

**Middle Level**  
**Physical Education**  
**Curriculum**  
**Grades 6 to 8**

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**November 2002**



## ACKNOWLEDGEMENTS

The Department of Education gratefully acknowledges the work of the core writing team. The team members are listed below.

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The members of Kindergarten to grade 8 Physical Education Curriculum Department Advisory Committee were active in reviewing the document and providing feedback to the authors throughout the development process. The member of the committee are listed below.

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Pilot teachers who field tested and revised the curriculum, and the suggested resources, provided invaluable feedback. The pilot teachers, listed below represent all nine Anglophone districts.

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## INTRODUCTION

The Mission of Public Education is “To have each student develop the attributes needed to be a life-long learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.”

Physical education plays a critical role in helping students achieve these goals. Schools with quality physical education programs report that students who feel more comfortable in controlling their bodies tend to exhibit more confidence, are willing to take risks in other areas of school life and have a more positive attitude towards school (Green, 1992). Fishburne (1983), reports that positive changes in self-discipline, a better self-concept, improved peer relations, increased enthusiasm, a sense of mental well-being and reduced aggression lead to overall improvements in the total of school climate, reduced violence and a drop in vandalism. It is also documented that physical activity can enhance emotional and social growth, academic achievement and intellectual development.

To attain healthy levels of physical activity and fitness for all students, to encourage the acquisition of motor skills, to develop knowledge and attitudes supportive of continuing active living habits throughout life and to develop specific objectives designed to meet the physical growth and developmental needs of all children and youth are goals of the Physical Education Curriculum. These purposes are best accomplished through meaningful learning experiences that balance knowing, doing and valuing. (Please refer to pages 5-8 of this document for clarification.)

### **DEFINITION OF PHYSICAL EDUCATION**

Quality physical education is a planned program of instruction and activity for all students throughout the entire year that develops skills and attitudes towards a healthy active lifestyle.

Reference: Physical Education  
Framework Document (K-12) (1998)



## **TIME CONSIDERATIONS**

It is recommended that the curriculum will be taught by Physical Education specialists. The recommended minimum time for Physical Education should be 150 minutes per week a slight increase from the 135 minutes the previous curriculum recommended. This 150 minutes is consistent with the national minimum recommended by CAHPERD, the Canadian Association for Health, Physical Education, Recreation and Dance. The use of school based and alternate facilities, in the community, outdoors etc., may be required to achieve the time requirements.

It is further strongly recommended that Physical Education take place at least three times per week since the accompanying health and fitness benefits cannot be realised in fewer sessions. It is well established that in order to improve fitness in a meaningful way at least three sessions per week are required. Two sessions may allow maintenance but will not accommodate significant improvement in most aspects of fitness.

Delivering Physical Education in blocks or semesters is not recommended, as it would be counter to health and fitness goals of both the Physical Education and Health programs. Blocking/semestering would be in conflict with good practice encouraged by the Comprehensive School Health (CSH) model.

While the above expectations and recommendations are acknowledged as being difficult to achieve, the evidence both pedagogical and health related is solid, consistent and overwhelming.

## **EDUCATIONAL PERSPECTIVE**

From an educational perspective, a balanced curriculum is a goal. While there are debates about how much time should be devoted to each subject area it seems well established that time spent in Physical Education adds to academic performance even when it may take some time from academics. In a study of two parochial schools, class time for academics was reduced by 240 minutes per week in the experimental group to enable increased physical activity exposure. Yet mathematics test scores were consistently higher for this group than for a group that did not have increased time for physical activity. (Shepard R.J. et al 1984 as cited in Prevention Education October 13, 2000) Schools that offer intense physical activity programs see positive effects on academic achievement, including increased concentration; improved mathematics, reading, and writing scores; and reduced disruptive behaviour, even when time for physical education reduces the time for academics. (Symons, Cynthia Wolford 1997 as cited in Prevention Education October 13, 2000)

## **HEALTH PERSPECTIVE**

The health perspective is extremely compelling in support of improved Physical Education and exercise. "New Brunswick has the highest rates of overweight and obesity in the country" (Coleman, Ronald, 2001). Obesity is linked to many other health concerns such as heart disease, diabetes, hypertension, osteoarthritis, and certain types of cancer. Further, we know that some 40% of obese 7 year old children and almost 70% of obese adolescents become obese adults (Bar-Or et al 1998). A meta-analysis of existing data on physical activity and body mass indicates that obesity is best explained by inactivity and not by overeating (Epstein and Wing, 1980). Two thirds of New Brunswickers are now classified as having an unhealthy weight (Coleman , Ronald 2001).

A study of physical activity and health in Quebec found the need for activity of moderate to high intensity three or more times a week and for physical education programs to allow for daily physical activity with a focus on fun, the learning of motor skills in an overall context of health education, relational-skills development and acquisition of healthy lifestyle habits (Thibault , Guy 2000).



## PHILOSOPHICAL APPROACH

The educational and health-related information above helps to inform the approach with which educators and researchers are experimenting, in efforts to make physical education relevant to the lives of students. The newer approaches to physical education aim to make fitness fun and leave no one on the bench (Amster, Sara-Ellen, 2000).

This means adding a greater variety (skateboarding, handball, dance etc) especially for smaller group activities so that all students may enjoy physical education. In support of the concept of variety, it is recommended that at least one unit drawn from each of the five movement categories (see p.12 and p.13) be provided each school year. Co-operation and fair play must be an integral part of the program as must equal opportunity to participate.

Maximizing activity time in classes is also important as it has been estimated that students are generally active for approximately only a quarter of the time spent in physical education classes (McKenzie et al 1995-96, Simons-Morton et al 1994; Sallis and Patrick 1994 cited by Thibault, Guy (2000)).

### Summary

To state the same concepts more succinctly, the following list is provided

- Middle level Physical Education is recommended to be taught by specialists for a minimum of 150 minutes per week
- Physical Education should be taught a minimum three times per week
- Blocked or semestered Physical Education is not recommended
- Time devoted to Physical Education strengthens academic scores and reduces disruptive behaviour
- Physical Education is a vital component within a Comprehensive School Health model (CSH)
- A small group/ small team approach helps maximize active participation and promotes better learning of motor skills
- A variety of activities across all movement categories should be offered, to appeal to all students
- Maximizing time on physical activity tasks is necessary to gain maximum health and fitness related benefits

## ASSESSMENT, EVALUATION AND REPORTING

**Assessment** is the systemic process of gathering information about students' learning so that what they know, are able to do, and are working towards, can be described. Assessment methods and tools include: self-assessment, peer evaluation, portfolios, journals, conferencing, daily practice assignments, written tests, rubrics, checklists, projects, etc. The information collected from assessment allows teachers to describe each student's achievement in regards to learning and performance.

**Evaluation** is making judgements based on the information collected.



**Reporting** is communicating the information obtained from assessing and evaluating to various audiences who require it.

The purpose of assessment, evaluation and reporting is

- To provide feedback on students' progress
- To motivate students to improve their performance
- To provide information about the effectiveness of teaching
- To plan further instructional learning activities that are developmentally appropriate
- To help students set personal goals for learning
- To provide feedback to caregivers about their child's learning
- To meet the needs of administrative personnel

Students gain the most benefits when assessment and evaluation are done on a regular, ongoing basis. In this way, assessment is seen as an opportunity to promote learning as opposed to a final judgement, it shows learners their strengths and suggests how they can improve them further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Fitness should be a component of the total program with the goal of encouraging students to engage in exercise, fitness, and physical activity as it pertains to a healthy lifestyle. To ensure developmentally appropriate practices, fitness tests should be administered in a humanistic testing environment for a specific purpose, such as to focus on self-improvement, encourage self-testing, reward effort and celebrate achievement.

Students in physical education should be constantly assessed by their teachers, self, and, where appropriate, other students. Student assessment, evaluation and reporting should be accepted as an excellent way for students and teachers to improve their performance. Since the outcomes for this curriculum have been divided into Doing, Knowing, and Valuing components, it is recommended that report card marks reflect the same approach with **60% of the marks allocated to Doing, 20% to Knowing and 20% to Valuing.**

## **INTRAMURALS**

While intramurals are not, in the strictest sense, curricular in nature, they are viewed as valuable enrichment activities which support the curriculum outcomes of the Physical Education program. They provide large numbers of students with opportunities to practice skills in an environment where the concepts of fair play and co-operation are emphasized whilst improving their level of physical fitness.

Activities should be age appropriate, developmentally appropriate, equitable, and structured to include both individual and group participation. They should also encourage student leadership.

Through collaboration with school administrators and teachers, intramurals can be extended to provide cross-curricular experiences for all students.



## **EXTRA-CURRICULAR ACTIVITIES**

Extra curricular activities are an enrichment opportunity which provide a specific group of students with the chance to further participate in sports and activities.

Extra curricular activities take place in different school environments and can be competitive, non-competitive or recreational.



## **GENERAL CURRICULUM OUTCOMES – PHYSICAL EDUCATION KINDERGARTEN – GRADE TWELVE**

The general curriculum outcomes described below identify the skills, knowledge and attitudes expected of students upon completion of their studies in physical education. Although the outcome statements are organized under the headings of doing, knowing and valuing, it is important to recognize that these areas are interrelated and will frequently be developed interdependently.

### **DOING**

#### *Students will be expected to*

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

### **KNOWING**

#### *Students will be expected to*

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures
- understand the basic concepts and principles related to movement categories

### **VALUING**

#### *Students will be expected to*

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well-being

Outcomes may need to be modified for children with anatomical, physiological, or psychological challenges (see “Moving To Inclusion”, 1994) (502765).



## DOING

The elements of DOING include the skills, concepts and body mechanics necessary for participation in activities from all movement categories. Over time, learners develop efficient and effective movement skills and an understanding of movement concepts and body mechanics that are necessary to develop activity-specific motor skills in all movement categories. Movement provides a unique medium in which learners apply their critical thinking processes in active and creative ways.

### **Demonstrate efficient and effective movement skills and concepts**

**Locomotor Skills:** walk, run, hop, jump, leap, skip, climb, gallop, roll, slide, stop

**Non-locomotor Skills:** bend, curl, hold, lift, lower, pull, push, stand, stretch, swing, twist, turn, fall, stop

**Motor Abilities:** agility, balance, coordination, power, reaction time, speed

**Manipulative Skills:** bounce, carry, catch, dribble, roll, send, strike, throw, trap, kick

**Body Awareness:** body shapes, parts of the body, support and transfer of weight

**Qualities:** speed, force, time, flow

**Relationships:** to people, to objects

**Space Awareness:** personal, general, directional, pathways, levels, planes

### **Demonstrate a functional level of activity specific motor skills**

**Motor Skills:** a combination of movement skills and movement concepts applied to specific activities selected from all movement categories

### **Demonstrate efficient and effective body mechanics**

**Body Mechanics:** the proper body position for performing all physical activities in an efficient and safe manner. For example, in coming to an abrupt halt the feet should be apart, one foot in front of the other, knees and hips bent, arms out for balance, weight forward and head up. While walking, for example, the head should be up, looking straight ahead, relaxed, and shoulders not slouched.

### **Demonstrate an ability to cooperate with others**

**Work with others:** to achieve common team goals.

**Help others with learning:** by respecting their space and abilities and by coaching them when appropriate

**Provide good service to others:** for example, providing a good throw to allow a partner to practice catching



## KNOWING

Active living is a way of life that values physical activity and its integration into daily routines and leisure pursuits. Physical education provides opportunities for learners to participate in physical activities promoting well-being and personal functional physical fitness. Through active living, learners have opportunities to self evaluate, make appropriate choices and set personal goals that enhance the quality of their lives.

### Understand the principles and concepts that support active living

**Active Healthy Lifestyle:** enjoyment, individual activity selection, healthy behaviour, frequent involvement, daily routines, leisure pursuits, lifelong physical activities

**Well-being:** nutrition, rest/relaxation, regular physical activity, stress management, functional fitness

**Knowledge of Physical Activities:** terminology, etiquette, rules, strategies

**Body Systems and Functions:** body parts, skeletal/muscular, circulatory, digestive, respiratory, nervous

**Factors Affecting Performance:** age, gender, drugs, culture, role models, environment, special needs

### Understand how to maintain a personal level of functional physical fitness

**Physical Fitness:** body composition, aerobic endurance, flexibility, muscular endurance, muscular strength

### Understand the importance of safety rules and procedures

**Safety:** of self and others; rules are necessary for enjoyment and for creating a safe environment in the gymnasium and other facilities

**Skills can be used in support of safety:** for example, moving under control, being able to stop quickly, etc.

### Understand the basic concepts and principles related to all movement categories

**Basic Concepts:** tactics and strategies relating to offensive and defensive patterns of play within games and sports

**Principles:** general and activity specific analysis of skills



## VALUING

Positive personal and social behaviours and interpersonal relationships are developed through active involvement in a variety of physical activities from all movement categories. Learners develop respect for self and others as they learn and practise the skills of communication and cooperation. Learners also acquire leadership skills.

### **Develop positive personal and social behaviours and interpersonal relationships**

**Fairplay:** appropriate competitive behaviour, respect for property, rules, and authority, acceptance and appreciation of the abilities of others

**Positive Self-Image:** self-confidence, self-appreciation, pride in accomplishments

**Cooperative Learning Skills:** positive interdependence, collaborative skills, individual accountability

**Nuturing Behaviours:** support, empathy, praise

**Leadership Skills:** plan, organize, implement, motivate, communicate, volunteer

### **Develop a positive attitude toward active living in pursuit of lifelong health and well being**

**Physical activity as an enjoyable experience:** joy of movement, skill competence, self confidence, aesthetic appreciation, self-expression, accepting challenges

**Physical fitness as a personal responsibility:** as students mature the responsibility for personal fitness shifts to the individual.



## CHARACTERISTICS AND NEEDS OF YOUNG ADOLESCENT STUDENTS\*

<p><b>Emotional Characteristics</b> <i>Students</i></p> <ul style="list-style-type: none"> <li>• may be emotional and unpredictable</li> <li>• may be extremely sensitive and easily offended</li> <li>• may be overly self-critical and hard on themselves</li> <li>• have a growing sense of fairness</li> </ul>	<p><b>Physical Education Implications</b> <i>Students</i></p> <ul style="list-style-type: none"> <li>• need opportunities to release emotional stress and for discussing their issues and concerns</li> <li>• need sensitive adults who are interested in their well-being and development</li> <li>• need opportunities for self-exploration and self-definition, and multiple opportunities to experience success</li> <li>• need to be treated fairly and consistently</li> </ul>
<p><b>Intellectual Characteristics</b> <i>Students</i></p> <ul style="list-style-type: none"> <li>• vary significantly in their intellectual development – some students are learning to think abstractly, many are still in the stage of concrete operations</li> <li>• have increasing ability to process and relate information</li> <li>• are broadening their interest in the larger world</li> <li>• can be disorganized and preoccupied</li> </ul>	<p><b>Physical Educational Implications</b> <i>Students</i></p> <ul style="list-style-type: none"> <li>• need opportunities to develop their thinking skills</li> <li>• need opportunities to question and analyse</li> <li>• need exposure to diverse learning opportunities and environments</li> <li>• may need help in structuring and organizing activities</li> </ul>
<p><b>Physical Characteristics</b> <i>Students</i></p> <ul style="list-style-type: none"> <li>• are experiencing rapid and uneven growth rates</li> <li>• may have an abundance of energy and low tolerance for fatigue</li> <li>• may be clumsy and awkward in appearance and performance or perceive themselves that way</li> <li>• may worry incessantly about appearance</li> <li>• are experiencing the onset of puberty and sexual feelings</li> </ul>	<p><b>Physical Educational Implications</b> <i>Students</i></p> <ul style="list-style-type: none"> <li>• need frequent opportunities for movement, rest, and change</li> <li>• respond well to an activity-oriented approach to learning</li> <li>• should avoid sitting for long periods of time</li> <li>• require daily physical activity</li> <li>• need information about and opportunities to discuss diet and nutrition, personal hygiene, and physical changes</li> </ul>
<p><b>Social Characteristics</b> <i>Students</i></p> <ul style="list-style-type: none"> <li>• are searching for greater autonomy and independence</li> <li>• are focussing on friendship and social acceptance by peers</li> <li>• are influenced by peer pressure</li> <li>• have a growing interest in the larger world</li> <li>• are developing a sense of identity</li> <li>• are developing personal and social values</li> </ul>	<p><b>Physical Educational Implications</b> <i>Students</i></p> <ul style="list-style-type: none"> <li>• need choices and increased opportunities for decision making</li> <li>• need frequent opportunities to work with peers in small group learning activities</li> <li>• need to be exposed to a diversity of cultures</li> <li>• need positive role models</li> <li>• need to explore ways of dealing with various social situations</li> </ul>

\*Adapted from Nova Scotia Department of Education Physical Education Curriculum: Grades 7-9, 1999.



## A MULTIPLE INTELLIGENCES APPROACH TO PHYSICAL EDUCATION

Theories of multiple intelligence recognize that intelligences such as linguistic, spatial, logical-mathematical, kinesthetic, musical, interpersonal, and intrapersonal are independent of one another, but that they work together. Students are enabled to use all of these intelligences in an environment that fosters experiential learning, where meaningful interactions are taking place among students, between students and teachers, and between students and the environment.

The physical education classroom can provide this arena. For example, when a student plays a ball game of any kind, he/she needs

- *bodily-kinesthetic intelligence* to run, kick, throw, and catch
- *spatial intelligence* to orient himself/herself to the playing field and to anticipate trajectories of flying balls
- *linguistic intelligence* to discuss game strategy, read rules, and understand officials' decisions
- *logical-mathematical intelligence* to keep score and calculate angles of release for throwing and kicking
- *musical intelligence* to feel and use rhythm when throwing and running
- *interpersonal intelligence* to work with teammates for the benefit of the team and to work with others of varying skill levels and abilities
- *intrapersonal intelligence* to recognize strengths and limitations with a view to goal setting related to practise for improvement
- *naturalist intelligence* to recognize flora and fauna in outdoor activities

It is therefore critical that the physical education curriculum be recognized for its importance and contribution to the growth and development of the whole learner, by addressing in all of its components a variety of intelligences. Multiple intelligence theory is a strategic approach to teaching and learning that focuses on enhancing strengths and improving weaknesses. Lessons based on multiple ways of learning encourage all students to excel in at least one (usually three of four) areas of human intelligence (Campbell, 1992).

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\*Adapted from Nova Scotia Department of Education Physical Education Curriculum:  
Grades 7-9, 1999.



## MOVEMENT CATEGORIES

The Specific Curriculum Outcomes which are listed in the following sections do not specify particular sports, dances or other activities. Rather, the outcomes can be achieved in a number of different ways using different activities. This flexibility is intended to provide schools with the opportunity to select activities appropriate to their environment while ensuring students attain consistent learning outcomes.

In order to ensure a degree of uniformity, it is expected that students will learn through the medium of each of the movement categories in each grade level. **At least one unit of Alternative Environment Activities, Dance, Games, Gymnastics and Individual and Dual Activities will be included in each of Grades 6, 7 and 8.**

The New Brunswick Physical Education Safety Guidelines document is helpful in selecting appropriate activities.





# MOVEMENT CATEGORIES

A physically educated person participates in a balanced physical education program that shall consist of activities selected from all movement categories.

PHYSICAL FITNESS				
Alternative Environment Activities	Dance	Games	Gymnastics	Individual and Dual Activities
<p><b>Aquatics</b></p> <ul style="list-style-type: none"> <li>• Water adjustment</li> <li>• Survival techniques</li> <li>• Stroke development</li> <li>• Skills application               <ul style="list-style-type: none"> <li>– Snorkelling</li> <li>– Water games</li> <li>– Diving</li> <li>– Synchronized swimming</li> <li>– Underwater games</li> <li>– etc.</li> </ul> </li> </ul> <p><b>Land-based</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>• Snowshoeing</li> <li>• Skiing</li> <li>• Snowboarding</li> <li>• Skating</li> <li>• Horseback riding</li> <li>• etc.</li> </ul> <p><b>Water-based</b></p> <ul style="list-style-type: none"> <li>• Rowing</li> <li>• Canoeing</li> <li>• Kayaking</li> <li>• Sailing</li> <li>• Sailboarding</li> <li>• etc.</li> </ul>	<p><b>Rhythmics</b></p> <ul style="list-style-type: none"> <li>• Singing games</li> <li>• With/without equipment</li> <li>• Aerobic dance</li> <li>• etc.</li> </ul> <p><b>Creative</b></p> <ul style="list-style-type: none"> <li>• Interpretive</li> <li>• Modern</li> <li>• etc.</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>• Folk</li> <li>• Square</li> <li>• etc.</li> </ul> <p><b>Contemporary</b></p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Jive</li> <li>• Partner</li> <li>• etc.</li> </ul> <p><b>Jazz</b></p> <ul style="list-style-type: none"> <li>• Traditional</li> <li>• Hip hop</li> <li>• Funk</li> <li>• etc.</li> </ul> <p><b>Ballroom</b></p> <ul style="list-style-type: none"> <li>• Waltz</li> <li>• Fox-trot</li> <li>• Tango</li> <li>• Latin-style</li> <li>• etc.</li> </ul>	<p><b>Simple Games</b></p> <ul style="list-style-type: none"> <li>• Schoolyard/Backyard</li> <li>• Chasing</li> <li>• Throwing</li> <li>• Kicking</li> <li>• etc.</li> </ul> <p><b>Innovative</b></p> <ul style="list-style-type: none"> <li>• Creative/novel</li> <li>• Initiative tasks</li> <li>• Cooperative challenges</li> <li>• Parachute activities</li> <li>• etc.</li> </ul> <p><b>Bat and Ball</b></p> <ul style="list-style-type: none"> <li>• Softball</li> <li>• Cricket/rounders</li> <li>• T-ball</li> <li>• etc.</li> </ul> <p><b>Territorial</b></p> <ul style="list-style-type: none"> <li>• Soccer</li> <li>• Basketball</li> <li>• Touch football</li> <li>• Hockey (field, floor, ice)</li> <li>• Team handball</li> <li>• Rugby (<b>non-contact</b>)</li> <li>• etc.</li> </ul> <p><b>Net/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>• etc.</li> </ul> <p><b>Target</b></p> <ul style="list-style-type: none"> <li>• Archery</li> <li>• Boccie</li> <li>• Bowling</li> <li>• Golf</li> <li>• etc.</li> </ul>	<p><b>Educational themes</b></p> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Balance</li> <li>• Weight transfer</li> <li>• Travel</li> <li>• Flight</li> <li>• Take off and land</li> <li>• etc.</li> </ul> <p><b>Rhythmic</b></p> <ul style="list-style-type: none"> <li>• Hoop</li> <li>• Ball</li> <li>• Ribbon</li> <li>• Clubs</li> <li>• Scarf</li> <li>• Rope</li> <li>• etc.</li> </ul> <p><b>Acrobatic</b></p> <ul style="list-style-type: none"> <li>• Tumbling</li> <li>• Pyramids</li> </ul> <p><b>Artistic</b></p> <ul style="list-style-type: none"> <li>• Floor exercises</li> <li>• Uneven bars</li> <li>• Parallel bars</li> <li>• High bar</li> <li>• Vault box</li> <li>• Pommel horse</li> <li>• Rings</li> <li>• Balance beam</li> <li>• etc.</li> </ul>	<p><b>Athletics</b> (Track &amp; Field)</p> <ul style="list-style-type: none"> <li>• Runs</li> <li>• Jumps</li> <li>• Throws</li> <li>• Combative</li> <li>• Martial Arts</li> <li>• Self-defence</li> <li>• Wrestling</li> <li>• Fencing</li> <li>• etc.</li> </ul> <p><b>Individual manipulatives</b></p> <ul style="list-style-type: none"> <li>• Juggling</li> <li>• Skipping</li> <li>• Hacky sack</li> <li>• etc.</li> </ul> <p><b>Training programs</b></p> <ul style="list-style-type: none"> <li>• Aerobics</li> <li>• Rope jumping</li> <li>• Walking</li> <li>• Jogging</li> <li>• Lap swimming</li> <li>• Cycling</li> <li>• Use of exercise equipment</li> <li>• Weight training</li> <li>• etc.</li> </ul>

Refer to NB Safety Guidelines document for appropriateness of activities.

CAHPERD – Physical Education 2000 – Learning Outcomes

## EXEMPTIONS

To meet the aim of the program, it is recommended that a variety of movement experiences be provided in all the dimensions. In the following specified circumstances, however, exemptions may be warranted from one or more dimensions and/or a physical education course.

Category	Conditions for Exemptions	Procedures	Other Experiences
INDIVIDUAL	Religious beliefs	<ul style="list-style-type: none"> <li>Statement in writing from parent to principal</li> </ul>	<ul style="list-style-type: none"> <li>When exemption is granted, other activities consistent with the aim and outcomes of the program should be substituted where appropriate.</li> </ul>
INDIVIDUAL	Medical	<ul style="list-style-type: none"> <li>Certification to principal by medical practitioner with statement of activities in which the student is not able to participate</li> </ul>	
CLASS, GRADE OR SCHOOL	Access to facilities	<ul style="list-style-type: none"> <li>Initiated by school authority or parent</li> <li>Approved by school authority</li> </ul>	

Program Rationale and Philosophy

Physical Education (K-12) /3

(2000)

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## KEY ELEMENTS

The following charts provide an overview of the key elements of the curriculum.

<b>GRADE 6</b>		
<b>Doing</b>	<b>Knowing</b>	<b>Valuing</b>
<ul style="list-style-type: none"> <li>• Efficient and effective movement skills</li> <li>• Activity specific skills in:               <ul style="list-style-type: none"> <li>– Rhythmic/creative movement</li> <li>– Educational gymnastics</li> <li>– Team sports</li> <li>– Co-operative games</li> <li>– Low organized games</li> <li>– Individual sports</li> <li>– Alternative environments</li> </ul> </li> <li>• Offensive and defensive strategies</li> <li>• Achieving and maintaining level of fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Informed choices</li> <li>• Identifying components of fitness</li> <li>• Rules, routines, and safety in a variety of activities</li> <li>• Identifying critical cues for skill analysis</li> <li>• Identifying basic game/sport patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Participation and self-motivation</li> <li>• Fair play and respect</li> <li>• Enjoyment</li> <li>• Social interaction skills</li> <li>• Personal challenge</li> <li>• Identifying and taking responsibility for different roles</li> </ul>

<b>GRADE 7</b>		
<b>Doing</b>	<b>Knowing</b>	<b>Valuing</b>
<ul style="list-style-type: none"> <li>• Efficient and effective movement skills</li> <li>• Activity specific skills in:               <ul style="list-style-type: none"> <li>– Rhythmic/creative movement</li> <li>– Educational gymnastics</li> <li>– Team sports</li> <li>– Lead-up games</li> <li>– Individual sports</li> <li>– Alternative environments</li> </ul> </li> <li>• Offensive and defensive strategies and tactics</li> <li>• Achieving, maintaining, and evaluating level of fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Informed choices</li> <li>• Relating activities to components of fitness</li> <li>• Rules, routines, and safety in a variety of activities</li> <li>• Application of rules</li> <li>• Identifying and leading an appropriate warm-up/cool-down for specific activities</li> <li>• Identifying game/sport patterns</li> <li>• Identifying critical cues for skills analysis for self improvement and that of partner</li> </ul>	<ul style="list-style-type: none"> <li>• Participation and self-motivation</li> <li>• Fair play and respect</li> <li>• Accepting differences</li> <li>• Enjoyment</li> <li>• Social interaction skills</li> <li>• Personal challenge</li> <li>• Identifying, describing, and taking responsibility for different roles</li> </ul>



<b>GRADE 8</b>		
<b>Doing</b>	<b>Knowing</b>	<b>Valuing</b>
<ul style="list-style-type: none"> <li>• Refining efficient and effective movement skills</li> <li>• Refining activity specific skills in:               <ul style="list-style-type: none"> <li>– Rhythmic/creative movement</li> <li>– Educational gymnastics</li> <li>– Team sports</li> <li>– Lead-up games</li> <li>– Individual sports</li> <li>– Alternative environments</li> </ul> </li> <li>• Applying fitness concepts towards the development of a personal fitness plan</li> </ul>	<ul style="list-style-type: none"> <li>• Goal setting and action planning</li> <li>• Informed choices</li> <li>• Applying components of fitness</li> <li>• Applying rules, and routines, and safety in a variety of activities</li> <li>• Creating and leading an appropriate warm-up/cool-down for specific activities</li> <li>• Identifying more complex game/sport patterns</li> <li>• Identifying critical cues for skill analysis for improvement of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Participation and self-motivation</li> <li>• Fair play and respect</li> <li>• Accepting differences</li> <li>• Enjoyment</li> <li>• Social interaction skills</li> <li>• Personal challenge</li> <li>• Describing, applying, and practicing different roles</li> </ul>

**NOTE:** The following three pages contain only the Specific Curriculum Outcomes with a page each for **Doing, Knowing and Valuing**. They are listed in this manner to provide an overview of the continuity and the differences between the grade levels.



## Specific Curriculum Outcomes Overview – Doing

GENERAL CURRICULUM OUTCOMES		
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> <li>- demonstrate efficient and effective movement skills and concepts</li> <li>- demonstrate a functional level of activity specific motor skills</li> <li>- demonstrate efficient and effective body mechanics</li> <li>- demonstrate an ability to cooperate with others</li> </ul>		
SPECIFIC CURRICULUM OUTCOMES		
Grade 6	Grade 7	Grade 8
<p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> <li>1. select, combine and refine locomotor and non-locomotor skills into movement alone and with others.</li> <li>2. demonstrate dance patterns from a variety of dance forms alone and with others.</li> <li>3. perform rhythmic/creative movements with variations of body awareness, space awareness, qualities and relationships.</li> <li>4. demonstrate ways to receive, retain, and send an object with increasing accuracy individually and with others.</li> <li>5. demonstrate ways to receive, retain and send an object with increasing accuracy using an implement.</li> <li>6. demonstrate sport specific skills through cooperative modified games that involve everyone.</li> <li>7. consistently and confidently demonstrate offensive and defensive positions and strategies.</li> <li>8. demonstrate ways to achieve a personal functional level of physical fitness through participation in physical activity.</li> <li>9. demonstrate activity-specific motor skills in a variety of alternative environments.</li> </ol>	<p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> <li>1. demonstrate ways to improve and refine locomotor and non-locomotor skills into complex movement.</li> <li>2. refine, perform and present dance patterns from a variety of dance forms alone and with others.</li> <li>3. perform and present rhythmic/creative movements with variations of body awareness, space awareness, qualities and relationships.</li> <li>4. demonstrate ways to receive, retain, and send an object with varying speeds and accuracy in skills specific to an activity.</li> <li>5. demonstrate ways to receive, retain, and send an object with varying speeds and accuracy using an implement.</li> <li>6. demonstrate sport specific skills through lead-up games that reinforce specific game skills.</li> <li>7. demonstrate challenging strategies, tactics and rules that coordinate effort with others.</li> <li>8. demonstrate and evaluate ways to achieve a personal functional level of fitness through goal setting.</li> <li>9. demonstrate activity-specific skills in a variety of environments using appropriate equipment.</li> </ol>	<p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> <li>1. apply and refine combined locomotor and non-locomotor skills into complex movement.</li> <li>2. select, refine and present a variety of dance forms alone or with others.</li> <li>3. apply rhythmic/creative movements with variations of body awareness, space awareness, qualities and relationships.</li> <li>4. demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity.</li> <li>5. demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance using an implement.</li> <li>6. refine sport specific skills through practice with small group, unit, and team situations.</li> <li>7. demonstrate specific strategies and tactics that coordinate effort with others.</li> <li>8. apply ways to achieve a personal functional level of fitness.</li> <li>9. apply activity-specific skills in a variety of environments and using appropriate equipment.</li> </ol>



## Specific Curriculum Outcomes Overview – Knowing

GENERAL CURRICULUM OUTCOMES		
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> <li>- understand the principles and concepts that support active living</li> <li>- understand how to maintain a personal level of functional physical fitness</li> <li>- understand the importance of safety rules and procedures</li> <li>- understand the basic concepts and principles related to all movement categories</li> </ul>		
SPECIFIC CURRICULUM OUTCOMES		
Grade 6	Grade 7	Grade 8
<p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> <li>1. set and modify goals to develop personal fitness to maintain a healthy lifestyle. Select simple and safe activities.</li> </ol>	<p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> <li>2. set goals to develop personal fitness based on interest and abilities.</li> </ol>	<p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> <li>1. set and refine goals for personal fitness based on interest and abilities.</li> </ol>
<ol style="list-style-type: none"> <li>2. identify the components of health-related fitness.</li> </ol>	<ol style="list-style-type: none"> <li>2. identify factors that affect choices for being physically active for life.</li> </ol>	<ol style="list-style-type: none"> <li>2. identify and apply the principles of training.</li> </ol>
<ol style="list-style-type: none"> <li>3. explain the relationship between good nutritional practices and physical activity</li> </ol>	<ol style="list-style-type: none"> <li>2. identify activities that enhance the different components of health-related fitness.</li> </ol>	<ol style="list-style-type: none"> <li>3. design a personal fitness and nutrition plan.</li> </ol>
<ol style="list-style-type: none"> <li>4. follow rules, routines, and procedures of safety in a variety of activities and facilities.</li> </ol>	<ol style="list-style-type: none"> <li>2. follow rules, routines, and procedures of safety in a variety of activities and facilities in and out of the school environment.</li> </ol>	<ol style="list-style-type: none"> <li>4. show an understanding of rules with regard to safety. Show an understanding of rules in a game situation.</li> </ol>
<ol style="list-style-type: none"> <li>5. identify basic concepts in relation to body mechanics and skill analysis.</li> </ol>	<ol style="list-style-type: none"> <li>2. identify and analyze basic concepts in relation to body mechanics and skill analysis in themselves and others.</li> </ol>	<ol style="list-style-type: none"> <li>5. identify, analyze, and coach basic concepts in relation to body mechanics and skill analysis in themselves and others.</li> </ol>
<ol style="list-style-type: none"> <li>6. demonstrate an ability to set goals to improve personal performance.</li> </ol>	<ol style="list-style-type: none"> <li>2. set challenging goals to improve personal performance.</li> </ol>	<ol style="list-style-type: none"> <li>6. set and evaluate goals to improve personal, group and team performance.</li> </ol>
<ol style="list-style-type: none"> <li>7. identify strategies and concepts related to offensive and defensive positions/strategies.</li> </ol>	<ol style="list-style-type: none"> <li>2. identify challenging strategies, tactics and rules that coordinate effort with others.</li> </ol>	<ol style="list-style-type: none"> <li>7. identify specific strategies and tactics that coordinate effort with others.</li> </ol>



## Specific Curriculum Outcomes Overview – Valuing

### GENERAL CURRICULUM OUTCOMES

*Students will be expected to*

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

### SPECIFIC CURRICULUM OUTCOMES

Grade 6	Grade 7	Grade 8
<p><i>Students will be expected to</i></p> <p>1. explain the enjoyment gained from being physically active.</p>	<p><i>Students will be expected to</i></p> <p>1. explain the enjoyment gained alone and with others, from being physically active.</p>	<p><i>Students will be expected to</i></p> <p>1. explain the enjoyment and benefits gained alone and with others, from being physically active in an alternative setting.</p>
<p>2. demonstrate fair play and etiquette.</p>	<p>2. demonstrate fair play and etiquette.</p>	<p>2. demonstrate fair play and etiquette.</p>
<p>3. demonstrate self-confidence while participating in physical activity.</p>	<p>3. demonstrate confidence in self and others while participating in physical activity.</p>	<p>3. demonstrate confidence in self and others while participating in physical activity.</p>
<p>4. demonstrate a willingness to participate in a variety of activities.</p>	<p>4. demonstrate a willingness to participate in a variety of activities and in one new activity that is personally challenging.</p>	<p>4. demonstrate a willingness to participate in a variety of activities, including those in an alternative setting.</p>
<p>5. identify and accept responsibility for various roles while participating in physical activity.</p>	<p>5. identify and accept responsibility for various roles while participating in physical activity.</p>	<p>5. describe and apply leadership skills related to physical activity.</p>
<p>6. participate cooperatively in physical activity with others of various abilities, interests, and cultural backgrounds.</p>	<p>6. participate cooperatively in physical activity with others of various abilities, interests, and cultural backgrounds.</p>	<p>6. demonstrate respect while participating co-operatively in physical activity with others of various abilities, interests, and cultural backgrounds.</p>





**SPECIFIC CURRICULUM OUTCOMES**

**GRADE 6**

## GENERAL CURRICULUM OUTCOMES

- Students will be expected to
- demonstrate efficient and effective movement skills and concepts
  - demonstrate a functional level of activity specific motor skills
  - demonstrate efficient and effective body mechanics
  - demonstrate an ability to cooperate with others

Specific Curriculum Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>1. select, combine and refine locomotor and non-locomotor skills into movement alone and with others.</p>	<p>a) Through educational gymnastics (balancing, weight transfer, travelling, rolling into smooth flowing sequences with intentional changes in direction, speed)</p> <p>b) Cooperative games</p> <p>c) General track and field skills</p>
<p>2. demonstrate dance patterns from a variety of dance forms alone and with others.</p>	<p>Through novelty dances, square dances.</p>
<p>3. perform rhythmic/creative movements with variations of body awareness, space awareness, qualities and relationships.</p>	<p>Have students create a dance through specific sport movements or create imaginative shapes in space.</p>
<p>4. demonstrate ways to receive, retain, and send an object with increasing accuracy individually and with others.</p>	<p>Throwing, catching, kicking and trapping, hitting, using frisbees, rubber chickens, balls, etc.</p>
<p>5. demonstrate ways to receive, retain and send an object with increasing accuracy using an implement.</p>	<p>Ball and bat, racquet sports, hockey/ringette sticks.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

<b>Teacher Notes and Suggestions for Assessment</b>	<b>Teacher Resources</b>
<ul style="list-style-type: none"> <li>- checklists</li> <li>- rubrics</li> <li>- observation (teacher &amp; peers)</li> </ul>	<p>PE 4 Me p. 155, 157, 159, 184</p> <p>Professional &amp; Student Portfolios for Physical Education pp. 150-157</p> <p>Run, Jump, Throw (Athletics Canada)</p> <p>Ready to Use P.E. Activities Grade 5-6 (section 4)</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- rubrics</li> <li>- checklists</li> </ul>	<p>Ready to Use P.E. Activities Grade 5-6 (section 3)</p> <p>PE 4 Me p. 180</p> <p>Hichwa – Right Fielders Are People Too (p. 93)</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- rubrics</li> <li>- checklists</li> </ul>	<p>PE 4 Me p. 180</p> <p>Ready to Use P.E. Activities Grade 5-6 (p. 111)</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- rubrics</li> <li>- checklists</li> </ul>	<p>PE 4 Me pp. 180-187</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- rubrics</li> <li>- checklists</li> </ul>	<p>PE 4 Me p. 188</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

<b>Specific Curriculum Outcomes</b>	<b>Suggestions for Teaching/Learning</b>
<p><i>Students will be expected to</i></p> <p>6. demonstrate sport specific skills through cooperative modified games that involve everyone.</p>	<p>Soccer-baseball, benchball, 2on 2's, 3 on 3's, etc.</p>
<p>7. consistently and confidently demonstrate offensive and defensive positions and strategies.</p>	<p>Basic individual positions and strategies in invasion games, batting/fielding games, net/wall games, target games.</p> <p>Teacher talk: basic individual strategies would include goalside, person to person defence, tracking, creating space, ready position, moving to space, guarding space.</p>
<p>8. demonstrate ways to achieve a personal functional level of physical fitness through participation in physical activity.</p>	<p>Use the components of fitness (see Grade 6 Knowing Outcome #2) to develop fitness programs. Encourage students to make links to sports/activities that can be accessed outside the school environment.</p> <p>Assign physical education homework .</p>
<p>9. demonstrate activity-specific motor skills in a variety of alternative environments.</p>	<p>Aquatics, Outdoor games, Cross-country running/walking, schoolyard orienteering, etc. depending on circumstances.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

<b>Teacher Notes and Suggestions for Assessment</b>	<b>Teacher Resources</b>
<ul style="list-style-type: none"> <li>- observation</li> <li>- rubrics</li> <li>- checklists</li> </ul>	Ready to Use P.E. Activities Grade 5-6 (Section 5)
<ul style="list-style-type: none"> <li>- observation by teacher/peers</li> <li>- checklists</li> </ul>	Griffin et al. Teaching Sport Concepts and Skills
<ul style="list-style-type: none"> <li>- progress toward improved level of fitness</li> <li>- fitness testing</li> <li>- recording progress</li> </ul>	Canada’s Physical Activity Guide for Youth <a href="http://www.paguide.com">www.paguide.com</a>
<ul style="list-style-type: none"> <li>- checklists</li> <li>- rubrics</li> <li>- observation by teachers/peers</li> <li>- self-assessment</li> </ul>	



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures
- understand the basic concepts and principles related to all movement categories

Specific Curriculum Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>1. set and modify goals to develop personal fitness to maintain a healthy lifestyle. Select simple and safe activities.</p>	<p>Emphasis should be put on personal goal-setting and personal improvement. Physical fitness development is an on-going process that should be a part of each class.</p> <p><b>Note:</b> Care should be taken if using standardized tests that scores not be used as the sole basis for student grades.</p>
<p>2. identify the components of health-related fitness.</p>	<p>Ask students to brainstorm their concepts of fitness. Through discussion refine these concepts into the health-related fitness components.</p>
<p>3. explain the relationship between good nutritional practices and physical activity.</p>	<p>Reinforce the basic principles of nutrition (see Health Curriculum) in relation to health, body weight, physical performance, and well-being, e.g. taking water breaks during activities.</p>
<p>4. follow rules, routines, and procedures of safety in a variety of activities and facilities.</p>	<p>Emphasize safe procedures and rules for all curricular activities. Alternative environments may require particular attention e.g. rules of the road for cycling, etc.</p> <p>Ensure safe handling of equipment.</p> <p>Environmental impacts of smog, sun, allergies should also be addressed.</p>
<p>5. identify basic concepts in relation to body mechanics and skill analysis.</p>	<p>Help students become more aware of commonalities among skills (body mechanics) and sport specific skills. A key objective is to provide critical cues/key elements that will allow skill improvement and self-correction.</p>
<p>6. demonstrate an ability to set goals to improve personal performance.</p>	<p>Have students set their performance goals and ways to accomplish them. e.g. begin to involve students in the design of practices and drills with the goal of skill improvement.</p>



## GENERAL CURRICULUM OUTCOMES

Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures
- understand the basic concepts and principles related to all movement categories

Teacher Notes and Suggestions for Assessment	Teacher Resources
<ul style="list-style-type: none"> <li>- measurable progress toward goals</li> <li>- achievement of goals</li> <li>- setting appropriate personal goals</li> </ul>	<p>PE4 ME p. 173</p> <p>Professional and Student Portfolios for Physical Education (p, 127, 128, 131)</p>
<ul style="list-style-type: none"> <li>- written tests</li> <li>- quizzes</li> <li>- posters</li> <li>- group work (role play)</li> </ul>	<p>PE4 ME p. 135</p>
<ul style="list-style-type: none"> <li>- oral or written tests</li> <li>- quizzes</li> <li>- posters</li> </ul>	<p>Reinforce the basic principles of nutrition (see Health Curriculum) in relation to health, body weight, physical performance, and well-being. e.g. taking water breaks during activities.</p> <p>Canada’s Food Guide</p>
<ul style="list-style-type: none"> <li>- checklists</li> <li>- self-assessment</li> <li>- peer-assessment</li> </ul>	<p>Health Curriculum Grade Six: Protecting yourself And Your Community</p> <p>PE 4 Me p. 209</p> <p>“Choices for Life” – WHSCC</p> <p>See NB Physical Education Safety Guidelines</p>
<ul style="list-style-type: none"> <li>- written tests (identifying critical cues)</li> <li>- observation</li> <li>- checklists</li> <li>- rubrics</li> </ul>	<p>PE 4 Me p. 186, 187</p> <p>Professional and Student Portfolios for Physical Education p. 154, 155</p>
<ul style="list-style-type: none"> <li>- self-assessments</li> <li>- measurable progress towards goals</li> <li>- achievement of goals</li> </ul>	<p>Professional and Student Portfolios for Physical Education p. 104, 105</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures
- understand the basic concepts and principles related to all movement categories

<b>Specific Curriculum Outcomes</b>	<b>Suggestions for Teaching/Learning</b>
<p><i>Students will be expected to</i></p> <p>7. identify strategies and concepts related to offensive and defensive positions/strategies.</p>	<p>Teacher Talk:      this differs from Grade 6 Doing Outcome 7 in that it requires knowledge of the area but not necessarily ability to demonstrate physically. Students would be able to identify types of defense, offense, etc.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures
- understand the basic concepts and principles related to all movement categories

**Teacher Notes and Suggestions for Assessment**

**Teacher Resources**

- observation
- checklists
- rubrics

Teaching Sport Concepts and Skills



## GENERAL CURRICULUM OUTCOMES

Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well being

<b>Specific Curriculum Outcomes</b>	<b>Suggestions for Teaching/Learning</b>
<p><i>Students will be expected to</i></p> <p>1. explain the enjoyment gained from being physically active.</p>	<p>Discuss with students the activities that they enjoy and why they enjoy them.</p>
<p>2. demonstrate fair play and etiquette.</p>	<p>In all curricular activities, fair play and etiquette need to be respected. Students will be encouraged to model behavior appropriate to that activity and to the setting.</p>
<p>3. demonstrate self-confidence while participating in physical activity.</p>	<p>Discuss, with students, factors that contribute to the development of self-confidence and self-esteem.</p>
<p>4. demonstrate a willingness to participate in a variety of activities.</p>	<p>Encourage all students to be active participants in all curricular activities.</p>
<p>5. identify and accept responsibility for various roles while participating in physical activity.</p>	<p>Provide opportunities for students to experience different roles e.g. equipment managers, officials, leaders.</p>
<p>6. participate cooperatively in physical activity with others of various abilities, interests, and cultural backgrounds.</p>	<p>Provide opportunities for students to work with a variety of individuals and groups.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well being

Teacher Notes and Suggestions for Assessment	Teacher Resources
<ul style="list-style-type: none"> <li>- oral and written discussions</li> <li>- surveys</li> <li>- questionnaires</li> </ul>	
<ul style="list-style-type: none"> <li>- teacher observation</li> <li>- self-assessment</li> <li>- peer assessment</li> </ul>	Fair Play  PE4 ME p. 168, 169, 171
<ul style="list-style-type: none"> <li>- discussion</li> <li>- questioning</li> <li>- journals</li> <li>- written exercises</li> <li>- observation</li> </ul>	Canada Physical Activity Guide for Youth <a href="http://www.paguide.com">www.paguide.com</a>  Professional and Student Portfolios for Physical Education p. 130, 132, 133
<ul style="list-style-type: none"> <li>- journal</li> <li>- portfolio</li> <li>- observation (self, peer, teacher)</li> </ul>	Professional and Student Portfolios for Physical Education pp. 128-134
<ul style="list-style-type: none"> <li>- observation</li> <li>- discussion of roles</li> <li>- questionnaires</li> </ul>	
<ul style="list-style-type: none"> <li>- observation</li> <li>- discussion of roles</li> <li>- questionnaires</li> <li>- written comments</li> </ul>	





**SPECIFIC CURRICULUM OUTCOMES**

**GRADE 7**

**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

<b>Specific Curriculum Outcomes</b>	<b>Suggestions for Teaching/Learning</b>
<p><i>Students will be expected to</i></p> <p>1. demonstrate ways to improve and refine locomotor and non-locomotor skills into complex movement.</p>	<p>a) Travel, balance, and weight transfers on the floor and on small and/or large equipment</p> <p>b) Cooperative games</p> <p>c) General track and field skills</p>
<p>2. refine, perform and present dance patterns from a variety of dance forms alone and with others.</p>	<p>Novelty, square, line, traditional, folk</p>
<p>3. perform and present rhythmic/creative movements with variations of body awareness, space awareness, qualities and relationships.</p>	<p>Dramatize themes such as historical events, movies, poetry or art, through dance.</p>
<p>4. demonstrate ways to receive, retain, and send an object with varying speeds and accuracy in skills specific to an activity.</p>	<p>Throwing, catching, kicking, trapping, striking, passing, cushioning, etc. done in pairs, triads, or groups</p> <p>Teacher Talk: Linking skills is important. The move toward compound skills, rather than discrete skills is essential, for example, in basketball, receiving a pass dribbling toward a defender and then passing to a teammate. The opportunity to practice this type of compound skill needs to be provided.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

Teacher Notes and Suggestions for Assessment	Teacher Resources
<ul style="list-style-type: none"> <li>- checklists</li> <li>- rubrics</li> <li>- observation (teacher and peer)</li> </ul>	<p>PE 4 Me p. 155, 157, 159, 184</p> <p>Professional and Student Portfolios for Physical Education pp. 150-157</p> <p>Ready to Use P.E. Activities Grade 7-9 (section 4)</p> <p>Run, Jump, Throw (Athletics Canada)</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- rubrics</li> <li>- checklists</li> </ul>	<p>PE 4 Me p. 180</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- checklists</li> <li>- rubrics</li> </ul>	<p>PE 4 Me p. 180</p> <p>Ready to Use P.E. Activities Grade 7-9 (section 3)</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- checklists</li> <li>- rubrics</li> </ul>	<p>Ready to Use P.E. Activities Grade 7-9 (section 5)</p> <p>PE 4 Me pp. 182-187</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

Specific Curriculum Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>5. demonstrate ways to receive, retain, and send an object with varying speeds and accuracy using an implement.</p>	<p>Using paddles, hockey sticks, racquets, bats, etc.</p> <p>As with # 4 above, the potential to practice compound skills is important.</p>
<p>6. demonstrate sport specific skills through lead-up games that reinforce specific game skills.</p>	<p>e.g. “21” in basketball, line soccer, short tennis, zone hockey, wall ball, small sided games.</p>
<p>7. demonstrate challenging strategies, tactics and rules that coordinate effort with others.</p>	<p>Basic individual positions and strategies, as well as, unit/team strategies in invasion games, batting/fielding games, net/wall games, target games.</p> <p>Teacher Talk:       Begin to look at helping strategies/tactics which involve one or two teammates (small groups).                                          Concepts of help defence, cover defence, positioning, give and go offence and screening should be explored.</p>
<p>8. demonstrate and evaluate ways to achieve a personal functional level of fitness through goal setting.</p>	<p>Review the components of fitness (see outcomes for grade six), set personal goals and design ways to achieve them.</p>
<p>9. demonstrate activity-specific skills in a variety of environments using appropriate equipment.</p>	<p>Aquatics, outdoor games, cross-country running/walking, schoolyard orienteering, snowshoeing, cross-country skiing, etc. depending on circumstances.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

Teacher Notes and Suggestions for Assessment	Teacher Resources
<ul style="list-style-type: none"> <li>- observation</li> <li>- checklists</li> <li>- rubrics</li> </ul>	<p>Ready to Use P.E. Activities Grade 7-9 (section 5)</p> <p>PE 4 Me p. 188</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- checklists</li> <li>- rubrics</li> </ul>	<p>Ready to Use P.E. Activities Grade 7-9 (section 5)</p>
<ul style="list-style-type: none"> <li>- observation by teacher and peers</li> <li>- checklists</li> </ul>	<p>Griffin et al. Teaching Sport Concepts and Skills</p>
<ul style="list-style-type: none"> <li>- progress toward goals</li> <li>- achievement of goals</li> <li>- recording progress</li> <li>- journals</li> <li>- fitness testing</li> </ul>	<p>Ready to Use P.E. Activities Grade 7-9 (section 2)</p> <p>Canada’s Physical Activity Guide for Youth <a href="http://www.paguide.com">www.paguide.com</a></p>
<ul style="list-style-type: none"> <li>- checklists</li> <li>- rubrics</li> <li>- observation by peers/teacher</li> </ul>	



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures
- understand the basic concepts and principles related to all movement categories

<b>Specific Curriculum Outcomes</b>	<b>Suggestions for Teaching/Learning</b>
<p><i>Students will be expected to</i></p> <p>1. set goals to develop personal fitness based on interest and abilities.</p>	<p>Building on grade six curricular fitness outcomes, challenge students to set goals based on personal interests and abilities. Encourage students to participate in fitness activities outside the school environment e.g. homework, weekend activities, vacation activities.</p>
<p>2. identify factors that affect choices for being physically active for life.</p>	<p>Reinforce concepts from the Health Curriculum stressing balanced diets, appropriate usage of medications, and benefits of healthy exercise habits.</p> <p>Discussion during advisor/advisee meetings may be appropriate.</p>
<p>3. identify activities that enhance the different components of health-related fitness.</p>	<p>Review the components of fitness and indicate activities that will lead to the improvement of those particular components.</p>
<p>4. follow rules, routines, and procedures of safety in a variety of activities and facilities in and out of the school environment.</p>	<p>Emphasize safe procedures and rules for all curricular activities e.g. ball hockey, skating etc. Alternative environments may require particular attention, e.g. rules of the road for cycling, in-line skating, etc.</p> <p>Environmental impacts of smog, sun, allergies should also be addressed.</p> <p>Teacher Talk:      Try to promote different activities than in the grade 6 level.</p>
<p>5. identify and analyze basic concepts in relation to body mechanics and skill analysis in themselves and others.</p>	<p>Help students become more aware of commonalities among skills (body mechanics) and sport specific skills. A key objective is to provide critical cues/key elements that will allow skill improvement and correction in themselves and others.</p>
<p>6. set challenging goals to improve personal performance.</p>	<p>Using goal setting skills already acquired in previous grades, have students set personal goals that are attainable, but, require significant effort to achieve.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures
- understand the basic concepts and principles related to all movement categories

Teacher Notes and Suggestions for Assessment	Teacher Resources
<ul style="list-style-type: none"> <li>- measurable progress toward goals</li> <li>- achievement of goals</li> <li>- setting appropriate personal goals</li> </ul>	<p>PE 4 Me p. 173</p> <p>Professional and Student Portfolios for Physical Education p. 127, 128, 131</p>
<ul style="list-style-type: none"> <li>- written tests</li> <li>- quizzes</li> <li>- posters</li> </ul>	<p>Health Curriculum Grade Seven: Personal Wellness; Use, Misuse and Abuse of Materials</p>
<ul style="list-style-type: none"> <li>- oral or written tests</li> <li>- quizzes</li> <li>- posters</li> </ul>	<p>PE 4 ME pp. 135-146</p>
<ul style="list-style-type: none"> <li>- check lists</li> <li>- self-assessment</li> <li>- peer assessment</li> </ul>	<p>PE 4 Me p. 209</p> <p>Choices for Life</p>
<ul style="list-style-type: none"> <li>- written tests (identifying critical cues)</li> <li>- observation</li> <li>- checklists</li> <li>- rubrics</li> </ul>	<p>PE 4 Me pp. 186-187</p>
<ul style="list-style-type: none"> <li>- self-assessments</li> <li>- measurable progress toward goals</li> <li>- achievement of goals</li> </ul>	<p>Professional and Student Portfolios for Physical Education pp. 104-105</p>



## GENERAL CURRICULUM OUTCOMES

Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures
- understand the basic concepts and principles related to all movement categories

Specific Curriculum Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>7. identify challenging strategies, tactics and rules that coordinate effort with others.</p>	<p>Teacher Talk:      This is similar to Grade 7 Doing Outcome # 7, but stresses the ability to identify and explain rather than perform the elements of, for example, help defence, cover defence, positioning, give and go offence and screening.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures
- understand the basic concepts and principles related to all movement categories

Teacher Notes and Suggestions for Assessment	Teacher Resources
<ul style="list-style-type: none"> <li>- observation</li> <li>- checklists</li> <li>- rubrics</li> </ul>	<p>Teaching Sport Concepts and Skills</p>



## GENERAL CURRICULUM OUTCOMES

Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well being

Specific Curriculum Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <p>1. explain the enjoyment gained alone and with others, from being physically active.</p>	<p>Discuss with students the activities that they enjoy and why they enjoy them.</p>
<p>2. demonstrate fair play and etiquette.</p>	<p>In all curricular activities, fair play and etiquette need to be respected. Students will be encouraged to model behavior appropriate to that activity and to the setting.</p>
<p>3. demonstrate confidence in self and others while participating in physical activity.</p>	<p>Discuss, with students, factors that contribute to the development of self-confidence and self-esteem. Discuss what is needed to have confidence in others. Discuss the role of practice, effort and perseverance in the development of confidence in self and others.</p>
<p>4. demonstrate a willingness to participate in a variety of activities and in one new activity that is personally challenging.</p>	<p>Encourage all students to participate willingly in all curricular activities. Challenge students to attempt a new activity, within the school and/or the community. Keep a journal to record activities.</p>
<p>5. identify and accept responsibility for various roles while participating in physical activity.</p>	<p>Provide opportunities for students to experience different roles e.g. equipment managers, officials, leaders. The use of co-operative games which lead to team building would be appropriate.</p>
<p>6. participate cooperatively in physical activity with others of various abilities, interests, and cultural backgrounds.</p>	<p>Provide opportunities for students to work with a variety of individuals and groups. Team building activities and cooperative games are appropriate vehicles.</p>



## GENERAL CURRICULUM OUTCOMES

Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well being

Teacher Notes and Suggestions for Assessment	Teacher Resources
<ul style="list-style-type: none"> <li>- oral and written discussions</li> <li>- surveys</li> <li>- questionnaires</li> </ul>	
<ul style="list-style-type: none"> <li>- teacher observation</li> <li>- self-assessment</li> <li>- peer assessment</li> </ul>	PE 4 Me p. 171
<ul style="list-style-type: none"> <li>- discussion</li> <li>- questioning</li> <li>- journals</li> <li>- written exercises</li> <li>- observation</li> </ul>	Canada's Physical Activity Guide for Youth <a href="http://www.paguide.com">www.paguide.com</a>  PE 4 ME pp. 130-132  Ready to Use P.E. Activities Grades 7-9 pp. 410-412
<ul style="list-style-type: none"> <li>- journal</li> <li>- parental feedback (if an out-of-school activity)</li> <li>- portfolio</li> </ul>	Professional and Student Portfolios for Physical Education p. 128-134
<ul style="list-style-type: none"> <li>- observation</li> <li>- debriefing on roles from co-op games</li> <li>- written comments</li> <li>- questionnaires</li> </ul>	Silver Bullets  Cowstails and Cobras
<ul style="list-style-type: none"> <li>- observation</li> <li>- debriefing on roles from co-op games</li> <li>- written comments</li> <li>- questionnaires</li> </ul>	Silver Bullets  Cowstails and Cobras  PE 4 Me p. 130





**SPECIFIC CURRICULUM OUTCOMES**

**GRADE 8**

**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

<b>Specific Curriculum Outcomes</b>	<b>Suggestions for Teaching/Learning</b>
<p><i>Students will be expected to</i></p> <p>1. apply and refine combined locomotor and non-locomotor skills into complex movement.</p>	<p>a) Individual, partner, and small group balances and counterbalances</p> <p>b) Develop and perform with a partner a sequence containing basic gymnastic skills on the floor and small and/or large equipment</p> <p>c) Create shapes in the air mimicking freestyle skiing, snowboarding</p>
<p>2. select, refine and present a variety of dance forms alone or with others.</p>	<p>Select among traditional, folk, square, novelty, ballroom dance, line and encourage students to create their own versions of those styles.</p>
<p>3. apply rhythmic/creative movements with variations of body awareness, space awareness, qualities and relationships.</p>	<p>Create/choreograph dances based on themes such as: sport themes e.g: Much Music video, slow motion replay, movie themes, poems, songs.</p>
<p>4. demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity.</p>	<p>With the focus moving towards full-court/field games, throwing, catching, kicking, trapping, striking, passing, cushioning, etc. are practiced at greater distances.</p> <p>Teacher Talk: Build on compound skills as from Grade 7 Doing Outcome # 4 but increase defensive pressure. For example, instead of 3 on 1 drills, move to 3 on 2 or 3 on 3.</p>
<p>5. demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance using an implement.</p>	<p>With the focus moving towards full-court/field games, using paddles, hockey sticks, racquets, bats, etc. are practiced at greater distances.</p> <p>Teacher Talk: As with # 4 above, increase pressure on the skill in a practice situation.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

Teacher Notes and Suggestions for Assessment	Teacher Resources
<ul style="list-style-type: none"> <li>- observation</li> <li>- check lists</li> <li>- rubrics</li> <li>- self-assessment</li> <li>- peer/group assessment</li> </ul>	<p>Ready to Use P.E. Activities Grade 7-9 (Section 4)</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- check-ups</li> <li>- rubrics</li> <li>- self-assessment</li> <li>- peer/group assessment</li> </ul>	<p>Grade 8 Social Studies – Culture Unit re: Music &amp; Dance</p> <p>Ready to Use P.E. Activities Grades 7-9 (section 3)</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- check-ups</li> <li>- rubrics</li> <li>- self-assessment</li> <li>- peer/group assessment</li> </ul>	<p>Right Fielders are People Too pp. 93-95</p> <p>Ready to Use P.E. Activities Grades 7-9 (Section 3)</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- check-ups</li> <li>- rubrics</li> <li>- self-assessment</li> <li>- peer/group assessment</li> </ul>	<p>Ready to Use P.E. Activities Grade 7-9 (section 5)</p> <p>PE 4 Me (various pages depending on activity/skill)</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- check-ups</li> <li>- rubrics</li> <li>- self-assessment</li> <li>- peer/group assessment</li> </ul>	<p>Ready to Use P.E. Activities Grade 7-9 (section 5)</p> <p>PE 4 Me (various pages depending on activity/skill)</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

<b>Specific Curriculum Outcomes</b>	<b>Suggestions for Teaching/Learning</b>
<p><i>Students will be expected to</i></p> <p>6. refine sport specific skills through practice with small group, unit, and team situations.</p>	<p>Teacher Talk: While small group and unit practice will still be necessary, there should be an increased emphasis on larger group or full-sided games.</p> <p>3 on 3 in basketball, 7 a-side soccer, defensive unit, offensive unit, controlled games</p>
<p>7. demonstrate specific strategies and tactics that coordinate effort with others.</p>	<p>Basic individual positions and strategies, as well as, unit/team strategies in invasion games, batting/fielding games, net/wall games, target games.</p> <p>Teacher Talk: Work toward the performance of strategies and tactics in an increasingly variable environment, with more players.</p>
<p>8. apply ways to achieve a personal functional level of fitness.</p>	<p>Students keep a record or journal of their daily activities and design a weekly or monthly fitness plan.</p>
<p>9. apply activity-specific skills in a variety of environments and using appropriate equipment.</p>	<p>Aquatics, outdoor games, cross-country running/walking, schoolyard orienteering, snowshoeing, cross-country skiing, etc. depending on circumstances.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

<b>Teacher Notes and Suggestions for Assessment</b>	<b>Teacher Resources</b>
<ul style="list-style-type: none"> <li>- teacher observation</li> <li>- checklists</li> <li>- self-evaluation</li> <li>- rubrics</li> </ul>	<p>Ready to Use P.E. Activities Grade 7-9 (section 5) Griffin et al. Teaching Sport Concepts and Skills</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- rubrics</li> <li>- self-evaluation</li> <li>- checklists</li> </ul>	<p>Griffin et al. Teaching Sport Concepts and Skills</p>
<ul style="list-style-type: none"> <li>- progress towards, and achievement of, personal goals</li> <li>- fitness training</li> </ul>	<p>Ready to Use P.E. Activities Grade 7-9 (section 2)</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- checklists</li> <li>- self-assessment</li> <li>- rubrics</li> </ul>	



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures
- understand the basic concepts and principles related to all movement categories

<b>Specific Curriculum Outcomes</b>	<b>Suggestions for Teaching/Learning</b>
<p><i>Students will be expected to</i></p> <p>1. set and refine goals for personal fitness based on interest and abilities.</p>	<p>Building on previous fitness outcomes, challenge students to set/refine goals based on personal interests and abilities. Encourage students to participate in fitness activities outside the school environment e.g. homework, weekend activities, vacation activities.</p>
<p>2. identify and apply the principles of training.</p>	<p>Have students learn the principles of training (frequency, intensity, duration) and incorporate them into their own fitness plans.</p>
<p>3. design a personal fitness and nutrition plan.</p>	<p>Using log books/portfolios, have students record their eating and exercise habits. Students can then analyze these and suggest improvements they could make.  <b>Note:</b> Teaming with the Health teacher will facilitate cross-curricular approach to this topic.</p>
<p>4. show an understanding of rules with regard to safety. Show an understanding of rules in a game situation.</p>	<p>Increase the emphasis on knowledge of rules in order that students can begin to assume leadership/officiating roles.</p>
<p>5. identify, analyze, and coach basic concepts in relation to body mechanics and skill analysis in themselves and others.</p>	<p>Help students become more aware of commonalities among skills (body mechanics) and sport specific skills. A key objective is to provide critical cues/key elements that will allow skill improvement and correction in themselves and others. Attention should be paid to positive interaction between coach and learner.</p>
<p>6. set and evaluate goals to improve personal, group and team performance.</p>	<p>Using goal setting skills already acquired in previous grades, have students set personal, group, and team goals that are challenging for both, the individual and the group. The emphasis now moves more towards a group/team approach.</p>
<p>7. identify specific strategies and tactics that coordinate effort with others.</p>	<p>Teacher Talk: This is similar to Grade 8 Doing Outcome # 7 but stresses the ability to identify and explain, rather than to perform, the elements of tactical/strategic coordination in an increasingly complex environment.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to - understand the principles and concepts that support active living - understand how to maintain a personal level of functional physical fitness - understand the importance of safety rules and procedures - understand the basic concepts and principles related to all movement categories	
Teacher Notes and Suggestions for Assessment	Teacher Resources
<ul style="list-style-type: none"> <li>- work sheets</li> <li>- design of a personal program</li> <li>- journal</li> <li>- portfolios</li> </ul>	Professional and Student Portfolios for Physical Education (various – depending on activities)
<ul style="list-style-type: none"> <li>- observation</li> <li>- design of personal program</li> <li>- portfolios</li> </ul>	PE 4 Me pp. 135-146
<ul style="list-style-type: none"> <li>- worksheets</li> <li>- design of personal plan</li> <li>- portfolios</li> </ul>	Health Curriculum Grade Eight: Personal Wellness  Professional and Student Portfolios for Physical Education pp. 124-129
<ul style="list-style-type: none"> <li>- observation</li> <li>- checklists</li> <li>- pen &amp; paper tests</li> </ul>	
<ul style="list-style-type: none"> <li>- pen &amp; paper tests</li> <li>- video</li> </ul>	PE 4 ME pp. 147-165
<ul style="list-style-type: none"> <li>- worksheets</li> <li>- journals</li> <li>- portfolios</li> <li>- observation</li> </ul>	Professional and Student Portfolios for Physical Education p. 144  PE 4 ME pp. 174-188
<ul style="list-style-type: none"> <li>- oral tests or pen &amp; paper tests</li> </ul>	Teaching Sport Concepts and Skills (various pages depending on sports/activities)



## GENERAL CURRICULUM OUTCOMES

Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well being

Specific Curriculum Outcomes	Suggestions for Teaching/Learning
<p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> <li>1. explain the enjoyment and benefits gained alone and with others, from being physically active in an alternative setting.</li> </ol>	<p>Discuss with students the activities that they enjoy and why they enjoy them.</p>
<ol style="list-style-type: none"> <li>2. demonstrate fair play and etiquette.</li> </ol>	<p>In all curricular activities, fair play and etiquette need to be respected. Students will be encouraged to model behavior appropriate to that activity and to the setting. e.g. opponent, spectator, official, coach, etc.</p>
<ol style="list-style-type: none"> <li>3. demonstrate confidence in self and others while participating in physical activity.</li> </ol>	<p>Discuss, with students, factors that contribute to the development of self-confidence and self-esteem. Discuss what is needed to have confidence in others while respecting different abilities, background, gender, etc.</p>
<ol style="list-style-type: none"> <li>4. demonstrate a willingness to participate in a variety of activities, including those in an alternative setting.</li> </ol>	<p>Encourage all students to willingly participate in all curricular activities. Challenge students to try activities in an alternative setting, within the school and/or community. Keeping a journal of such activities is a useful record.</p>
<ol style="list-style-type: none"> <li>5. describe and apply leadership skills related to physical activity.</li> </ol>	<p>Provide opportunities for students to experience different roles e.g. equipment managers, officials, leaders.</p>
<ol style="list-style-type: none"> <li>6. demonstrate respect while participating co-operatively in physical activity with others of various abilities, interests, and cultural backgrounds.</li> </ol>	<p>Provide opportunities for students to work with a variety of individuals and groups.</p>



**GENERAL CURRICULUM OUTCOMES**

Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well being

Teacher Notes and Suggestions for Assessment	Teacher Resources
<ul style="list-style-type: none"> <li>- use of questionnaires</li> <li>- inventories</li> <li>- surveys</li> <li>- simple written/oral exercises</li> </ul>	<p>PE 4 ME p. 167, 168</p>
<ul style="list-style-type: none"> <li>- observation</li> <li>- checklists</li> <li>- self-assessment</li> <li>- self-reflection sheets</li> </ul>	<p>Fair Play</p> <p>PE 4 Me</p>
<ul style="list-style-type: none"> <li>- teacher observation</li> <li>- self-reflection sheets</li> </ul>	<p>PE 4 ME pp. 130-132</p> <p>Ready to use P.E. Activities Grades 7-9 pp. 410-412</p>
<ul style="list-style-type: none"> <li>- journal</li> <li>- self-assessment sheets</li> <li>- questionnaires</li> </ul>	<p>Choices for Life</p> <p>Professional and Student Portfolios for Physical Education</p>
<ul style="list-style-type: none"> <li>- teacher observation</li> <li>- checklists</li> <li>- self-assessment</li> </ul>	
<ul style="list-style-type: none"> <li>- teacher observation</li> <li>- written and oral discussions</li> <li>- questionnaires</li> </ul>	





## **APPENDICES**



## APPENDIX A

### SUGGESTED LESSON PLAN FORMAT

CLASS: \_\_\_\_\_

DATE: \_\_\_\_\_

#### OBJECTIVE/SPECIFIC OUTCOMES

**ASSESSMENT** – (Identify what will be assessed and how)

#### EQUIPMENT REQUIRED

1. **ENTRY ACTIVITY** Having something active to do upon entry into the gym/field or other area encourages students to change quickly and allows immediate activity. This can be a previously learned activity, a warm-up or a review of the previous class.
2. **SKILL DEVELOPMENT AND PRACTICE** This would be the core part of the lesson. New learning and practice of newly acquired skills take place during this phase.
3. **CULMINATING ACTIVITY** This could be a game, a modified game, a dance or a demonstration of a sequence, for example. It would normally include skills developed in part 2, above, but if the skills are not adequately developed an “old” game, dance, sequence etc. can be used.
4. **CLOSURE** Cooling-down, stretching, relaxing and calming activities bring the lesson to an end.





## APPENDIX B

### TEACHER RESOURCES

The following are useful resource materials to support the implementation of the curriculum:

1. Canada's Food Guide. Health Canada
2. Canada's Physical Activity Guide for Youth. Health Canada (2002)
3. Choices for Life. Workplace Health, Safety and Compensation Commission of New Brunswick (2000)
4. Cowstails and Cobras II: A Guide to Games, Rope Courses and Adventure Curriculum. Rohnke, Karl (1989) (020260, BK)
5. Fair Play. (1995) (020110, BK)
6. Foundation for the Atlantic Canada Arts Education Curriculum. APEF (843280) (2001)
7. Health Curriculum. New Brunswick Department of Education (Draft)
8. Moving to Inclusion. Introductory Binder with Abridged Booklets (1994) (070340)
9. PE 4 Me – Teaching Lifelong Health and Fitness. Summerford, Cathy. Human Kinetics. (2000) (070530 BK)
10. Physical Education Safety Manual. New Brunswick Department of Education. (840560)
11. Professional and Student Portfolios for Physical Education. Melograno, Vincent J. Human Kinetics (1998) (181330BK)
12. Ready-to-Use P.E. Activities for Grade 5-6, Grade 7-8. Landry, Joanne M. and Maxwell, J. Parker Publishing Publishing Company, New York. (1993) (077010 BK)
13. Right Fielders are People Too. Hichwa, John. Human Kinetics. (1998) (071110 BK)
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## **APPENDIX B (cont'd)**

### **WORLD WIDE WEB SITES**

The following web sites provide excellent activities and lesson plans:

<http://pe.central.vt.edu/>

[http://askeric.org/cgi-bin/lessons.cgi/Physical\\_Education](http://askeric.org/cgi-bin/lessons.cgi/Physical_Education)

<http://www.cahperd.ca>



## APPENDIX C<sub>1</sub>

### Sample of a rubric done with a partner

Directions: Please evaluate your partner and yourself using the following scale:

Scoring	What does it mean?
4	consistently / all of the time
3	usually / most of the time
2	occasionally / some of the time
1	rarely / seldom

Criteria	Self	Partner
Knowledge of steps		
On count with music		
Enthusiastic while learning dance		
Provides “put-ups” to peers		
Does not give up		
Provided input on this checklist		

How did you do?

---

---

Are you ready to teach the class?

---

---

PE 4 Me: Teaching Lifelong Health and Fitness (2000)



## APPENDIX C<sub>2</sub>

### Sample of an Individual Checklist

#### A Self-Evaluation Throwing Checklist

Check it out! Let's check ourselves and see if we are throwing properly. Put a check next to each criterion if you have completed it successfully.



Criteria	Check off here
Limited body movement, arm dominated	
Shows opposition	
Follows through toward target	
Shows trunk rotation	
Can transfer throwing skills to a "game situation"	
Can throw with increased velocity and accuracy	



## APPENDIX C<sub>3</sub>

### Sample of a checklist done with a partner

#### A Peer Evaluation: Striking with Upper Body (Arms)

I am the COACH. My partner is the PLAYER.

My name \_\_\_\_\_ Partner's name \_\_\_\_\_

*Directions:* Read each task to your partner. Toss the ball to your partner. Start with the first task, mark OK if correct and give your partner a “put-up”. If not correct, encourage your partner and try again. Mark OK and move on to the second task when correct, or, after five tosses, mark “almost” and go on.

<b>Bumping task</b>	<b>Almost</b>	<b>OK</b>
Athletic stance, knees bent		
Thumbs together, parallel, and pointed down		
Elbows straight, forearms even		
Ball contacts forearms		
Legs straighten and body moves forward on contact		
Hips face target		
Arms extend toward target		

<b>Setting task</b>	<b>Almost</b>	<b>OK</b>
Lines up ball with mid-line of body		
Knees bent, weight on both feet		
Thumbs together, fingers pointing diagonally upward		
Elbows rotated out		
Primary contact on thumbs, middle, and index fingers		
Gets under the ball		
Uses leg and arm extension on contact with ball		

PE 4 Me: Teaching Lifelong Health and Fitness (2000)



## APPENDIX C<sub>4</sub>

### Sample of an individual assessment for a portfolio

**Physical Education Portfolio**  
Rate your Locomotor Skills

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

*Directions:* Think about the correct way to do each locomotor skill. At the end of each week, check (✓) the face that shows how well you think you can do each locomotor skill.

Locomotor Skill	Week 1 Friday ( / / )			Week 2 Friday ( / / )			Week 3 Friday ( / / )		
<i>Walk</i>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
<i>Run</i>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
<i>Jump</i>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
<i>Hop</i>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
<i>Leap</i>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
<i>Slide</i>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
<i>Gallop</i>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
<i>Skip</i>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>





## APPENDIX C<sub>6</sub>

### Sample of an individual assessment of interpersonal skills

#### Physical Education Self-Assessment

Unit: \_\_\_\_\_

Team Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Social Development Assessment</b>					
<b>Date:</b>					
Rate yourself in the following categories on a scale of 1-5 (1 being the lowest and 5 the highest).					
1. encouraged other students					
2. played games fairly					
3. helped others improve					
4. shared responsibility in games					
5. resolved conflicts in a positive way					
6. showed respect for rules					
7. showed respect for officials and their decisions					
8. showed respect for opponents					
9. gave everyone an equal chance to participate					
10. maintained self-control at all times					



## APPENDIX D

### Sample Letter to Parents

Dear Parent/Guardian

The Middle School Physical Education program has been changed recently in an effort to make physical education more relevant to the lives of students. This approach aims to teach skills that make physical education fun and to maximize activity. These purposes are best accomplished through meaningful learning experiences that balance knowing, doing and valuing.

**Doing:** includes general and specific physical skills and efficient body management, working independently and with others.

**Knowing:** includes understanding the principles and concepts of active living and movement, how to maintain a functional level of fitness as well as understanding safety procedures.

**Valuing:** comprises the development of positive social and inter-personal relationships and attitudes towards life-long health and well-being.

Students in physical education may be assessed and evaluated by teachers, by themselves, and by other students, as part of an ongoing process. This process will fall into the categories of doing, knowing and valuing and the overall mark will be made up as follows:

Doing	60%
Knowing	20%
Valuing	20%

In the spirit of cooperation that is required in any school and home-based endeavour we ask you to encourage your son/daughter to be active at home. Activities in the evenings or on weekends can either be organized sports or simply fun activities. This promotion of active living can only add to the success of your son/daughter in the required physical education curriculum.





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