to the activity
- To facilitate and expand students' knowledge of and performance in a variety of activities, have them develop lists of activity-specific skills needed to perform activities at a functional level of competence. For example:

<b>Movement Category</b>	<b>Activity</b>	<b>Activity-Specific Skills</b>
Games	Volleyball	top-spin serve, short set
Alternative Environment	Canoeing	j-stroke, draw, pry
Individual and Dual	Weight Training	spotting, lifting technique

- Have students select familiar activities and then adapt them to other environments (e.g., six-a-side indoor volleyball to three-a-side outdoor volleyball).
- In small groups, have students perform a progression of skill-building drills focussing on activity-specific motor skills (e.g., dribbling, front crawl, juggling). Then ask students to work in groups to create their own drills. Students evaluate the body mechanics (e.g., balance, motion, force, levers, buoyancy) involved in the activity and modify existing drills to enhance their own performance and the performance of others.

## SUGGESTED ASSESSMENT STRATEGIES

As students refine, demonstrate, and evaluate activity-specific motor skills in a wide variety of environments, they have opportunities to demonstrate their understanding of the elements of movement and safety and the principles of body mechanics.

- Work with students to develop criteria for warmup activities, such as:
  - progression is appropriate
  - raises heart rate
  - creates movement in the joints
  - stretches large-muscle groups
  - is tailored for the demands of the specific activity
  - is within the skill level of the class (includes options where needed)
  - demonstration is easy to follow
- While students demonstrate their optimal level of competence in activity-specific skills, provide or have them create checklists they can use to evaluate and modify their performance and that of their peers. Ask students to set individual goals for improvement and use the checklists and feedback from peers to describe their progress.
- When students design and evaluate activity programs for other environments, assess the extent to which:
  - the activity shows adaptation that considers the geography, climate, and environment
  - equipment changes are appropriate for the environments selected
- When students work toward improving specific skills, ask them to record and evaluate their progress, focussing on the principles of body mechanics. Check to ensure that they:
  - accurately identify current skill levels, using appropriate measures of speed, duration, weight, distance, or accuracy
  - select areas to improve
  - create appropriate modifications
  - obtain and use feedback from peers, video, or other available technologies
  - evaluate the effects of the drills

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Active Living
- The Fitness Knowledge Course
- Physical Education: VCE Units 1, 2, 3, 4
- Power Training for Sport
- Quality Lesson Plans for Secondary Physical Education
- Skip To Health
- Small Craft Safety
- Sports Injury Handbook



### Video

- Archery: On Target for Fun
- Training For Excellence



### Multimedia

- Moving to Inclusion
- Steps to Success

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- consistently demonstrate safety practices in a variety of activities and environments
- adapt appropriate rules, routines, and procedures while involved in new and familiar activities
- model self-respect and self-confidence while involved in physical activities
- apply appropriate interpersonal skills while organizing and participating in physical activities, showing respect for individual abilities, interests, gender, and cultural backgrounds
- consistently model fair play and etiquette in a variety of roles, including:
  - performer
  - coach
  - official
  - observer
- demonstrate the care and prevention of athletic injuries

**SUGGESTED INSTRUCTIONAL STRATEGIES**

As students lead, participate in, and adapt a variety of physical activities, they model appropriate social behaviours and safety practices. Students also develop and practise important interpersonal skills as they modify and adapt physical activities to meet others' needs and interests.

- Have students create charts that list activities in the movement categories. Ask them to identify reasons for non-participation in each activity (e.g., culture, gender, interest, ability, cost, environment), and brainstorm strategies to increase involvement. For example:

<b>Activity</b>	<b>Reasons for Non-Participation</b>	<b>Strategies to Increase Involvement</b>
Rock Climbing	cost, equipment, access	group rate at indoor climbing facility

- Encourage students to work in small groups to develop rules, procedures, and safety practices for different physical activities. Have each group teach its activity to the class, highlighting the rules, procedures, and safety practices.
- Provide students with task cards describing athletic injuries (e.g., sprained ankle, broken arm, dislocated finger). Have them practise with one another appropriate techniques to treat the injuries (e.g., rest, ice, compress, elevate).
- Present students with video clips that illustrate examples of ethical and unethical behaviours in sport (e.g., violence, use of performance enhancers), and engage them in an exploration of the issues from a variety of perspectives. As an extension, ask students to develop criteria for behaviours that show self-respect and self-confidence in a variety of activities. After performing the activities, have them check to ensure that they have modelled appropriate behaviours.
- Ask students to design and produce posters that display fair-play codes for participants, coaches, officials, and observers in a variety of activities. These may be displayed in school and community physical education facilities.



## SUGGESTED ASSESSMENT STRATEGIES

Self-assessment can play an important role in monitoring students' development of personal behaviours and safety practices.

- When students create personal activity charts, assess the extent to which they:
  - provide accurate and complete information
  - show open attitudes toward activities in which they do not currently participate
  - record realistic, personal suggestions for changing their levels of participation
  - share ideas with other students
- Invite peer assessment of the group-designed activity rules, procedures, and safety practices. Criteria might include:
  - all procedures are clearly explained
  - demonstrations are easy to follow and help clarify the activity
  - safety practices are emphasized
  - rules are clearly outlined and reinforced
  - practice activities are appropriate for the class skill level and help the class achieve a functional level of competence in the activity
  - constructive feedback is provided to participants
- When students work with task cards to treat athletic injuries, record the extent to which:
  - the choice of treatment is appropriate
  - demonstration of the treatment is accurate and complete
  - the follow-up is clearly explained and includes recommendations for further medical treatment if appropriate
- After students have discussed ethical dilemmas in sports, ask them to work in groups to create short videos or demonstrations in which they present issues of their choice to specific audiences (e.g., peers, feeder schools, community cable service). Discuss criteria such as:
  - the issue is important and relevant to the audience
  - the information is well researched and accurate
  - considers several different points of view or perspectives (e.g., different roles, various aspects of the activity)

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Active Living
- The Comprehensive Manual of Taping and Wrapping Techniques
- Drugs and Sports
- Fair Play - It's Your Call
- The Fitness Knowledge Course
- Harassment in Sport
- Quality Lesson Plans for Secondary Physical Education
- Self Esteem, Sport and Physical Activity
- Skip To Health
- Small Craft Safety
- Sports First-Aid
- Sports Injury Handbook



### Video

- Archery: On Target for Fun
- Healthy Young / Healthy Aging
- Lacrosse: The Creator's Game
- On Challenged Wings
- Steroid Alert
- Training For Excellence



### Multimedia

- Moving to Inclusion
- Steps to Success

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- apply knowledge, skills, and personal qualities required for leadership in areas related to physical activity and recreation
- organize and co-ordinate events and programs in the school and community using appropriate technology
- apply knowledge and skills required by recommended certification programs related to physical activity
- perform service and volunteer work in the school and community
- assess knowledge and skills required for specific careers related to physical activity

## SUGGESTED INSTRUCTIONAL STRATEGIES

Students apply leadership skills and the knowledge they gain through certification programs as they initiate and organize school and community recreational programs. They reflect and expand on personal leadership skills through peer-teaching experiences and career-related sports programs.

- To help students develop their leadership abilities, have them work with mentors of their choice (e.g., coach, official, instructor). In preparation, have them:
  - determine personal leadership strengths and interests
  - arrange a mentorship
  - negotiate a partnership agreement with the mentor

Have students evaluate their personal leadership performance during the mentorships.

- Work with students to plan job-shadowing experiences in a sports or recreational field. Have students select appropriate technologies to research and make presentations to the class, providing information on:
  - personal and job-related attributes
  - qualifications and required training
  - opportunities for employment
  - future career trends
- Have students promote and co-ordinate a school recreational or sports activity (e.g., intramural program, extra-curricular event). Encourage them to use a variety of media (e.g., the Internet, software, posters, bulletin boards) to produce activity-related products.
- Encourage students to volunteer in physical activity programs at a local school or community centre where they can apply knowledge and skills from their certification programs to relevant situations (e.g., officiating, coaching, training). Have them keep journals about their experiences and reflect on the importance of providing services to others.

## SUGGESTED ASSESSMENT STRATEGIES

At this level, students demonstrate their leadership and community involvement in increasingly diverse situations, depending on their interests and strengths. Encourage students to take increasing responsibility for documenting evidence of their progress.

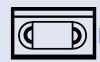
- Assess students' work with mentors by checking the records they keep and conducting short conferences. Look for evidence that students have:
  - identified potential mentors by analysing their own strengths and interests
  - negotiated partnerships with appropriate mentors whose strengths match their interests
  - worked with their mentors to develop lists of responsibilities
  - completed their responsibilities, dated and signed by mentors
  - listed some key observations about the skills, knowledge, and attitudes modelled by their mentors, along with comments about how they might develop or apply what they have observed
- When students organize and manage a school recreational or sports activity, provide opportunities for them to assess and give evidence of the effectiveness and thoroughness of:
  - background information they collect to assist with planning
  - promotional plans and materials
  - registration or entry procedures
  - booking facilities
  - scheduling (e.g., officials; draws, if needed)
  - recording results
  - providing for rewards, awards, and recognition
  - activity-related products they develop (e.g., promotional materials, rules, league tables)
- When students have completed a certification course, look for evidence that they can apply what they have learned. For example, after first-aid certification, they might be expected to:
  - show practical competence in using tensor wrap
  - take responsibility for ensuring that first-aid kits are complete and checked regularly
  - assist as trainers on a school team, offering a set number of hours of service
  - fill out facility safety checklists
  - post emergency-response procedures

## RECOMMENDED LEARNING RESOURCES



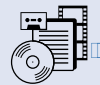
### Print Materials

- Fair Play - It's Your Call
- The Fitness Knowledge Course
- Great Careers for People Interested in Sports and Fitness
- Physical Education, Revised Edition
- Sports First-Aid
- Syllabus Resource Book - National Coaching Certification Program



### Video

- Futures 2: Fitness and Physical Performance



### Multimedia

- Moving to Inclusion
- Steps to Success





# APPENDICES

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*Physical Education 11 and 12*



# APPENDIX A

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*Prescribed Learning Outcomes*



Grade 11	
<p>▶ <b>ACTIVE LIVING</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• design and implement plans for balanced, healthy living, including:                             <ul style="list-style-type: none"> <li>- nutrition</li> <li>- exercise</li> <li>- rest</li> <li>- work</li> </ul> </li> <li>• demonstrate an understanding of the factors that affect the choice of physical activity throughout life, including:                             <ul style="list-style-type: none"> <li>- age</li> <li>- gender</li> <li>- time</li> <li>- culture</li> <li>- environment</li> </ul> </li> <li>• describe strategies for stress management and relaxation</li> <li>• adapt physical activities to minimize environmental impact</li> <li>• design and implement coaching plans for exercise programs that apply the principles of training (progression, overload, specificity)</li> <li>• demonstrate an understanding of how the cardiovascular, muscular, and skeletal systems relate to human motor performance</li> <li>• select appropriate community-based recreational and alternative-environment opportunities to develop a personal functional level of physical fitness</li> <li>• evaluate the influence of consumerism and professional athletics on personal perception of body image</li> </ul>
<p>▶ <b>MOVEMENT</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• apply the elements of movement to a variety of activities</li> <li>• plan and participate safely in a variety of activities and environments</li> <li>• demonstrate a personal functional level of competence in a selection of activity-specific motor skills</li> <li>• analyse the components of skill performance</li> <li>• apply understanding of body mechanics (balance, motion, force, levers, buoyancy) to improve their performance and the performance of others</li> <li>• select and apply problem-solving strategies when planning and leading others in specific activities</li> </ul>



Grade 11	
<p>▶ <b>PERSONAL AND SOCIAL RESPONSIBILITY</b> <i>(Personal Behaviours and Safety Practices)</i></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• apply appropriate rules, routines, procedures, and safety practices in a variety of activities and environments</li> <li>• demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds</li> <li>• demonstrate self-respect and self-confidence while involved in physical activities</li> <li>• apply etiquette and fair play in a variety of roles, including:                             <ul style="list-style-type: none"> <li>- performer</li> <li>- coach</li> <li>- official</li> <li>- observer</li> </ul> </li> <li>• demonstrate an understanding of the prevention and treatment of athletic injuries</li> </ul>
<p>▶ <b>PERSONAL AND SOCIAL RESPONSIBILITY</b> <i>(Leadership and Community Involvement)</i></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation</li> <li>• demonstrate an understanding of the processes needed to co-ordinate events and programs in the school and community</li> <li>• demonstrate knowledge and skills required by recommended certification programs in selected areas related to physical activity</li> <li>• identify and describe the benefits of service and volunteer work in the school and community</li> <li>• identify and use appropriate technology when solving problems involving physical activity</li> <li>• demonstrate an understanding of the attributes required to pursue careers related to physical activity</li> </ul>

Grade 12	
<p>▶ ACTIVE LIVING</p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• design, evaluate, and monitor plans for a balanced, healthy lifestyle, taking into consideration factors that affect the choice of physical activity, including:                             <ul style="list-style-type: none"> <li>- age</li> <li>- gender</li> <li>- culture</li> <li>- environment</li> <li>- body-image perceptions</li> </ul> </li> <li>• analyse and design plans for stress management and relaxation</li> <li>• evaluate, monitor, and adapt plans for exercise programs for themselves and others, applying the principles of training (progression, overload, specificity)</li> <li>• demonstrate an understanding of physiology and performance modifiers</li> <li>• develop a plan to maximize personal motor performance for themselves and others</li> <li>• demonstrate a willingness to use community-based recreational and alternative-environment opportunities to develop a personal functional level of physical fitness</li> <li>• analyse and describe the effect of professional sports role models on the choice of personal lifetime activities</li> </ul>
<p>▶ MOVEMENT</p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• evaluate, adapt, and apply the elements of movement to selected activities</li> <li>• improve their personal functional level of competence in a selection of activity-specific motor skills</li> <li>• design and evaluate activities in a variety of environments and movement categories</li> <li>• evaluate and modify their performance and that of others, applying the principles of body mechanics (balance, motion, force, levers, buoyancy)</li> <li>• analyse and apply problem-solving strategies when planning and leading others in specific activities</li> </ul>

Grade 12	
<p>▶ <b>PERSONAL AND SOCIAL RESPONSIBILITY</b> <i>(Personal Behaviours and Safety Practices)</i></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• consistently demonstrate safety practices in a variety of activities and environments</li> <li>• adapt appropriate rules, routines, and procedures while involved in new and familiar activities</li> <li>• model self-respect and self-confidence while involved in physical activities</li> <li>• apply appropriate interpersonal skills while organizing and participating in physical activities, showing respect for individual abilities, interests, gender, and cultural backgrounds</li> <li>• consistently model fair play and etiquette in a variety of roles, including:                             <ul style="list-style-type: none"> <li>- performer</li> <li>- coach</li> <li>- official</li> <li>- observer</li> </ul> </li> <li>• demonstrate the care and prevention of athletic injuries</li> </ul>
<p>▶ <b>PERSONAL AND SOCIAL RESPONSIBILITY</b> <i>(Leadership and Community Involvement)</i></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• apply knowledge, skills, and personal qualities required for leadership in areas related to physical activity and recreation</li> <li>• organize and co-ordinate events and programs in the school and community using appropriate technology</li> <li>• apply knowledge and skills required by recommended certification programs related to physical activity</li> <li>• perform service and volunteer work in the school and community</li> <li>• assess knowledge and skills required for specific careers related to physical activity</li> </ul>



# APPENDIX B

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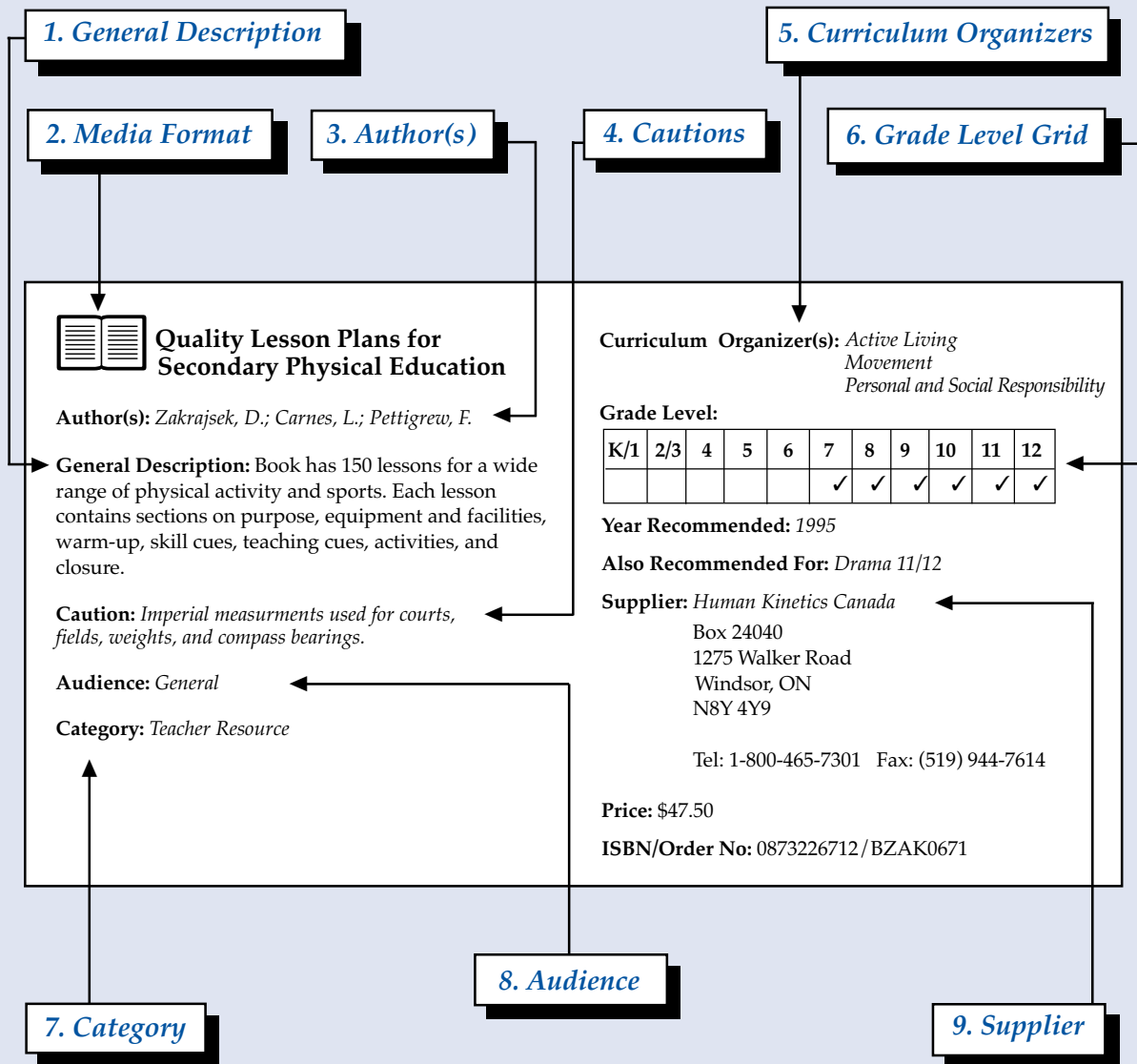
*Learning Resources*



**WHAT IS APPENDIX B?**

Appendix B is a comprehensive list of the *recommended* learning resources for Physical Education 11 and 12. The titles are listed alphabetically and each resource is annotated. In addition, Appendix B contains information on selecting learning resources for the classroom.

*What information does an annotation provide?*



1. **General Description:** This section provides an overview of the resource.
2. **Media Format:** This part is represented by an icon next to the title. Possible icons include:



Audio Cassette



CD-ROM



Film



Games/Manipulatives



Laserdisc/Videodisc



Multimedia



Music CD



Print Materials



Record



Slides



Software



Video

3. **Author(s):** Author or editor information is provided where it might be of use to the teacher.
4. **Cautions:** This category is used to alert teachers about potentially sensitive issues.
5. **Curriculum Organizers:** This category helps teachers make links between the resource and the curriculum.
6. **Grade Level Grid:** This category indicates the suitable age range for the resource.
7. **Category:** This section indicates whether it is a student and teacher resource, teacher resource, or professional reference.
8. **Audience:** This category indicates the suitability of the resource for different types of students. Possible student audiences include the following:
  - general
  - English as a second language (ESL)
  - *Students who are:*
    - gifted
    - blind or have visual impairments
    - deaf or hard of hearing
  - *Students with:*
    - severe behavioural disorders
    - dependent handicaps
    - physical disabilities
    - autism
    - learning disabilities (LD)
    - mild intellectual disabilities (ID-mild)
    - moderate to severe/profound disabilities (ID-moderate to severe/profound)
9. **Supplier:** The name and address of the supplier are included in this category. Prices shown here are approximate and subject to change. Prices should be verified with the supplier.

### *What about the videos?*

The ministry attempts to obtain rights for most *recommended* videos. Negotiations for the most recently recommended videos may not be complete. For these titles, the original distributor is listed in this document, instead of British Columbia Learning Connection Inc. Rights for new listings take effect the year implementation begins. Please check with British Columbia Learning Connection Inc. before ordering new videos.

### SELECTING LEARNING RESOURCES FOR THE CLASSROOM

Selecting a learning resource means choosing locally appropriate materials from the list of recommended resources or other lists of evaluated resources. The process of selection involves many of the same considerations as the process of evaluation, though not to the same level of detail. Content, instructional design, technical design, and social considerations may be included in the decision-making process, along with a number of other criteria.

The selection of learning resources should be an ongoing process to ensure a constant flow of new materials into the classroom. It is most effective as an exercise in group decision making, co-ordinated at the school, district, and ministry levels. To function efficiently and realize the maximum benefit from finite resources, the process should operate in conjunction with an overall district and school learning resource implementation plan.

Teachers may choose to use provincially recommended resources to support provincial or locally developed curricula; choose resources that are not on the ministry's list; or choose to develop their own resources. Resources that are not on the provincially recommended list must be evaluated through a local, board-approved process.

### CRITERIA FOR SELECTION

There are a number of factors to consider when selecting learning resources.

#### *Content*

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning outcomes that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

#### *Instructional Design*

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources have been recommended to support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students. The suitability of a resource for any of these audiences has been noted in the resource annotation. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all of these should be considered for the intended audience.

Teachers should also consider their own teaching styles and select resources that will complement them. The list of *recommended* resources contains materials that range from prescriptive or self-contained resources, to open-ended resources that require



considerable teacher preparation. There are *recommended* materials for teachers with varying levels of experience with a particular subject, as well as those that strongly support particular teaching styles.

### *Technology Considerations*

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

### *Social Considerations*

All resources on the ministry's *recommended* list have been thoroughly screened for social concerns from a provincial perspective. However, teachers must consider the appropriateness of any resource from the perspective of the local community.

### *Media*

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal “unseen worlds” to students. Software may be particularly useful when students are expected to

develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition is a factor. Print resources or CD-ROM can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

### *Funding*

As part of the selection process, teachers should determine how much money is available to spend on learning resources. This requires an awareness of school and district policies, and procedures for learning resource funding. Teachers will need to know how funding is allocated in their district and how much is available for their needs. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

### *Existing Materials*

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through the use of district and school resource management and tracking systems. Such systems usually involve a database to help keep track of a multitude of titles. If such a system is available, then teachers can check the availability of a particular resource via a computer.

## SELECTION TOOLS

The Ministry of Education, Skills and Training has developed a variety of tools to assist teachers with the selection of learning resources.

These include:

- Integrated Resource Packages (IRPs) that contain curriculum information, teaching and assessment strategies, and *recommended* learning resources
- resource databases on disks or on-line
- sets of the most recently recommended learning resources (provided each year to a number of host districts throughout the province to allow teachers to examine the materials first-hand at regional displays)
- sample sets of provincially recommended resources (available on loan to districts on request)

## A MODEL SELECTION PROCESS

The following series of steps is one way a school resource committee might go about selecting learning resources:

1. Identify a resource co-ordinator (for example, a teacher-librarian).
2. Establish a learning resources committee made up of department heads or lead teachers.
3. Develop a school vision and approach to resource-based learning.
4. Identify existing learning resource and library materials, personnel, and infrastructure.
5. Identify the strengths and weaknesses of existing systems.
6. Examine the district Learning Resources Implementation Plan.
7. Identify resource priorities.

8. Apply criteria such as those found in *Evaluating, Selecting, and Managing Learning Resources: A Guide* to shortlist potential resources.
9. Examine shortlisted resources first-hand at a regional display or at a publishers' display, or borrow a set by contacting either a host district or the Curriculum and Resources Branch.
10. Make recommendations for purchase.

## FURTHER INFORMATION

For further information on evaluation and selection processes, catalogues, annotation sets, or resource databases, please contact the Curriculum and Resources Branch of the Ministry of Education, Skills and Training.



**Active Living: The Miracle Medicine to a Long & Healthy Life**

**Curriculum Organizer(s):** *Active Living  
Movement  
Personal and Social Responsibility*

**Author(s):** *Sewart, Gordon W.*

**General Description:** Book promotes the value of physical activity. The easy-to-read format engages the reader in understanding that physical activity can be lifelong, enjoyable, self-paced, manageable, and beneficial to the participant's well-being.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

**Year Recommended:** 1996

**Supplier:** *3S Fitness Group Ltd.  
P.O. Box 5520, Station B  
Victoria, BC  
V8R 6S4*

Tel: (250) 598-1426 Fax: (250) 598-1748

**Price:** \$19.50

**ISBN/Order No:** 0-87322-678-X



**Archery: On Target for Fun**

**Curriculum Organizer(s):** *Active Living  
Movement  
Personal and Social Responsibility*

**General Description:** Twenty-five-minute video introduces the fundamental skills of archery. Also provides general information pertaining to archery as a lifelong activity.

**Caution:** *There is a short hunting sequence.*

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** *B.C. Learning Connection Inc.  
c/o Learning Resources Branch (Customer Service)  
PO Box 9167 Stn Prov Govt  
Victoria, BC  
V8W 9H5*

Tel: (250) 387-5331 Fax: (250) 387-1527

**Price:** \$21.00

**ISBN/Order No:** PE0004



**Canada's Food Guide to Healthy Eating, Revised** Organizer(s): *Active Living  
Personal and Social Responsibility*

**General Description:** Three print components present and explain the revised *Canada Food Guide* in its rainbow format. Senior students may use the resource independently.

**Audience:** *General*

**Category:** *Professional Reference*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

**Year Recommended:** 1993

**Also Recommended For:** *Career and Personal Planning  
Home Economics  
Food Studies 11/12  
Personal Planning*

**Supplier:** *Health and Welfare Canada Publications Unit  
4th floor, Jeanne Mance Building, Tunney's Pasture  
Ottawa, ON  
K1A 1B4*

Tel: (613) 954-8865 Fax: (613) 990-7067

**Price:** (not available)

**ISBN/Order No:** 0-662-19966-9



**The Comprehensive Manual of Taping and Wrapping Techniques** Organizer(s): *Personal and Social Responsibility*

**Author(s):** *Wright, Kenneth E.; Whitehall, William R.*

**General Description:** Manual presents a comprehensive guide to taping and wrapping techniques. Clear photos illustrate taping techniques. Purpose of all these procedures is to provide support and stabilization to the affected body part. Students should have some prior practice before actually taping. Cornerstone In-service provides training.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

**Year Recommended:** 1996

**Supplier:** *Cornerstone Health Care Systems  
101-2469 Montrose Avenue  
Abbotsford, BC  
V2S 3T6*

Tel: (604) 859-6364 Fax: (604) 859-6364

**Price:** \$42.00

**ISBN/Order No:** (not available)



**Drugs and Sports: The Score**

**Curriculum Organizer(s):** *Active Living*  
*Personal and Social Responsibility*

**Author(s):** *R.C.M.P.*

**General Description:** Bilingual booklet jointly developed by the R.C.M.P., the Canadian Centre for Drug Free Sport, and sport medicine communities covers: types of drugs used, anabolic steroids, other drug concerns, recognition of a problem, prevention, and where to get help. Current statistics.

**Audience:** *General*

**Category:** *Professional Reference*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** *Sport Medicine Council of B.C.*  
#3 - Sprott Street  
Vancouver, BC  
V5B 3B8

Tel: (604) 473-4850 Fax: (604) 473-4850

**Price:** (not available)

**ISBN/Order No:** 0-662-59614-5



**Fair Play - It's Your Call**

**Curriculum Organizer(s):** *Personal and Social Responsibility*

**General Description:** Four manuals and one pamphlet focus on the concept that if programs are to successfully provide social interaction and mental and physical conditioning, participants need to respect the written and unwritten rules of games. Also useful for recreational leadership programs.

**Audience:** *General*

**Category:** *Professional Reference*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** *Coaching Association of Canada*  
1600 James Naismith Drive  
Gloucester, ON  
K1B 5N4

Tel: (613) 748-5624 Fax: (613) 748-5707

**Price:** (not available)

**ISBN/Order No:** (not available)



**Fast Food: The Video**

**Curriculum Organizer(s):** *Active Living*

**General Description:** Twenty-five-minute American video depicts the relationship between fat and fast food. It examines and compares fat content of various menu items in fast-food restaurants. Includes a brief teacher's guide.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	

**Year Recommended:** 1996

**Also Recommended For:** *Food Studies 11/12*  
*Home Economics*

**Supplier:** *McIntyre Media Ltd.*  
6845 Rexwood Road, Unit 2  
Mississauga, ON  
L4L 1S5

Tel: (905) 678-9866 Fax: (905) 678-2403

**Price:** \$39.95

**ISBN/Order No:** (not available)



**The Fitness Knowledge Course** Curriculum Organizer(s): *Active Living  
Movement  
Personal and Social Responsibility*

**General Description:** Comprehensive fitness knowledge course covers anatomy, physiology, muscular strength, muscular endurance, flexibility, fitness concepts, training programs and methods of evaluation, nutrition, safety, common injuries (treatments and causes), and leadership skills. Chapters include clearly stated objectives, as well as summaries, activities, diagrams, and quizzes. Students may write an open book exam to acquire Fitness Knowledge Course certification upon course completion. Certification is provincially recognized. Also suitable for students doing advanced directed studies or who are enrolled in career-preparation recreational leadership programs.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

**Year Recommended:** 1996

**Supplier:** *Canadian Fitness Education Services*  
P.O. Box 269  
Nelson, BC  
V1L 5P9

Tel: 1-800-661-8905 Fax: (250) 354-4480

**Price:** (not available)

**ISBN/Order No:** (not available)



**Futures 2: Fitness and Physical Performance** Curriculum Organizer(s): *Personal and Social Responsibility*

**General Description:** Fifteen-minute video provides a motivational means of expanding students' knowledge of career-related opportunities in the health and athletic fields.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

**Year Recommended:** 1996

**Supplier:** *Visual Education Centre Ltd.*  
Unit 3, 41 Horner Avenue  
Etobicoke, ON  
M8Z 4X4

Tel: 1-800-668-0749 Fax: (416) 251-3720

**Price:** (not available)

**ISBN/Order No:** (not available)



**Great Careers for People Interested in Sports and Fitness** Curriculum Organizer(s): *Personal and Social Responsibility*

**Author(s):** *Edwards, L.*

**General Description:** Book provides career information in interview-style profiles of people employed in sports-related careers such as soccer coach, fitness club co-ordinator, sports nutritionist, kinesiologist, sports broadcaster, and so on. Includes planning activities to encourage further exploration and concludes with an open-ended activity. Also useful for recreational leadership programs.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Also Recommended For:** *Career and Personal Planning*

**Supplier:** *Weigl Educational Publishers Ltd.*  
1902 - 11th Street SE  
Calgary, AB  
T2G 3G2

Tel: 1-800-668-0766 Fax: (403) 233-7769

**Price:** \$13.95

**ISBN/Order No:** 1-895579-16-3



**Harassment in Sport: A Guide To Policies, Procedures And Resources** Curriculum Organizer(s): *Personal and Social Responsibility*

**Author(s):** Corbett, Rachel

**General Description:** Handbook provides information on the policies and procedures regarding harassment in sport and related legal issues. Most relevant to sport organizations setting up policies; guide does not focus specifically on physical education issues.

**Audience:** General

**Category:** Professional Reference

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
								✓	✓	✓

**Year Recommended:** 1995

**Supplier:** Promotion Plus  
305 - 1367 West Broadway  
Vancouver, BC  
V6H 4A9

Tel: (604) 737-3075 Fax: (604) 738-7175

**Price:** (not available)

**ISBN/Order No:** 1195-003-X



**Healthy Young/Healthy Aging** Curriculum Organizer(s): *Active Living*  
*Personal and Social Responsibility*

**General Description:** Fifteen-minute video presents an adolescent perspective on aging by projecting two teens into the future as seniors. A humorous approach highlights how current nutrition and lifestyle practices will influence the aging process. Brief discussion guide provides objectives and activities.

**Audience:** General

**Category:** Student, Teacher Resource

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

**Year Recommended:** 1996

**Also Recommended For:** *Family Management 11/12*  
*Home Economics*

**Supplier:** Visual Education Centre Ltd.  
Unit 3, 41 Horner Avenue  
Etobicoke, ON  
M8Z 4X4

Tel: 1-800-668-0749 Fax: (416) 251-3720

**Price:** (not available)

**ISBN/Order No:** (not available)



**The Human Body: An Illustrated Guide to Its Structure, Function, and Disorders** Curriculum Organizer(s): *Active Living*

**General Description:** Reference book presents the whole human body through colourful, step-by-step illustrations and clear, informative text. Discusses more than 150 diseases and disorders including how these conditions are diagnosed and treated. A resource for the P.E. teacher who requires a more thorough understanding of the human body.

**Audience:** General

**Category:** Professional Reference

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

**Year Recommended:** 1996

**Supplier:** Irwin Publishing  
1800 Steeles Avenue West  
Concord, ON  
L4K 2P3

Tel: (905) 660-0611 Fax: (905) 660-0676

**Price:** \$28.00

**ISBN/Order No:** 0-7737-2887-2



**Lacrosse: The Creator's Game** Curriculum Organizer(s): *Active Living*  
*Personal and Social Responsibility*

**General Description:** Twenty-five-minute video explores the history of lacrosse and its spiritual significance to First Nations, their generosity in sharing lacrosse, and the period they were excluded from playing on the professional circuit. Combines archival footage with interviews with modern lacrosse players and First Nations leaders.

**Caution:** *Depicts First Nations women as passive spectators and perpetuates male "macho" image, within the historical context.*

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
		✓	✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Also Recommended For:** *Social Studies*

**Supplier:** *Magic Lantern Communications Ltd. (Ontario)*  
Unit 38, 775 Pacific Road  
Oakville, ON  
L6L 6M4

Tel: 1-800-263-1717 Fax: (905) 827-1154

**Price:** \$99.00

**ISBN/Order No:** 785-31-100



**The Low Fat Film** Curriculum Organizer(s): *Active Living*

**General Description:** Twenty-two-minute video presents methods of reducing fat and cholesterol. The focus is on how a low-fat, healthy diet can help achieve personal goals. Includes a discussion and activity guide.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	

**Year Recommended:** 1996

**Also Recommended For:** *Food Studies 11/12*  
*Home Economics*

**Supplier:** *Visual Education Centre Ltd.*  
Unit 3, 41 Horner Avenue  
Etobicoke, ON  
M8Z 4X4

Tel: 1-800-668-0749 Fax: (416) 251-3720

**Price:** (not available)

**ISBN/Order No:** (not available)





**Moving to Inclusion**

**General Description:** Nine resource modules provide disability-specific information along with implications for the physical education setting, plus lesson plans, curriculum modifications, and so on. A tenth module presents a condensed version of the other nine. A seven-minute, open-captioned video presents examples of students with severe and multiple disabilities who have been successfully integrated into physical education classes. Also useful for recreational leadership programs.

**Audience:**

- LD - promotes inclusion*
- ID (Mild) - promotes inclusion*
- Blind/Visual Impairments - promotes inclusion*
- ID (Moderate to Severe/Profound) - promotes inclusion*
- Dependent Handicaps - promotes inclusion*
- Deaf or Hard of Hearing - promotes inclusion*
- Physical Disabilities - promotes inclusion*

**Category:** *Teacher Resource*

**Curriculum Organizer(s):** *Active Living  
Movement  
Personal and Social Responsibility*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1994

**Supplier:** *Canadian Intramural Recreation Association (CIRA)*  
1600 James Naismith Drive  
Gloucester, ON  
K1B 5N4

Tel: (613) 748-5639 Fax: (613) 748-5737

**Price:** \$15.00 per module, \$10.00 per video  
\$150.00 for condensed modules

**ISBN/Order No:** (not available)



**On Challenged Wings**

**General Description:** Fifty-eight-minute video documents how five physically disabled people have overcome obstacles to excel in recreational and competitive sports. Participants describe the obstacles society has put in their way and discuss how they have made adaptations to their sport.

**Audience:** *General*

*Physically Disabilities - awareness video on striving to potential*

**Category:** *Teacher Resource*

**Curriculum Organizer(s):** *Active Living  
Movement  
Personal and Social Responsibility*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

**Year Recommended:** 1994

**Supplier:** *B.C. Learning Connection Inc.*  
c/o Learning Resources Branch (Customer Service)  
PO Box 9167 Stn Prov Govt  
Victoria, BC  
V8W 9H5

Tel: (250) 387-5331 Fax: (250) 387-1527

**Price:** \$22.00

**ISBN/Order No:** SS0081



**Physical Education, Revised Edition** Curriculum Organizer(s): *Personal and Social Responsibility*

**Author(s):** Kidd, Bruce

**General Description:** Booklet provides a current reference on career and occupational opportunities related to physical education. It examines postsecondary training throughout Canada, occupations in which a degree is essential, occupations in which training in P.E. is useful, and P.E. as a stepping-stone to other health professions.

**Audience:** General

**Category:** Student, Teacher Resource

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
								✓	✓	✓

**Year Recommended:** 1995

**Supplier:** Guidance Centre - O.I.S.E.  
712 Gordon Baker Road  
Toronto, ON  
M2H 3R7

Tel: 1-800-668-6247 Fax: (416) 502-1101

**Price:** \$9.00

**ISBN/Order No:** 0-07713-0416-1/B1786-10



**Physical Education: VCE Units 1, 2, 3, 4** Curriculum Organizer(s): *Active Living  
Movement  
Personal and Social Responsibility*

**Author(s):** Littlewood ... et al.

**General Description:** Two Australian texts offer a comprehensive overview and analysis of the following: body images, health factors, learning physical skills, technique and technology, biomechanical principles, sociology of sport and fitness, and participation. Includes suggestions for student activities.

**Audience:** General

*Gifted - many projects encourage critical thinking*

**Category:** Teacher Resource

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** Nelson Canada  
1120 Birchmount Road  
Scarborough, ON  
M1K 5G4

Tel: 1-800-268-2222 Fax: (416) 752-9365 or 752-9646

**Price:** (not available)

**ISBN/Order No:** Units 1 and 2: 17-008829-4  
Units 3 and 4: 17-008830-8



**Power Training for Sport: Plyometrics for Maximum Power Development** Curriculum Organizer(s): *Active Living  
Movement  
Personal and Social Responsibility*

**Author(s):** Bompa, Tudor O.

**General Description:** Current Canadian book provides information on power training for developing individual training and fitness programs. Includes methodology, planning, illustrations, testing, and a glossary. Focuses on training principles for the normal population, rather than athletes who have enhanced their training with drugs.

**Audience:** General

**Category:** Professional Reference

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
				✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** Mosaic Press/International Publishers Inc.  
Box 1032  
1252 Speers Road, Units 1 & 2  
Oakville, ON  
L6L 5N9

Tel: (905) 825-2130 Fax: (905) 825-2130

**Price:** \$18.95

**ISBN/Order No:** 0-920678-58-0



**Quality Lesson Plans for Secondary Physical Education**

**Curriculum Organizer(s):** *Active Living  
Movement  
Personal and Social Responsibility*

**Author(s):** *Zakrajsek, D.; Carnes, L.; Pettigrew, F.*

**General Description:** Book has 150 lessons for a wide range of physical activity and sports. Each lesson contains sections on purpose, equipment and facilities, warm-up, skill cues, teaching cues, activities, and closure.

**Caution:** *Imperial measurements used for courts, fields, weights, and compass bearings.*

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** *Human Kinetics Canada*  
Box 24040  
1275 Walker Road  
Windsor, ON  
N8Y 4Y9

Tel: 1-800-465-7301 Fax: (519) 944-7614

**Price:** \$47.50

**ISBN/Order No:** 0873226712/BZAK0671



**Self Esteem, Sport and Physical Activity**

**Curriculum Organizer(s):** *Personal and Social Responsibility*

**General Description:** Professional resource folder consists of eight articles from various newspapers and journals addressing issues affecting girls and women in physical activity and sport, such as self-esteem and gender equity.

**Audience:** *General*

**Category:** *Professional Reference*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
		✓	✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** *Promotion Plus*  
305 - 1367 West Broadway  
Vancouver, BC  
V6H 4A9

Tel: (604) 737-3075 Fax: (604) 738-7175

**Price:** (not available)

**ISBN/Order No:** (not available)



**Skip To Health**

**Curriculum Organizer(s):** *Active Living  
Movement  
Personal and Social Responsibility*

**Author(s):** *Elbourn, Jill; Harris, Jo; Kalbfleisch, Susan E.*

**General Description:** Handbook details comprehensive methods for incorporating skipping into any fitness program. Five main sections address the skills-development approach, games approach, creative approach, warming up for other activities, and training for sports. Includes self-evaluation ideas.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** *ATEC Marketing Limited*  
130 Longfield Crescent  
Ancaster, ON  
L9G 3N7

Tel: (905) 648-0178 Fax: (905) 648-7240

**Price:** \$10.95

**ISBN/Order No:** 0-9692891-1-1



**Slim Hopes: Advertising and the Obsession with Thinness** Curriculum Organizer(s): *Active Living*

**General Description:** Thirty-minute video offers an in-depth analysis of the role female bodies play in advertising imagery and the resulting devastating effects on women's health, both physical and mental. It offers a well-documented critical perspective on the social impact of advertising.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

**Year Recommended:** 1996

**Also Recommended For:** *Family Management 11/12*

**Supplier:** *Kinetic Inc.*

408 Dundas St. East  
Toronto, ON  
M5A 2A5

Tel: 1-800-263-6910 Fax: (416) 925-0653

**Price:** \$350.00

**ISBN/Order No:** 8939/0685



**Small Craft Safety: Instructor Guide and Reference** Curriculum Organizer(s): *Movement*  
*Personal and Social Responsibility*

**Author(s):** *Rankin-Collie, Jan (ed.)*

**General Description:** Guide deals with the basics of small-craft safety (canoeing, rowing, and power), related conditions (weather, water, and survival), and preventative aspects of boating (navigation, safety equipment, and emergency procedures). Includes a classroom course and pupil-training courses.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Also Recommended For:** *Career and Personal Planning*  
*Personal Planning*

**Supplier:** *Canadian Red Cross Society - CAPP*

207-88 Tenth Street  
New Westminster, BC  
V3M 6H8

Tel: (604) 431-4200 Fax: (604) 431- 4275

**Price:** \$13.00

**ISBN/Order No:** 0-920854-76-1



**Sport Nutrition for the Athletes of Canada** Curriculum Organizer(s): *Active Living*

**General Description:** Workbook for both coaches and athletes and a humorous 24-minute video focus on nutrition, fluids, the training diet, shape management, and pre- and post-competition meals. Includes user-friendly worksheets and quizzes.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	✓

**Year Recommended:** 1996

**Supplier:** *Beef Information Centre*  
140 West 15th Street, Suite 100  
North Vancouver, BC  
V7M 1R6

Tel: (604) 985-0113 Fax: (604) 985-8284

**Price:** (not available)

**ISBN/Order No:** (not available)



**Sports First-Aid: A Guide to Sports Injuries** Curriculum Organizer(s): *Active Living*  
*Personal and Social Responsibility*

**Author(s):** *Sport Medicine Council of B.C.*

**General Description:** Book provides a comprehensive, practical guide to injury prevention, recognition, and on-site management of common sport injuries. Includes a quick, ready reference for immediate treatment. Suitable for independent use by senior students. This is not a first-aid course booklet; focus is on immediate on-site management of injuries.

**Audience:** *General*

**Category:** *Professional Reference*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** *Sport Medicine Council of B.C.*  
#3 - Sprott Street  
Vancouver, BC  
V5B 3B8

Tel: (604) 473-4850 Fax: (604) 473-4850

**Price:** \$22.00

**ISBN/Order No:** 0-9696489-5-2



**Sports Injury Handbook** Curriculum Organizer(s): *Active Living*  
*Movement*  
*Personal and Social Responsibility*

**Author(s):** *Levy, Allan; Fuerst, Mark*

**General Description:** Handbook describes how to prevent or treat the most common injuries in more than two dozen sports. It covers injury prevention through conditioning and nutrition, analysis of common injuries and rehabilitative exercises, and sport-specific injuries. Specifically addresses the female, young, and elderly athlete.

**Audience:** *General*

**Category:** *Professional Reference*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

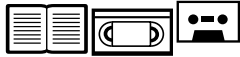
**Year Recommended:** 1996

**Supplier:** *John Wiley & Sons Canada Ltd.*  
22 Worcester Road  
Rexdale, ON  
M9W 1L1

Tel: (416) 675-3580 Fax: (416) 675-6599

**Price:** (not available)

**ISBN/Order No:** 0-471-54737-9



**Steps to Success**

**General Description:** Comprehensive set of resources for teaching and learning a variety of sports and activities includes: 18 participant books, 11 instructor's guides, series textbook, 1 video, and 5 audio cassettes. The program teaches basic skills in a self-paced, sequential manner. Components also available separately.

**Caution:** *One book in the set, Australian Football, is not recommended, due to safety considerations.*

**Audience:** *General*

*Gifted - program could be given as independent study in a particular activity area*

**Category:** *Teacher Resource*

**Curriculum Organizer(s):** *Active Living  
Movement  
Personal and Social Responsibility*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** *Human Kinetics Canada*  
Box 24040  
1275 Walker Road  
Windsor, ON  
N8Y 4Y9

Tel: 1-800-465-7301 Fax: (519) 944-7614

**Price:** \$12.50 - \$55.95 each

**ISBN/Order No:** (not available)



**Steroid Alert**

**General Description:** Twenty-three-minute video gives a historical perspective on steroid use, from its introduction in the 1940s for medical use to present-day abuse by athletes. Discusses and illustrates physical, psychological, and long-term effects of steroid use. Pre- and post-viewing activities will have to be developed by the teacher.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Personal and Social Responsibility*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

**Year Recommended:** 1996

**Also Recommended For:** *Career and Personal Planning*

**Supplier:** *B.C. Learning Connection Inc.*  
c/o Learning Resources Branch (Customer Service)  
PO Box 9167 Stn Prov Govt  
Victoria, BC  
V8W 9H5

Tel: (250) 387-5331 Fax: (250) 387-1527

**Price:** \$21.00

**ISBN/Order No:** IGLL02



**Syllabus Resource Book - National Coaching Certification Program**

**Author(s):** *Coaching Association of Canada*

**General Description:** Resource book is a quick reference tool for instructors. It contains detailed descriptions of NCCP technical and practical components for 27 sports. Program is skill-, strategy-, and tactical-based.

**Audience:** *General*

**Category:** *Professional Reference*

**Curriculum Organizer(s):** *Movement  
Personal and Social Responsibility*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
				✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** *Coaching Association of Canada*  
1600 James Naismith Drive  
Gloucester, ON  
K1B 5N4

Tel: (613) 748-5624 Fax: (613) 748-5707

**Price:** (not available)

**ISBN/Order No:** (not available)



**Towards Gender Equity For Women In Sport: A Handbook for National Sport Organizations**

Curriculum Organizer(s): *Active Living  
Personal and Social Responsibility*

**General Description:** Book introduces issues and concerns related to gender equity in Canadian sport. Includes a four-step framework for implementing gender equity in an organization. It stresses a proactive method in promoting leadership for women and activity for people with disabilities.

**Audience:** *General*

**Category:** *Professional Reference*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Year Recommended:** 1995

**Supplier:** CAHPERD  
1600 James Naismith Drive  
Gloucester, ON  
K1B 5N4

Tel: (613) 748-5622 Fax: (613) 748-5737

**Price:** (not available)

**ISBN/Order No:** 1195-003X



**Training For Excellence**

Curriculum Organizer(s): *Active Living  
Movement  
Personal and Social Responsibility*

**General Description:** Thirty-five-minute video, narrated by the trainer for the L.A. Lakers, primarily focusses on a full-body strength training workout using free weights and machines. Also describes aerobic conditioning, flexibility, nutrition, pre-game meals, and dehydration. Lack of female representation.

**Caution:** *Teachers should add emphasis to spotting techniques while viewing the free weight instruction.*

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

**Year Recommended:** 1996

**Supplier:** Visual Education Centre Ltd.  
Unit 3, 41 Horner Avenue  
Etobicoke, ON  
M8Z 4X4

Tel: 1-800-668-0749 Fax: (416) 251-3720

**Price:** (not available)

**ISBN/Order No:** (not available)







# APPENDIX C

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## *Cross-Curricular Interests*



The three principles of learning stated in the introduction of this Integrated Resource Package (IRP) support the foundation of The Kindergarten to Grade 12 Education Plan. They have guided all aspects of the development of this document, including the curriculum outcomes, instructional strategies, assessment strategies, and learning resource evaluations.

In addition to these three principles, the Ministry of Education, Skills and Training wants to ensure that education in British Columbia is relevant, equitable, and accessible to all learners. In order to meet the needs of all learners, the development of each component of this document has been guided by a series of cross-curricular reviews. This appendix outlines the key aspects of each of these reviews. The information here is intended to guide the users of this document as they engage in school and classroom organization and instructional planning and practice.

The areas of cross-curricular interest are:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

### APPLIED FOCUS IN CURRICULUM

An applied focus combines the following components in curriculum development, consistent with the nature of each subject area:

**Learning Outcomes**—expressed as observable, measurable, and reportable abilities or skills

**Employability Skills**—inclusion of outcomes or strategies that promote skills that will enable students to be successful in the workplace (e.g., literacy, numeracy, critical and creative thinking, problem solving, technology, and information management)

**Contextual Learning**—an emphasis on learning by doing; the use of abstract ideas and concepts, including theories, laws, principles, formulae, rules, or proofs in a practical context (e.g., home, workplace, community)

**Interpersonal Skills**—inclusion of strategies that promote co-operative activities and teamwork

**Career Development**—inclusion of appropriate connections to careers, occupations, entrepreneurship, or the workplace

An applied focus in all subjects and courses promotes the use of practical applications to demonstrate theoretical knowledge. Using real-world and workplace problems and situations as a context for the application of theory makes school more relevant to students' needs and goals. An applied focus strengthens the link between what students need to know to function effectively in the workplace or in postsecondary education and what they learn in Kindergarten through Grade 12.

Some examples of an applied focus in different subjects are:

**English Language Arts**—increasing emphasis on language used in everyday situations and in the workplace, such as for job interviews, memo and letter writing, word processing, and technical communications (including the ability to interpret technical reports, manuals, tables, charts, and graphics)

**Mathematics**—more emphasis on skills needed in the workplace, including knowledge of probability and statistics, logic, measurement theory, and problem solving

**Science**—more practical applications and hands-on experience of science, such as reducing energy waste in school or at home, caring for a plant or animal in the classroom, and using computers to produce tables and graphs and for spreadsheets

**Business Education**—more emphasis on real-world applications such as preparing résumés and personal portfolios, participating in groups to solve business communication problems, using computer software to keep records, and using technology to create and print marketing material

**Visual Arts**—applying visual arts skills to real-world design, problem solving, and communications; exploring career applications of visual arts skills; experimenting with a variety of new technologies to create images; and a new emphasis on creating and understanding images of social significance to the community

This summary is derived from *The Kindergarten to Grade 12 Education Plan* (September 1994), and curriculum documents from British Columbia and other jurisdictions.

### CAREER DEVELOPMENT

Career development is an ongoing process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices.

Students develop:

- an open attitude toward a variety of occupations and types of work
- an understanding of the relationship between work and leisure, work and the family, and work and one's interests and abilities

- an understanding of the role of technology in the workplace and in daily life
- an understanding of the relationship between work and learning
- an understanding of the changes taking place in the economy, society, and the job market
- an ability to construct learning plans and reflect on the importance of lifelong learning
- an ability to prepare for multiple roles throughout life

The main emphases of career development are career awareness, career exploration, career preparation, career planning, and career work experience.

#### *In the Primary Years*

Career awareness promotes an open attitude toward a variety of career roles and types of work. Topics include:

- the role of work and leisure
- relationships among work, the family, one's personal interests, and one's abilities

A variety of careers can be highlighted through the use of in-class learning activities that focus on the students themselves and on a range of role models, including non-traditional role models.

#### *In Grades 4 to 8*

The emphasis on self-awareness and career awareness is continued. Topics include:

- interests, aptitudes, and possible future goals
- technology in the workplace and in our daily lives
- social, family, and economic changes
- future education options
- career clusters (careers that are related to one another)
- lifestyles
- external influences on decision making

Games, role-playing, drama, and appropriate community volunteer experience can be used to help students actively explore the world of work. Field experiences in which students observe and interview workers in their occupational environments may also be appropriate. These learning activities will facilitate the development of interpersonal communications and group problem-solving skills needed in the workplace and in other life situations.

### *In Grades 9 and 10*

The emphasis is on providing students with opportunities to prepare for and make appropriate and realistic decisions. In developing their student learning plans, they will relate self-awareness to their goals and aspirations. They will also learn many basic skills and attitudes that are required for an effective transition into adulthood. This will assist in preparing them to be responsible and self-directed throughout their lives.

Topics include:

- entrepreneurial education
- employability skills (e.g., how to find and keep a job)
- the importance of lifelong education and career planning
- involvement in the community
- the many different roles that an individual can play throughout life
- the dynamics of the working world (e.g., unions, unemployment, supply and demand, Pacific Rim, free trade)

The examination of personal interests and skills through a variety of career exploration opportunities (e.g., job shadowing) is emphasized at this level. Group discussion and individual consultation can be used to help students examine and confirm their personal values and beliefs.

### *In Grades 11 and 12*

Career development in these grades is focussed more specifically on issues related to the world of work. These include:

- dynamics of the changing work force and changing influences on the job market (e.g., developing technology and economic trends)
- job-keeping and advancement skills (interpersonal skills needed in the workplace, employment standards)
- occupational health issues and accessing health support services
- funding for further education
- alternative learning strategies and environments for different life stages
- mandatory work experience (minimum 30 hours)

### *Work Experience*

Work experience provides students with opportunities to participate in a variety of workplace situations to help prepare them for the transition to a work environment.

Work experience also provides students with opportunities to:

- connect what they learn in school with the skills and knowledge needed in the workplace and society in general
- experience both theoretical and applied learning, which is part of a broad liberal education
- explore career directions identified in their Student Learning Plans

Descriptions of career development are drawn from the ministry's *Career Developer's Handbook, Guidelines for the Kindergarten to Grade 12 Education Plan, Implementation Resource, Part 1*, and the *Career and Personal Planning 8 to 12 IRP* (1997).

### ENGLISH AS A SECOND LANGUAGE (ESL)

ESL assistance is provided to students whose use of English is sufficiently different from standard English to prevent them from reaching their potential. Many students learning English speak it quite fluently and seem to be proficient. School, however, demands a more sophisticated version of English, both in reading and writing. Thus even fluent speakers might require ESL to provide them with an appropriate language experience that is unavailable outside the classroom. ESL is a transitional service rather than a subject. Students are in the process of learning the language of instruction and, in many cases, the content matter of subjects appropriate to their grade level. Thus ESL does not have a specific curriculum. The provincial curriculum is the basis of much of the instruction and is used to teach English as well as individual subject areas. It is the methodology, the focus, and the level of engagement with the curriculum that differentiates ESL services from other school activities.

#### *Students in ESL*

Nearly 10% of the British Columbia school population is designated as ESL students. These students come from a diversity of backgrounds. Most are recent immigrants to British Columbia. Some are Canadian-born but have not had the opportunity to learn English before entering the primary grades. The majority of ESL students have a well-developed language system and have had similar schooling to that of British Columbia-educated students. A small number, because of previous experiences, are in need of basic support such as literacy training, academic upgrading, and trauma counselling.

Teachers may have ESL students at any level in their classes. Many ESL students are placed in subject-area classes primarily for the purpose of contact with English-speaking peers and experience with the subject and language. Other ESL students are wholly integrated into subject areas. A successful integration takes place when the student has reached a level of English proficiency and background knowledge in a subject to be successful with a minimum of extra support.

#### *Optimum Learning Environment*

The guiding principle for ESL support is the provision of a learning environment where the language and concepts can be understood by students.

Good practices to enhance learning include:

- using real objects and simple language at the beginning level
- taking into consideration other cultural backgrounds and learning styles at any level
- providing adapted (language-reduced) learning materials
- respecting a student's "silent period" when expression does not reflect the level of comprehension
- allowing students to practise and internalize information before giving detailed answers
- differentiating between form and content in student writing
- keeping in mind the level of demand placed on students

This summary is drawn from *Supporting Learners of English: Information for School and District Administrators*, RB0032, 1993, and *ESL Policy Discussion Paper (Draft)*, Social Equity Branch, December 1994.

## ENVIRONMENT AND SUSTAINABILITY

Environmental education is defined as a way of understanding how humans are part of and influence the environment. It involves:

- students learning about their connections to the natural environment through all subjects
- students having direct experiences in the environment, both natural and human-built
- students making decisions about and acting for the environment

The term *sustainability* helps to describe societies that “promote diversity and do not compromise the natural world for any species in the future.”

### *Value of Integrating Environment and Sustainability Themes*

Integrating “environment and sustainability” themes into the curriculum helps students develop a responsible attitude toward caring for the earth. Students are provided with opportunities to identify their beliefs and opinions, reflect on a range of views, and ultimately make informed and responsible choices.

Some guiding principles that support the integration of “environment and sustainability” themes in subjects from Kindergarten to Grade 12 include:

- Direct experience is the basis of learning.
- Responsible action is integral to, and a consequence of, environmental education.
- Life on Earth depends on, and is part of, complex systems.
- Human decisions and actions have environmental consequences.
- Environmental awareness enables students to develop an aesthetic appreciation of the environment.

- The study of the environment enables students to develop an environmental ethic.

This summary is derived from *Environmental Concepts in the Classroom: A Guide for Teachers*, Ministry of Education, 1995.

## ABORIGINAL STUDIES

Aboriginal studies focus on the richness and diversity of Aboriginal cultures and languages. These cultures and languages are examined within their own unique contexts and within historical, contemporary, and future realities. Aboriginal studies are based on a holistic perspective that integrates the past, present, and future. Aboriginal peoples are the original inhabitants of North America and live in sophisticated, organized, and self-sufficient societies. The First Nations constitute a cultural mosaic as rich and diverse as that of Western Europe, including different cultural groups (e.g., Nisga’a, Kwakwaka’wakw, Nlaka’pamux, Secwepemc, Skomish, Tsimshian). Each is unique and has a reason to be featured in the school system. The First Nations of British Columbia constitute an important part of the historical and contemporary fabric of the province.

### *Value of Integrating Aboriginal Studies*

- First Nations values and beliefs are durable and relevant today.
- There is a need to validate and substantiate First Nations identity.
- First Nations peoples have strong, dynamic, and evolving cultures that have adapted to changing world events and trends.
- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual respect.

- There is a need for informed, reasonable discussion and decision making regarding First Nations issues, based on accurate information (for example, as modern treaties are negotiated by Canada, British Columbia, and First Nations).

In studying First Nations, it is expected that students will:

- demonstrate an understanding and appreciation for the values, customs, and traditions of First Nations peoples
- demonstrate an understanding of and appreciation for unique First Nations communications systems
- demonstrate a recognition of the importance of the relationship between First Nations peoples and the natural world
- recognize dimensions of First Nations art as a total cultural expression
- give examples of the diversity and functioning of the social, economic, and political systems of First Nations peoples in traditional and contemporary contexts
- describe the evolution of human rights and freedoms as they pertain to First Nations peoples

Some examples of curriculum integration include:

**Visual Arts**—comparing the artistic styles of two or more First Nations cultures

**English Language Arts**—analysing portrayals and images of First Nations peoples in various works of literature

**Home Economics**—identifying forms of food, clothing, and shelter in past and contemporary First Nations cultures

**Technology Education**—describing the sophistication of traditional First Nations technologies (e.g., bentwood or kerfed boxes, weaving, fishing gear)

**Physical Education**—participating in and developing an appreciation for First Nations games and dances

This summary is derived from *First Nations Studies: Curriculum Assessment Framework (Primary Through Graduation)*, Aboriginal Education Branch, 1992, and *B.C. First Nations Studies 12 Curriculum*, Aboriginal Education Branch, 1994.

### GENDER EQUITY

Gender-equitable education involves the inclusion of the experiences, perceptions, and perspectives of girls and women, as well as boys and men, in all aspects of education. It will initially focus on girls in order to redress historical inequities. Generally, the inclusive strategies, which promote the participation of girls, also reach boys who are excluded by more traditional teaching styles and curriculum content.

#### *Principles of Gender Equity in Education*

- All students have the right to a learning environment that is gender equitable.
- All education programs and career decisions should be based on a student's interest and ability, regardless of gender.
- Gender equity incorporates a consideration of social class, culture, ethnicity, religion, sexual orientation, and age.
- Gender equity requires sensitivity, determination, commitment, and vigilance over time.
- The foundation of gender equity is co-operation and collaboration among students, educators, education organizations, families, and members of communities.



### *General Strategies for Gender-Equitable Teaching*

- Be committed to learning about and practising equitable teaching.
- Use gender-specific terms to market opportunities—for example, if a technology fair has been designed to appeal to girls, mention girls clearly and specifically. Many girls assume that gender-neutral language in non-traditional fields means boys.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for female and male students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- Comments received from female students suggest that they particularly enjoy integrative thinking; understanding context as well as facts; and exploring social, moral, and environmental impacts of decisions.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as co-operative and collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).
- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore many perspectives and to use different sources of information; refer to female and male experts.
- Manage competitiveness in the classroom, particularly in areas where male students typically excel.

- Watch for biases (e.g., in behaviour or learning resources) and teach students strategies to recognize and work to eliminate inequities they observe.
- Be aware of accepted gender-bias practices in physical activity (e.g., in team sport, funding for athletes, and choices in physical education programs).
- Do not assume that all students are heterosexual.
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biased behaviour: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biases observe your teaching and discuss any potential bias they may observe.
- Be consistent over time.

This summary is derived from the preliminary *Report of the Gender Equity Advisory Committee*, received by the Ministry of Education in February 1994, and from a review of related material.

### **INFORMATION TECHNOLOGY**

Information technology is the use of tools and electronic devices that allow us to create, explore, transform, and express information.

#### *Value of Integrating Information Technology*

As Canada moves from an agricultural and industrial economy to the information age, students must develop new knowledge, skills, and attitudes. The information technology curriculum has been developed to be integrated into all new curricula to ensure that students know how to use computers and gain the technological literacy demanded in the workplace.

In learning about information technology, students acquire skills in information analysis and evaluation, word processing, database analysis, information management, graphics, and multimedia applications. Students also identify ethical and social issues arising from the use of information technology.

With information technology integrated into the curriculum, students will be expected to:

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- relate information technology to personal and social issues
- define a problem and develop strategies for solving it
- apply search criteria to locate or send information
- transfer information from external sources
- evaluate information for authenticity and relevance
- arrange information in different patterns to create new meaning
- modify, revise, and transform information
- apply principles of design affecting the appearance of information
- deliver a message to an audience using information technology

The curriculum organizers are:

- **Foundations**—provides the basic physical skills and intellectual and personal understanding required to use information technology, as well as self-directed learning skills and socially responsible attitudes
- **Process**—allows students to select, organize, and modify information to solve problems

- **Presentation**—provides students with an understanding of how to communicate ideas effectively using a variety of information technology tools

This information is derived from the Information Technology K to 12 curriculum.

### MEDIA EDUCATION

Media education is a multidisciplinary and interdisciplinary approach to the study of media. Media education deals with key media concepts and focusses on broad issues such as the history and role of media in different societies and the social, political, economic, and cultural issues related to the media. Instead of addressing the concepts in depth, as one would in media studies, media education deals with most of the central media concepts as they relate to a variety of subjects.

#### *Value of Integrating Media Education*

Popular music, TV, film, radio, magazines, computer games, and information services—all supplying media messages—are pervasive in the lives of students today. Media education develops students' abilities to think critically and independently about issues that affect them. Media education encourages students to identify and examine the values contained in media messages. It also cultivates the understanding that these messages are produced by others to inform, persuade, and entertain for a variety of purposes. Media education helps students understand the distortions that may result from the use of particular media practices and techniques.

All curriculum areas provide learning opportunities for media education. It is not taught as a separate curriculum.

The key themes of media education are:

- media products (purpose, values, representation, codes, conventions, characteristics, production)
- audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media)
- media and society (control, scope)

Examples of curriculum integration include:

*English Language Arts*—critiquing advertising and examining viewpoints

*Visual Arts*—analysing the appeal of an image by age, gender, status, and other characteristics of the target audience

*Personal Planning*—examining the influence of the media on body concepts and healthy lifestyle choices

*Drama*—critically viewing professional and amateur theatre productions, dramatic films, and television programs to identify purpose

*Social Studies*—comparing the depiction of First Nations in the media over time

This summary is derived from *A Cross-Curricular Planning Guide for Media Education*, prepared by the Canadian Association for Media Education for the Curriculum Branch in 1994.

## MULTICULTURALISM AND ANTI-RACISM EDUCATION

### *Multiculturalism Education*

Multiculturalism education stresses the promotion of understanding, respect, and acceptance of cultural diversity within our society.

Multiculturalism education involves:

- recognizing that everyone belongs to a cultural group
- accepting and appreciating cultural diversity as a positive feature of our society

- affirming that all ethnocultural groups are equal within our society
- understanding that multiculturalism education is for all students
- recognizing that similarities across cultures are much greater than differences and that cultural pluralism is a positive aspect in our society
- affirming and enhancing self-esteem through pride in heritage, and providing opportunities for individuals to appreciate the cultural heritage of others
- promoting cross-cultural understanding, citizenship, and racial harmony

### *Anti-Racism Education*

Anti-racism education promotes the elimination of racism through identifying and changing institutional policies and practices as well as identifying individual attitudes and behaviours that contribute to racism.

Anti-racism education involves:

- proposing the need to reflect on one's own attitudes about race and anti-racism
- understanding what causes racism in order to achieve equality
- identifying and addressing racism at both the personal and institutional level
- acknowledging the need to take individual responsibility for eliminating racism
- working toward removing systemic barriers that marginalize groups of people
- providing opportunities for individuals to take action to eliminate all forms of racism, including stereotypes, prejudice, and discrimination

### *Value of Integrating Multiculturalism and Anti-Racism Education*

Multiculturalism and anti-racism education provides learning experiences that promote strength through diversity and social,

economic, political, and cultural equity. Multiculturalism and anti-racism education gives students learning experiences that are intended to enhance their social, emotional, aesthetic, artistic, physical, and intellectual development. It provides learners with the tools of social literacy and skills for effective cross-cultural interaction with diverse cultures. It also recognizes the importance of collaboration between students, parents, educators, and communities working toward social justice in the education system.

The key goals of multiculturalism and anti-racism education are:

- to enhance understanding of and respect for cultural diversity
- to increase creative intercultural communication in a pluralistic society
- to provide equal opportunities for educational achievement by all learners, regardless of culture, national origin, religion, or social class
- to develop self-worth, respect for oneself and others, and social responsibility
- to combat and eliminate stereotyping, prejudice, discrimination, and other forms of racism
- to include the experiences of all students in school curricula

Examples of curriculum integration include:

***Fine Arts***—identifying ways in which the fine arts portray cultural experiences

***Humanities***—identifying similarities and differences within cultural groups' lifestyles, histories, values, and beliefs

***Mathematics or Science***—recognizing that individuals and cultural groups have used both diverse and common methods to compute, to record numerical facts, and to measure

***Physical Education***—developing an appreciation of games and dances from diverse cultural groups

This summary is derived from *Multicultural and Anti-Racism Education—Planning Guide (Draft)*, developed by the Social Equity Branch in 1994.

### SCIENCE-TECHNOLOGY-SOCIETY

Science-Technology-Society (STS) addresses our understanding of inventions and discoveries and of how science and technology affect the well-being of individuals and our global society.

The study of STS includes:

- the contributions of technology to scientific knowledge and vice versa
- the notion that science and technology are expressions of history, culture, and a range of personal factors
- the processes of science and technology such as experimentation, innovation, and invention
- the development of a conscious awareness of ethics, choices, and participation in science and technology

### *Value of Integrating STS*

The aim of STS is to enable learners to investigate, analyse, understand, and experience the dynamic interconnection of science, technology, and human and natural systems.

The study of STS in a variety of subjects gives students opportunities to:

- discover knowledge and develop skills to foster critical and responsive attitudes toward innovation
- apply tools, processes, and strategies for actively challenging emerging issues
- identify and consider the evolution of scientific discovery, technological change, and human understanding over time, in the context of many societal and individual factors

- develop a conscious awareness of personal values, decisions, and responsible actions about science and technology
- explore scientific processes and technological solutions
- contribute to responsible and creative solutions using science and technology

The organizing principles of STS are: Human and Natural Systems, Inventions and Discoveries, Tools and Processes, Society and Change. Each organizer may be developed through a variety of contexts, such as the economy, the environment, ethics, social structures, culture, politics, and education. Each context provides a unique perspective for exploring the critical relationships that exist and the challenges we face as individuals and as a global society.

Examples of curriculum integration include:

**Visual Arts**—recognizing that demands generated by visual artists have led to the development of new technologies and processes (e.g., new permanent pigments, fritted glazes, drawing instruments)

**English Language Arts**—analysing the recent influence of technologies on listening, speaking, and writing (e.g., CDs, voice mail, computer-generated speech)

**Physical Education**—studying how technology has affected our understanding of the relationship between activity and well-being

This summary is derived from *Science-Technology-Society—A Conceptual Framework*, Curriculum Branch, 1994.

### SPECIAL NEEDS

Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature; or have learning disabilities; or have exceptional gifts or talents.

All students can benefit from an inclusive learning environment that is enriched by the diversity of the people within it. Opportunities for success are enhanced when provincial learning outcomes and resources are developed with regard for a wide range of student needs, learning styles, and modes of expression.

Educators can assist in creating more inclusive learning environments by introducing the following:

- activities that focus on development and mastery of foundational skills (basic literacy)
- a range of co-operative learning activities and experiences in the school and community, including the application of practical, hands-on skills in a variety of settings
- references to specialized learning resources, equipment, and technology
- ways to accommodate special needs (e.g., incorporating adaptations and extensions to content, process, product, pacing, and learning environment; suggesting alternative methodologies or strategies; making references to special services)
- a variety of ways, other than through paper-and-pencil tasks, for students to demonstrate learning (e.g., dramatizing events to demonstrate understanding of a poem, recording observations in science by drawing or by composing and performing a music piece)
- promotion of the capabilities and contributions of children and adults with special needs
- participation in physical activity

All students can work toward achievement of the provincial learning outcomes. Many students with special needs learn what all students are expected to learn. In some cases

the student's needs and abilities require that education programs be adapted or modified. A student's program may include regular instruction in some subjects, modified instruction in others, and adapted instruction in still others. Adaptations and modifications are specified in the student's Individual Education Plan (IEP).

### *Adapted Programs*

An adapted program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These adaptations may include alternative formats for resources (e.g., braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues, learning aids), and assessment procedures (e.g., oral exams, additional time). 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.

### *Modified Programs*

A modified program has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. For example, a Grade 5 student in language arts may be working on recognizing common signs and using the telephone, or a secondary student could be mapping the key features of the main street between school and home. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.



# APPENDIX D

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## *Assessment and Evaluation*





Prescribed learning outcomes, expressed in observable terms, provide the basis for the development of learning activities, and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular physical education program.

### ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, oral and written reports, performance reviews, and portfolio assessments.

Student performance is evaluated from 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.

Students benefit most when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

### CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to prescribed curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for Physical Education 11 and 12.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or performance rubrics (reference sets) are three ways that student performance can be evaluated using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

### Criterion-referenced evaluation may be based on these steps:

- Step 1** ▶ Identify the expected learning outcomes (as stated in this Integrated Resource Package).
- Step 2** ▶ Identify the key learning objectives for instruction and learning.
- Step 3** ▶ Establish and set criteria. Involve students, when appropriate, in establishing criteria.
- Step 4** ▶ Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
- Step 5** ▶ Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 6** ▶ Provide examples of the desired levels of performance.
- Step 7** ▶ Implement the learning activities.
- Step 8** ▶ Use various assessment methods based on the particular assignment and student.
- Step 9** ▶ Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 10** ▶ Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.
- Step 11** ▶ Report the results of the evaluations to students and parents.



# APPENDIX D

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*Assessment and Evaluation Samples*



The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction tasks and strategies; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

### HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

- identification of the prescribed learning outcomes
- overview
- planning for assessment and evaluation
- defining the criteria
- assessing and evaluating student performance

#### *Prescribed Learning Outcomes*

This part identifies the organizer or organizers and the specific prescribed learning outcomes selected for the sample.

#### *Overview*

This is a summary of the key features of the sample.

#### *Planning for Assessment and Evaluation*

This part outlines:

- background information to explain the classroom context
- instructional tasks
- the opportunities that students were given to practise learning
- the feedback and support that was offered students by the teacher
- the ways in which the teacher prepared students for the assessment

#### *Defining the Criteria*

This part illustrates the specific criteria, which are based on prescribed learning outcomes, the assessment task, and various reference sets.

#### *Assessing and Evaluating Student Performance*

This part includes:

- assessment tasks or activities
- the support that the teacher offered students
- tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

### EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Physical Education 11 and 12.

- Sample 1: Grade 11  
*Dance*  
(Page D-8)
- Sample 2: Grade 11  
*Badminton*  
(Page D-11)
- Sample 3: Grade 12  
*Canoeing*  
(Page D-15)
- Sample 4: Grade 12  
*Golf*  
(Page D-20)

▼ **SAMPLE 1: GRADE 11****Topic:** *Dance***Prescribed Learning Outcomes:***Movement*

It is expected that students will:

- demonstrate a personal functional level of competence in a selection of activity-specific motor skills

*Personal and Social Responsibility  
(Personal Behaviours and Safety Practices)*

It is expected that students will:

- demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds
- demonstrate self-respect and self-confidence while involved in physical activities

**OVERVIEW**

In this unit, students learned a variety of dances. They also worked in groups of four to demonstrate their skills in two of the dances. Evaluation was based on self-, peer, and teacher evaluation of dance skills and group behaviours.

**PLANNING FOR ASSESSMENT AND EVALUATION**

- Students participated in a variety of square, line, and social dance formations. They also learned to lead and follow. They were given the following list of required dance movements:
  - Square Dance: allemande that star, shoot the star, square through, star through, left square through, slip the clutch, and wrong way through.
  - Social Dance: posture, style, and dance position—students selected from fox trot, waltz, and two-step.
  - Line Dance: grapevine, forward and back, slide, kick, ball turn, and ball chain (with still upper body).
 They practised the steps, sequences, and movements to the appropriate rhythms, alone and with partners.
- The class worked together to develop criteria for personal and social responsibility in dance activities. Students brainstormed behaviours that showed respect, then selected a short list of criteria for self- and peer assessment of positive behaviours.
- The teacher also provided criteria for dance skills, then developed a checklist that students could use to track their progress and provide peer feedback.
- The class reviewed several dances and learned some new dances and rhythms. Students then practised proper techniques in groups of four, using peer feedback to help them improve their dance movement skills.
- For formal evaluation of their skills, each group selected and performed two dances from those they had practised.

**DEFINING THE CRITERIA***Dance Skills*

To what extent does the student demonstrate effective and appropriate:

- sequences of movements
- synchronization with partner or group
- timing (on beat)
- posture
- start and finish positions
- specific dance movements (e.g., turns, steps)
- pathways/lines of dance

*Group Behaviours*

To what extent do students demonstrate that they are able to:

- co-operate
- listen actively to one another
- offer and accept feedback appropriately

**ASSESSING AND EVALUATING STUDENT PERFORMANCE**

At the beginning of the unit, the teacher provided students with a copy of a rating scale. Students used it to guide their practice and for peer feedback. At the end of the unit, each group performed two dances for evaluation. Students received three ratings for each dance: self, peer, and teacher. Peer ratings were completed by members of another group (a different group member rated each dance). The ratings were combined to arrive at a final score for each dance.

**Dance**

Name: _____ Class: _____								
Date: _____								
Rating—Dance 1: _____					Rating—Dance 2: _____			
Criteria	Self	Peer	Teacher	Combined*	Self	Peer	Teacher	Combined*
<b>Dance Skills</b>								
• sequences of movements	/5	/5	/5	/5	/5	/5	/5	/5
• synchronization with partner or group	/5	/5	/5	/5	/5	/5	/5	/5
• timing (on beat)	/5	/5	/5	/5	/5	/5	/5	/5
• posture	/5	/5	/5	/5	/5	/5	/5	/5
• start and finish positions	/5	/5	/5	/5	/5	/5	/5	/5
• specific dance movements (e.g., turns, steps)	/5	/5	/5	/5	/5	/5	/5	/5
• pathways/lines of dance	/5	/5	/5	/5	/5	/5	/5	/5
<b>Group Behaviours</b>								
• co-operate	/5	/5	/5	/5	/5	/5	/5	/5
• listen actively to one another	/5	/5	/5	/5	/5	/5	/5	/5
• offer and accept feedback appropriately	/5	/5	/5	/5	/5	/5	/5	/5
<b>Overall Score</b>								

\*The combined score may be determined by averaging the three ratings, taking the middle score, or using the score assigned in at least two of the three rating categories. In some cases, the teacher’s rating may be weighted more heavily than the self- or peer rating.

- Key:** 5—Outstanding  
 4—Good  
 3—Satisfactory  
 2—Partial  
 1—Unsatisfactory



▼ **SAMPLE 2: GRADE 11**

**Topic:** *Badminton*

**Prescribed Learning Outcomes:**

*Movement*

It is expected that students will:

- plan and participate safely in a variety of activities and environments
- demonstrate a personal functional level of competence in a selection of activity-specific motor skills
- apply understanding of body mechanics (balance, motion, force, levers, buoyancy) to improve their performance and the performance of others

*Personal and Social Responsibility  
(Personal Behaviours and Safety Practices)*

It is expected that students will:

- apply appropriate rules, routines, procedures, and safety practices in a variety of activities and environments
- demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds
- apply etiquette and fair play in a variety of roles, including:
  - performer
  - coach
  - official
  - observer

*Personal and Social Responsibility  
(Leadership and Community Involvement)*

It is expected that students will:

- describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation

**OVERVIEW**

The teacher presented a unit on badminton. Students focussed on developing strategies, improving their movement skills, and demonstrating etiquette and fair play. Each class followed the same format. Evaluation was based on:

- student-led warmup
- individual badminton skills, strategies, and etiquette

**PLANNING FOR ASSESSMENT AND EVALUATION**

Students had previously learned basic badminton skills in grades 8 to 10.

- During the first class, the teacher modelled and provided guidelines for an effective badminton warmup. For the remainder of the unit, each class began with student-led warmups in teams of three or four.
- Each day, the teacher reviewed one of the following skills and provided opportunities for students to practise and receive feedback:
  - grip
  - serve
  - overhead clear
  - underhand clear
  - drop shot
  - net shot
  - smash
- As the daily games were introduced, the teacher discussed strategy and etiquette. As students participated in games, the teacher provided feedback about safety, fair play, and offensive and defensive strategies. At various times, students concentrated on specific strategies (e.g., up and back, side to side, service strategy) or skills (e.g., serving, overhead clear). As students worked on their skills and strategies, they assessed their own progress and received feedback from peers.

**DEFINING THE CRITERIA***Student-Led Warmup*

To what extent does the group provide:

- clear directions, including demonstrations and group management
- appropriate flow and sequence, with all students involved and moving all the time
- a comprehensive, sport-specific warmup
- activities that are safe
- appropriate interest and difficulty level for the participants

*Individual Badminton Skills, Strategies, and Etiquette**Movement Skills*

To what extent does the student demonstrate an appropriate:

- grip
- serve
- overhead clear
- underhand clear
- drop shot
- net shot
- smash

*Strategies*

To what extent does the student effectively implement the following strategies:

- up and back (e.g., drawing opponent to net)
- side to side
- service

*Etiquette and Fair Play*

To what extent does the student:

- know and follow the rules (including scoring)
- support her or his partner
- play safely (e.g., does not walk behind others who are playing)
- demonstrate fair play

**ASSESSING AND EVALUATING STUDENT PERFORMANCE***Student-Led Warmup*

The teacher used a checklist to assess groups as they led warmup activities. Each student in the group received the same score unless there were exceptional circumstances (e.g., absence, failure to participate in all phases of the activity).

*Individual Badminton Skills, Strategies, and Etiquette*

The teacher assessed students' individual skills, strategies, and behaviours during the games, and informed them when they were being assessed. Assessment of etiquette and fair play was ongoing; students were expected to demonstrate these behaviours at all times.

**Student-Led Warmup**

Criteria	No	Partly	Yes
<ul style="list-style-type: none"> <li>• clear directions, including demonstrations and group management</li> </ul>			
<ul style="list-style-type: none"> <li>• appropriate flow and sequence, with all students involved and moving all the time</li> </ul>			
<ul style="list-style-type: none"> <li>• comprehensive, sport-specific warmup</li> </ul>			
<ul style="list-style-type: none"> <li>• monitors class participation; adjusts activity as needed</li> </ul>			
<ul style="list-style-type: none"> <li>• safe activities</li> </ul>			
<ul style="list-style-type: none"> <li>• appropriate interest and difficulty level for group</li> </ul>			

**Individual Badminton Skills, Strategies, and Etiquette**

	Rating*		
	Inconsistent/ Needs Work	Developing/ Satisfactory	Consistent/ Proficient
<b>Movement Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>
• grip			
• serve			
• overhead clear			
• underhand clear			
• drop shot			
• net shot			
• smash			
<b>Total Score for Movement Skills</b>	<b>/21</b>		
<b>Strategies</b>			
• up and back (e.g., drawing opponent to net)			
• side to side			
• service			
<b>Total Score for Strategies</b>	<b>/9</b>		
<b>Etiquette and Fair Play</b>			
• knows and follows the rules, including scoring and safety			
• supports partner			
• demonstrates fair play			
<b>Total Score for Etiquette and Fair Play</b>	<b>/9</b>		

\*Note: The weighting of the three categories (skills, strategies, etiquette) can be adjusted to reflect the areas emphasized by the teacher.

▼ **SAMPLE 3: GRADE 12**

**Topic:** *Canoeing*

**Prescribed Learning Outcomes:**

*Active Living*

It is expected that students will:

- demonstrate a willingness to use community-based recreational and alternative-environment opportunities to develop a personal functional level of physical fitness

*Movement*

It is expected that students will:

- evaluate, adapt, and apply the elements of movement to selected activities
- improve their personal functional level of competence in a selection of activity-specific motor skills

*Personal and Social Responsibility  
(Personal Behaviours and Safety Practices)*

It is expected that students will:

- adapt appropriate rules, routines, and procedures while involved in new and familiar activities
- apply appropriate interpersonal skills while organizing and participating in physical activities, showing respect for individual abilities, interests, gender, and cultural backgrounds

*Personal and Social Responsibility  
(Leadership and Community Involvement)*

It is expected that students will:

- apply knowledge, skills, and personal qualities required for leadership in areas related to physical activity and recreation

**OVERVIEW**

In this unit, the teacher introduced canoeing as a lifetime leisure pursuit. After carefully controlled training sessions on dry land and at a swimming pool, students planned and participated in a day trip on a local lake. Students were required to demonstrate basic water and canoe safety before they could participate in water activities. Evaluation was based on:

- demonstration of canoeing and water safety skills
- research on local canoeing opportunities

**PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher introduced canoeing in a dry-land session, in which students became familiar with canoes, paddles, personal flotation devices, and canoe-trip gear. The teacher reviewed terminology, emphasized safety features, and talked about some of the recreational opportunities that canoeing offers.
- During a session at the swimming pool, the teacher demonstrated safety skills such as reaching assists, canoe rescue procedures, climbing into the canoe from deep water, and paddling. Students were required to demonstrate these safety skills and basic swimming ability (wearing a personal flotation device) in order to participate in water portions of the unit.
- After passing their safety tests, students were introduced to basic tandem canoeing skills: portaging, entering and disembarking, maintaining stability in the canoe, proper bow and stern positioning, tandem paddling skills (turns, stops, j-stroke, synchronized paddling), and switching positions. Most practice sessions were at the swimming pool.

- Once most students were able to work in tandem to direct the canoe in a straight line, sessions moved to a nearby lake.
- Students then collaborated to design the final activity—a day trip on a local lake.
- During the unit, the teacher asked students to research local canoeing opportunities. They contacted relevant local facilities and gathered written materials (e.g., brochures for wilderness trips, price lists for canoe rental businesses, descriptions from community recreation or adult education calendars). Each student collected and submitted at least five different pieces of information, along with a one-page summary of the opportunities he or she had discovered.

## DEFINING THE CRITERIA

### *Canoe and Water Safety*

Students were required to demonstrate the following safety skills:

- swim with a personal flotation device
- use three reaching assists from a canoe to rescue a swimmer
- use a reaching assist to bring a swimmer into a canoe from deep water
- enter a canoe from deep water

### *Canoeing Skills and Participation*

#### *Canoeing Skills*

To what extent is the student able to competently perform the following skills:

- bow stroke
- draw
- pry
- sweep
- proper paddle grip
- j-stroke
- tandem turning

- tandem stopping
- tandem straight-line paddling
- canoe-over-canoe rescue
- switching positions
- entering and disembarking
- portaging

#### *Social and Personal Responsibility*

To what extent does the student:

- communicate well with her or his partner
- demonstrate safe practices at all times
- treat equipment with care
- co-operate with others to plan and implement final activity
- fulfil assigned responsibilities

### *Research on Local Canoeing Opportunities*

To what extent is the collection of materials:

- complete (five pieces of information)
- summarized effectively

## ASSESSING AND EVALUATING STUDENT PERFORMANCE

### *Canoe and Water Safety*

In order to participate in water activities, students were required to demonstrate all of the safety criteria. Students had two opportunities to repeat aspects of canoe and water safety. All students in the class were able to demonstrate these skills and participate in the unit.

### *Canoeing Skills and Participation*

The teacher used a rating scale to evaluate students' skills and responsibility. Each student received two scores for each skill or behaviour: one based on discussion with his or her canoeing partner, and one from the teacher. These were combined to arrive at a final score.

**Canoe and Water Safety**

Criteria	No	Yes
<ul style="list-style-type: none"> <li>swims with a personal flotation device</li> </ul>		
<ul style="list-style-type: none"> <li>uses three reaching assists from a canoe to rescue a swimmer</li> </ul>		
<ul style="list-style-type: none"> <li>uses a reaching assist to bring a swimmer into a canoe from deep water</li> </ul>		
<ul style="list-style-type: none"> <li>enters a canoe from deep water</li> </ul>		

**Canoeing Skills and Participation**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ to \_\_\_\_\_

Criteria	Rating			Comments
	Self and Partner	Teacher	Combined	
<b>Canoeing Skills</b>				
• bow stroke	1 2 3	1 2 3	1 2 3	
• draw	1 2 3	1 2 3	1 2 3	
• pry	1 2 3	1 2 3	1 2 3	
• sweep	1 2 3	1 2 3	1 2 3	
• proper paddle grip	1 2 3	1 2 3	1 2 3	
• j-stroke	1 2 3	1 2 3	1 2 3	
• tandem turning	1 2 3	1 2 3	1 2 3	
• tandem stopping	1 2 3	1 2 3	1 2 3	
• tandem straight-line paddling	1 2 3	1 2 3	1 2 3	
• canoe-over-canoe rescue	1 2 3	1 2 3	1 2 3	
• switching positions	1 2 3	1 2 3	1 2 3	
• entering and disembarking	1 2 3	1 2 3	1 2 3	
• portaging	1 2 3	1 2 3	1 2 3	
<b>Social and Personal Responsibility</b>				
• communicates well with partner	1 2 3	1 2 3	1 2 3	
• demonstrates safe practices at all times	1 2 3	1 2 3	1 2 3	
• treats equipment with care	1 2 3	1 2 3	1 2 3	
• co-operates with others to plan and implement final activity	1 2 3	1 2 3	1 2 3	
• fulfils assigned responsibilities	1 2 3	1 2 3	1 2 3	

**Key: 3**—Consistently/Proficient  
**2**—Developing/Satisfactory  
**1**—Inconsistent/Needs Work



**Research on Local Canoeing Opportunities**

Rating	Criteria
5	Goes beyond minimum requirements. Includes five or more relevant and appropriate items. Frequently includes unique information, indicating student has gone to some effort to complete the assignment. Summary is complete and accurate.
4	Meets requirements. Includes the required five pieces of relevant and appropriate information and a competent summary.
3	Meets most requirements. Includes at least four relevant and appropriate pieces of information. May make minor errors or omit key information in the summary.
2	Meets some requirements. Includes at least three relevant and appropriate pieces of information. Summary may be simply a list of the materials.
1	Does not meet most requirements. May provide one or two relevant pieces of information.

▼ **SAMPLE 4: GRADE 12****Topic:** *Golf***Prescribed Learning Outcomes:*****Movement***

It is expected that students will:

- evaluate, adapt, and apply the elements of movement to selected activities
- evaluate and modify their performance and that of others, applying the principles of body mechanics (balance, motion, force, levers, buoyancy)

***Personal and Social Responsibility (Personal Behaviours and Safety Practices)***

It is expected that students will:

- consistently model fair play and etiquette in a variety of roles, including:
  - performer
  - coach
  - official
  - observer

**OVERVIEW**

Students took part in a unit on golf, in which they focussed on etiquette, safety, and movement skills. Evaluation was based on students' golf skills and etiquette.

**PLANNING FOR ASSESSMENT AND EVALUATION**

- After watching various demonstrations, students practised driving, putting, and iron play. Each student worked with a practice partner. They received feedback from the teacher and from their partners.
- The teacher showed a video outlining golf rules, etiquette, and safety concerns. Students discussed the video, then gave impromptu demonstrations of appropriate and inappropriate behaviours.

- To conclude the unit, students played nine holes at a local pitch-and-putt golf course.

**DEFINING THE CRITERIA**

The teacher outlined the following criteria at the beginning of the unit.

***Golf Skills and Etiquette******Stroke Components***

To what extent does the student demonstrate the appropriate:

- set-up address routine
- body position
- grip
- stroke or swing

***Etiquette: Fairway and Tee Box***

To what extent does the student demonstrate appropriate:

- hitting order
- respect for other hitters
- replacement of divots
- sand trap care
- speed of play

***Etiquette: Putting Green***

To what extent does the student demonstrate appropriate:

- hitting order
- flag removal
- bag placement
- ball mark repair

***Knowledge***

To what extent does the student understand:

- basic rules and regulations
- scoring, including the terms *par*, *birdie*, and *bogey*

**ASSESSING AND EVALUATING STUDENT  
PERFORMANCE**

The teacher developed a rating scale for peer and teacher assessment of stroke components and etiquette. Students used copies of the rating scale to evaluate their partners. The teacher used the same rating scale, adding a comment section, when observing students. Stroke components were assessed during practice and when students were playing. Etiquette skills were assessed when students were on the golf course.

**Golf Skills and Etiquette**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ to \_\_\_\_\_

Criteria	Peer Rating	Teacher Rating	Teacher Comments
<b>Stroke Components</b>			
<b>Driving</b>			
• set-up			
• body position			
• grip			
• swing			
<b>Iron Play</b>			
• body position			
• grip			
• swing			
<b>Putting</b>			
• body position			
• grip			
• stroke			
<b>Etiquette and Scoring</b>			
<b>Fairway and Tee Box</b>			
• hitting order			
• respect for hitter			
• replacement of divots			
• sand trap care			
<b>Putting Green</b>			
• hitting order			
• flag removal			
• bag placement			
• ball mark repair			
<b>Knowledge</b>			
• basic rules and regulations			
• scoring—uses the terms <i>par</i> , <i>birdie</i> , <i>bogey</i> correctly			

**Key: 3**—Good  
**2**—Satisfactory  
**1**—Needs Improvement



# APPENDIX E

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## *Acknowledgments*



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