2010
Saskatchewan Curriculum

Physical Education

4

Ministry of Education

Physical Education 4
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Introduction

Physical education is a Required Area of Study in Saskatchewan's Core Curriculum. The provincial requirement for Grade 4 Physical Education is **150 minutes of instruction per week** *(Core Curriculum: Principles, Time Allocations, and Credit Policy,* 2009*)* for the entire school year. Ideally, physical education will be scheduled daily in order to provide opportunities for students to develop positive attitudes toward active living, to gain self-confidence as skillful movers, and to promote personal, social, cultural, and environmental growth and appreciation. Quality daily physical education, as part of the entire learning experience concerned with educating the whole person, will support students in developing a solid foundation for a balanced life.

This curriculum provides the intended learning outcomes that Grade 4 students are expected to achieve in physical education by the end of the year. Indicators are included to provide the breadth and depth of learning required by the outcomes.

The learning experiences provided for students in Grade 4 will contribute to student achievement of the provincial Goals of Education by the end of Grade 12.

The Grade 4 Physical Education curriculum provides:

- direction for supporting student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning and the Cross-curricular Competencies within the physical education program
- the K–12 aim and goals of physical education in Saskatchewan
- the critical characteristics and philosophical foundations of effective physical education programs
- the learning outcomes for Grade 4 Physical Education that are based in research
- indicators related to the outcomes (i.e., evidence of student understanding) to enable teachers to assess the degree to which students have achieved each outcome
- a sample assessment rubric and evaluation guide for physical education
- ideas for connecting physical education with other subject areas.

This curriculum also provides an introduction to pedagogical understandings necessary for the effective teaching of physical education. Additional support materials that explore and demonstrate these pedagogical understandings are also available (see resource lists on the Ministry website).

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

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

Students who are physically educated are:

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

(Kalyn, 2006, p. 195)

Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its four components and various initiatives, Core Curriculum is intended to support student achievement of the Goals of Education for Saskatchewan.

For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* found on the Saskatchewan Ministry of Education website.

For additional information related to the various components and initiatives of Core Curriculum, please refer to the Ministry website (www.education.gov.sk.ca/policy) for policy and foundation documents including the following:

- *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988)
- *Objectives for the Common Essential Learnings (CELs)* (1998)
- *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)* (2008)
- *The Adaptive Dimension in Core Curriculum* (1992)
- *Policy and Procedures for Locally-developed Courses of Study* (2010)
- *Connections: Policy and Guidelines for School Libraries in Saskatchewan* (2008)
- *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (2005)
- *Gender Equity: Policies and Guidelines for Implementation* (1991)
- *Instructional Approaches: A Framework for Professional Practice* (1991)
- *Multicultural Education and Heritage Language Education Policies* (1994)
- *Physical Education: Safety Guidelines for Policy Development* (1998)
- *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* (2001).

Broad Areas of Learning

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

Lifelong Learners

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

Related to the following Goals of Education:

- *Basic Skills*
- *Lifelong Learning*
- *Positive Lifestyle*

Sense of Self, Community, and Place

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

Related to the following Goals of Education:

- *Understanding and Relating to Others*
- *Self-concept Development*
- *Spiritual Development*

Engaged Citizens

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

Related to the following Goals of Education:

- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. Their understanding develops through thinking contextually, creatively, and critically. In Grade 4 Physical Education, students

K-12 Goals for Developing Thinking:

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

will explore, create, express, communicate, and apply deeper understandings of skillful physical movement, active living, and relationships and the interconnectedness of the three. Students will begin to think contextually about movement and relationships. They will begin to understand how different experiences influence their thinking.

Developing Identity and Interdependence

K-12 Goals for Developing Identity and Interdependence:

- *understanding, valuing, and caring for oneself*
- *understanding, valuing, and caring for others*
- *understanding and valuing social, economic, and environmental interdependence and sustainability*

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed world. To achieve this competency requires understanding, valuing, and caring for oneself and others, and understanding and valuing social and environmental interdependence and sustainability. In physical education, Grade 4 students explore and discover who they are and how they can influence their own growth. They begin to demonstrate attitudes and skills for supporting the growth of others in both independent and cooperative ways.

Developing Literacies

K-12 Goals for Developing Literacies:

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

Literacies provide a variety of ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and to communicate meaning. Grade 4 students will begin to develop multiple literacies to support their deeper understanding of self – physically, emotionally, mentally, and spiritually.

Developing Social Responsibility

K-12 Goals for Developing Social Responsibility:

- *using moral reasoning*
- *engaging in communitarian thinking and dialogue*
- *taking action*

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking social action. In physical education, grade 4 students will develop personal skills to support socially responsible behaviour that is considerate of others and respectful of individual differences.

K–12 Aim and Goals of Physical Education

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

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

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

Active Living Goal

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

The Active Living goal emphasizes the need for students to participate in "authentic" learning experiences that are enjoyable and that lead to deeper understandings about physical fitness. Students benefit from play and purposeful play will support students in being active for life. To support personal well-being, opportunities for students to enhance each of the components of health-related fitness are interwoven throughout the program. A well-balanced physical education program goes a long way towards ensuring that the Active Living goal is achieved by all students.

By teaching students the concepts of how much, how often, and how long to engage in physical activity, physical educators can promote self-responsibility and independent, lifelong activity patterns. ... age-appropriate activities must be used to teach (health-related) fitness concepts from grade to grade.

(Gilbert, 2004, pp. 25-26)

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

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

Skillful Movement Goal

The opportunity to move is important but learning the hows and whys of movement is more important if children are to gain the confidence and ability to participate in a variety of movement activities. This Skillful Movement goal addresses all aspects of effective motor learning with students gaining a deeper understanding of the transferability of movement skills from one movement activity to another. Rather than students learning the skills of a particular game or sport, Grade 4 students learn the foundations of movement. They also continue to develop an understanding of how to move their bodies efficiently and effectively.

Students are more willing to engage in movement activities if they know how to move skillfully, and understand the concepts, tactics, and strategies that support skillful and enjoyable participation. Through involvement in authentic learning experiences, students deepen their understanding of how to move which transfers to using these skills within meaningful contexts in future years. A life of active living is more likely to be a reality if students are confident in their ability to move, and if they have an understanding of, and have the ability to apply, the whats, whys, and hows of skillful movement.

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

(Smith, 2001, p. 83)

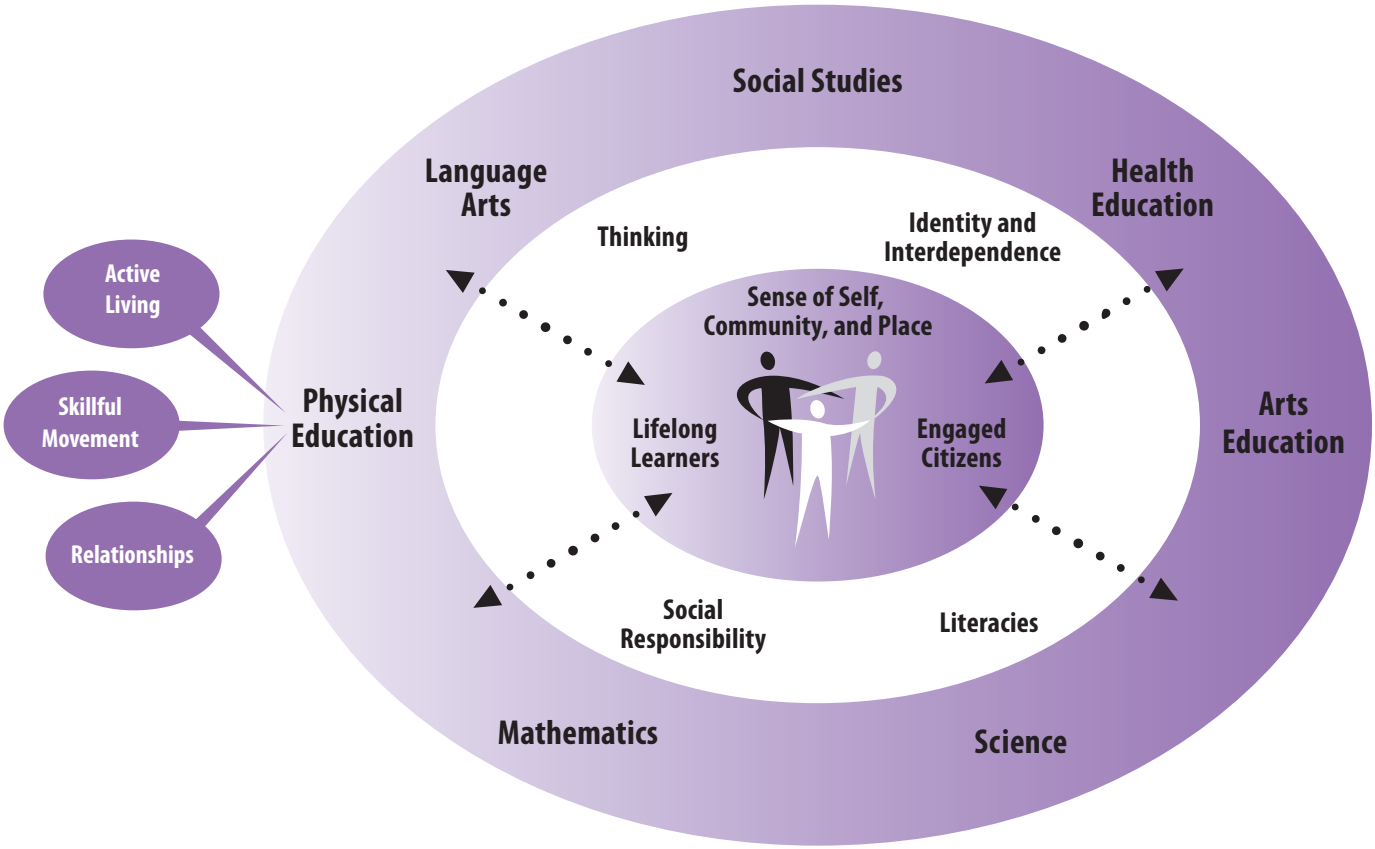
Relationships Goal

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

The Relationships goal also promotes the translation of cultural awareness into action. Authentic multicultural curricula in physical education honour and help to preserve the cultural traditions of the many groups that are part of our society. This includes the games, dances, languages, celebrations, and other forms of physical culture. When students become aware of cultural groups, values, and practices of various cultures, students are better able to engage in multiple, diverse relationships.

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

Figure 1. Physical Education Connections to other Areas of Study



An Effective Physical Education Program

There are six characteristics emphasized in this curriculum that are components of an effective physical education program. Student learning is supported by a program that:

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

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

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

(Ratey, 2001, p. 178)

Developing Physical Literacy

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

An individual who is physically literate:

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

(Whitehead, 2006)

Counteracting Myths

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

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

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

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

Fact: Daily participation in physical education can improve students' success in all areas of study. "Adding to the growing body of research extolling the cognitive benefits of physical exercise, a recent study concludes that mental focus and concentration levels in young

children improve significantly after engaging in structured physical (movement activities)" (Caterino & Polak [1999], in Blaydes, n.d., p. 2).

Myth: As long as the children are active, having fun, and behaving, they are engaged in a quality physical education program.

Fact: Active play and enjoyment are important aspects of a quality physical education program but are not the final indicators of a beneficial program that will support children to be physically literate. Teachers need to plan purposeful learning experiences for students around the whats, hows, and whys of being active, moving skillfully, and securing strong relationships. Students who develop deeper understandings in these areas will be more willing and able to engage in active living for life. Teachers need to teach for understanding and skill through enjoyable participation in movement activity.

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

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

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

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

Myth: Physical education focuses on the more athletically gifted.

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

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

Fact: In physical education, emphasis must be placed on a broad spectrum of learning and personal development. Learning involves thinking and feeling, being active and processing information, thinking critically and making decisions, not just using skills. Teachers

need to provide students with a diversity of learning experiences that provide students with multiple ways of showing what they know.

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

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

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

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

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

A Quality Physical Education program includes:

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

(Canadian Association of Health, Physical Education, Recreation, and Dance, 2006)

Constructing Understanding through Inquiry

Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

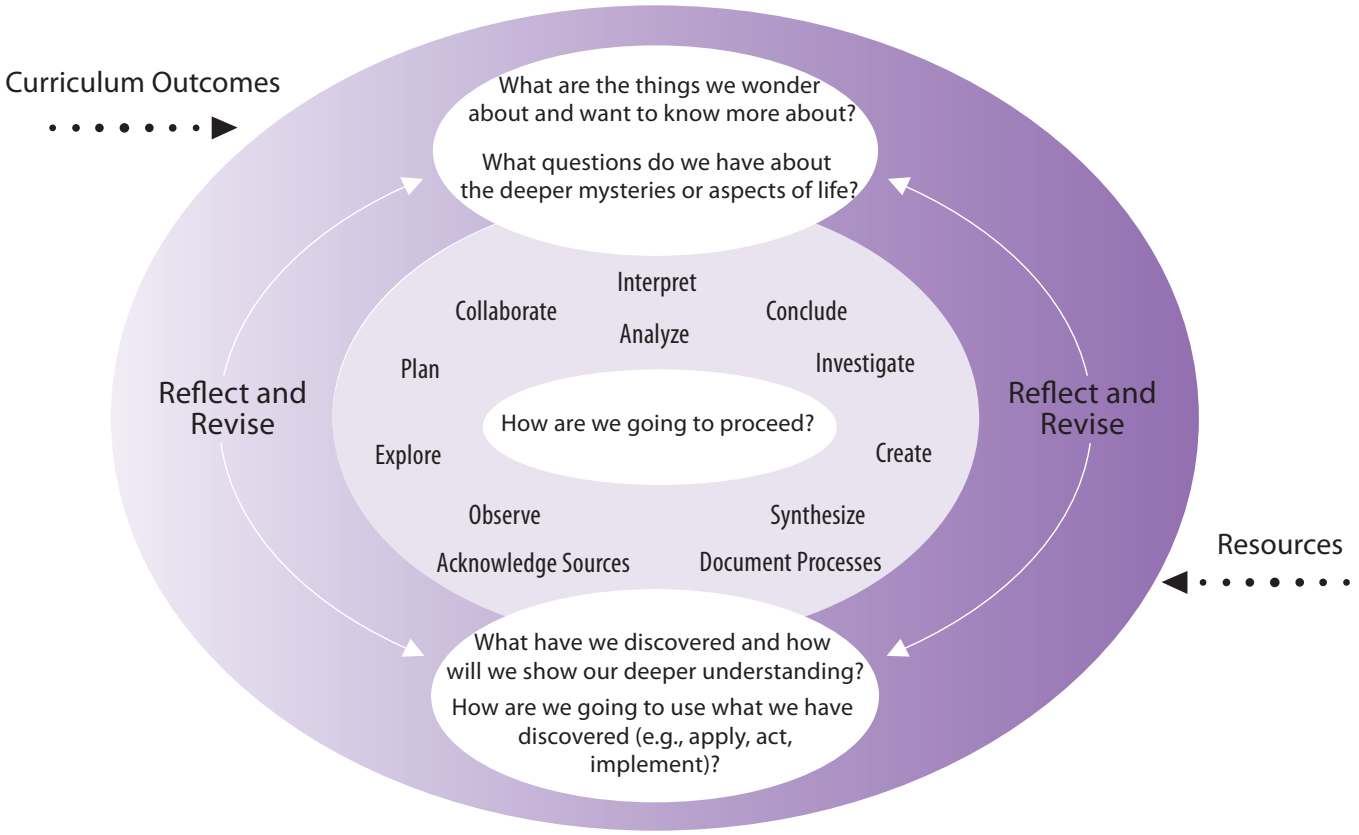
(Mills & Donnelly, 2001, p. xviii)

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

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

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

Figure 2. Constructing Understanding through Inquiry.



Students who are engaged in inquiry:

- construct deep knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

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

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

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

Creating Questions for Inquiry in Physical Education

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

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

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

In physical education, effective questions are the key to fostering students' critical thinking and problem solving. Questions such as "How should we respond when we are playing and someone else is cheating?" and "What are some activities we can participate in that will help to make our heart stronger?" are examples of questions that will lead to deeper understanding. Questioning should also be used to encourage students to reflect on how their actions and behaviours affect and are affected by others. Questions could be "Whose job is it to make sure we are physically active every day?" and "Is there ever a time when we are playing that we do not need to cooperate?". Examples of questions to support students' deeper understanding appear throughout the indicators related to different outcomes. Effective questioning is essential for student learning and these questions should be an integral part of teacher planning.

Effective Questions for Understanding

- *cause genuine and relevant inquiry into the important ideas and core content.*
- *provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions.*
- *require students to consider alternatives, weigh evidence, support their ideas, and justify their answers.*
- *stimulate vital, ongoing rethinking of key ideas, assumptions, and prior lessons.*
- *spark meaningful connections with prior learning and personal experiences.*
- *naturally recur, creating opportunities for transfer to other situations and subjects.*

(Wiggins & McTighe, 2005, p. 110)

Learning through Critical, Creative, and Powerful Strategies

Critical and creative thinking is a central component of learning. Within physical education, one focus should be on "reflective thinking that is used to make reasonable and defensible decisions about movement tasks or challenges" (McBride, 1992, p. 115). More importantly, students need to experience opportunities to use critical and creative thinking within movement performance to understand more deeply the hows and whys of movement. Teachers should plan for authentic learning experiences that will support students in exploring, questioning, reflecting, and making decisions to develop deeper understanding that will lead to the transfer of learning to new situations. Grade 4 students need opportunities to think critically and creatively to promote deep thinking and deep understanding.

Meeting the Needs of All Students

An inclusive physical education environment is one which provides the opportunity for students of all abilities and interests to participate with their peers. Inclusive physical education recognizes the inherent value and strengths of each student, the need for independence and self-determination, and the right to choice. Inclusive physical education provides all students, including students with disabilities, the opportunity to enhance personal fitness, acquire motor skills, increase knowledge and understanding of movement, and strengthen their psychosocial well-being. Teachers can provide all students with the knowledge, understandings, and skills they need to live an active life appropriate to their abilities and interests (Rizzo, Davis, & Toussaint, 1994).

All students can learn about the talents, challenges, and abilities of all classmates, including those with disabilities. Students learn to appreciate that individual differences exist between people, and they learn that participating in an activity in a different way does not lessen its value. Inclusion recognizes the inherent value, dignity, and worth of each student, and reduces perceived differences among students. The process of identifying each student's needs and accommodating them in a dignified and effective manner is the key to ensuring full and meaningful participation in physical education.

All students can benefit from adaptations to the learning environment and/or learning experience. They will all benefit when teachers use a variety of instructional strategies. Ideally, all students should achieve curriculum outcomes in authentic ways when basic adaptations are made.

Teachers will need to make individualized adaptations to meet the needs of some students as these students work towards achieving

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

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

(Humbert, 2005, p. 12)

the grade specific outcomes. Physical education teachers can seek support from the school team, the school division team, and outside agencies to gain ideas on how best to work with students who have specific individual needs. Adjustments can be made in instructional material, methods, and/or the learning environment in order to assist all students in achieving the outcomes.

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

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

Planning

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

Year Planning

The sample year plan provided on page 17 is based on the following assumptions and recommendations:

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

- Applying/challenging is teacher-facilitated with the teacher guiding students through learning experiences that challenge students to apply the knowledge, understandings, skills, and attitudes gained through previous learning opportunities.

- All outcomes are interconnected and interdependent. Any combination of outcomes can be the focus for a time frame of instruction. Teachers should look for the connections when planning and make the connections when teaching. This will support students in developing the deeper understandings towards achieving the K-12 goals for physical education by the end of Grade 12.
- Teachers begin by mapping out a year plan for the scaffolding of learning. The teachers first consider a progression for student learning that will support the students in achieving each outcome by the end of the year. Teachers then plan for making connections between the outcomes. This will help the teachers identify how and when to initiate and extend learnings, as well as when to challenge students to apply their learnings to ensure that students achieve the outcomes by the end of the year.

Suggested Yearly Minimum Time Commitment to Outcomes

Table 1 (on the following page) provides a recommended amount of time to commit to each outcome. Even though the focus of time is not equal for all outcomes, each outcome is important and teachers should plan to initiate and extend learnings for all outcomes.

Table 1. Recommended Hours for Each Outcome

Suggested Minimum Time Commitment to Outcomes			
	Suggested Hours of Focus		
	Initiating	**Extending Applying/ Challenging**	**Total Hours**
Outcome 4.1 Health-related Fitness	7	7	14
Outcome 4.2 Body Systems	3	4	7
Outcome 4.3 Complex Locomotor Skills	5	5	10
Outcome 4.4 Locomotor Skills	1	2	3
Outcome 4.5 Complex Non-locomotor Skills	3	4	7
Outcome 4.6 Manipulative Skills	4	4	8
Outcome 4.7 Complex Manipulative Skills	2	3	5
Outcome 4.8 Movement Refinement	2	3	5
Outcome 4.9 Skillful Play	3	3	6
Outcome 4.10 Tactics, Strategies, and Rules	3	3	6
Outcome 4.11 Safety and First Aid	2	2	4
Outcome 4.12 Relationships	2	3	5
Outcome 4.13 Culture and History	2	2	4
Sub total	39	45	84
Flexible Attention (Teacher decisions based on needs and interests of students, as well as the community context)			16
Total Hours			100

Table 2. Suggested Year Plan - Outcome Focus

Suggested Year Plan	
Outcome Emphasis	
Initiate	Teachers are initiating student learning through teacher led-learning experiences. This often involves new learnings for students.
Extend	Teachers are extending student learning by building on previously initiated and connected learnings.
Apply/Challenge	Teachers are facilitating student learning by guiding students through learning experiences that challenge them to apply the knowledge, understandings, skills, and attitudes gained through previous initiated and extended learning.

Month Time	Outcomes												
	Health-related Fitness	Body Systems	Complex Locomotor Skills	Locomotor Skills	Complex Non-locomotor Skills	Manipulative Skills	Complex Manipulative Skills	Movement Refinement	Skillful Play	Tactics, Strategies, and Rules	Safety and First Aid	Relationships	Culture and History
	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10	4.11	4.12	4.13
Aug./Sept. 13 hours													
October 11 hours													
November 11 hours													
December 8 hours													
January 9 hours													
February 8 hours													
March 8 hours													
April 11 hours													
May 11 hours													
June 10 hours													

Time Frame Plan

The recommended planning framework for physical education is a "time frame" plan. This planning framework encourages teachers to focus their planning for a period of time, while recognizing that students should not be expected to fully achieve an outcome by the end of a time frame. Outcomes are to be achieved by the end of the grade.

The graphic organizer, shown in Figure 3, could be followed when planning for the first month of instruction. At the centre of the graphic is the "entry" outcome. This is an outcome that could be the main focus for the month. It could influence the planning for all lessons throughout the month. The surrounding outcomes are all interconnected with the "entry" outcome and some of them would be incorporated into the learnings of each lesson throughout the month. (Note: For balanced attention to the outcomes and balanced planning, the "entry" outcome would change for most months of the year.)

Figure 3. Sample Graphic Organizer for Time Frame Plan – August/ September.

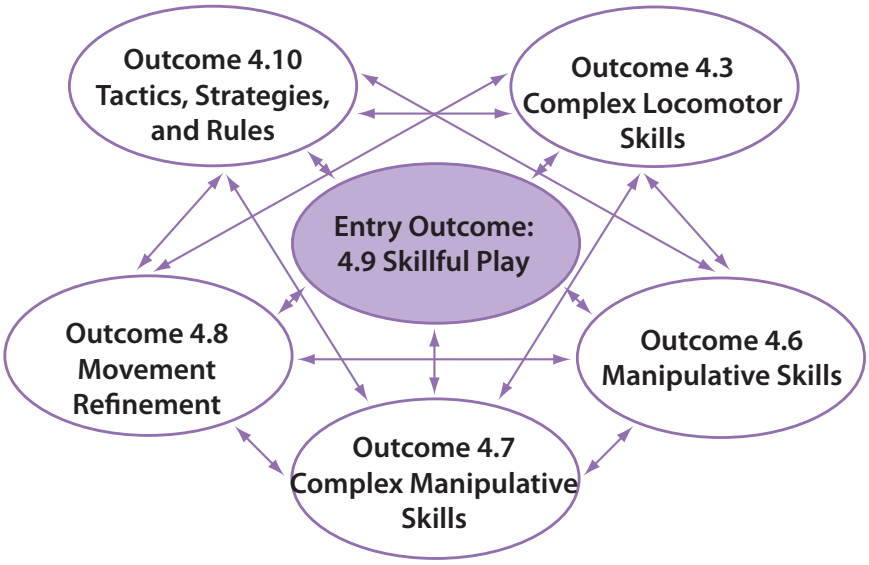


Table 3. Sample Time Frame Planning Template

Time Frame Planning		
Time Frame: (e.g., August/September - 13 hours of Instruction)		
Entry Point Outcome: [e.g., Complex Locomotor Skills (4.3)]		
Entry Outcome Focus: The teacher identifies the specific learnings that will be the focus of planning for the time frame. The teacher could refer to specific indicators in this section. Example: Indicators a., c., d., k., and m.		
Suggested Interconnected Outcomes: The teacher identifies the outcomes that are a supporting focus and interconnected learnings for the 'entry' outcome. Students progress towards achieving each of these outcomes throughout the time frame through teacher developed authentic learning experiences. The teacher could also identify the specific indicators that will support teacher planning and student learning. Example:		
	Manipulative Skills (4.6)	Indicators a., f., g., m., and n.
	Complex Manipulative Skills (4.7)	Indicators f., g., and h.
	Movement Refinement (4.8)	Indicators a., b., c., and d.
	Skillful Play (4.9)	Indicators b., c., d., and f.
	Tactics, Strategies, and Rules (4.10)	Indicators a., b., c., d., and e.
Note: Outcomes and indicators begin on page 30 of this curriculum.		
Learning Sequence: The teacher would map out the sequence of learnings based on the outcomes and indicators identified for the time frame. Specifically, the teacher could create a brief description of what will happen each day during this time frame. Each of these indicators provides ideas of what the teacher could connect together to create a series of lessons.		

Lesson Planning

The prerequisite of a meaningful learning experience is a well-planned physical education lesson. All lesson planning should begin with an analysis of the outcomes to determine what it is students should know, understand, and be able to do. The indicators related to each outcome guide the plan for learning in each lesson and demonstrate the types of knowledge required (i.e., factual, conceptual, procedural, metacognitive, or a combination) to achieve each outcome. The teacher should also consider the types of evidence that would demonstrate students have achieved the outcome and how they will assess student progression towards achieving the selected outcomes. After the outcomes, indicators, and assessment decisions have been made, teachers could choose to use an 'opening for learning - development of learning - closure for learning' format for the actual lesson. Teachers may also want to identify equipment, materials, and space needed, as well as organizational, safety, and management considerations to maximize learning opportunities.

As outcomes are interconnected and interdependent, any combination of the outcomes can be the focus for a lesson of instruction. The teacher will have made connections between outcomes when creating the time frame plan. These connections should also be made when the teacher is planning a lesson. This will support students in developing a deeper understanding of the separate outcomes and, more importantly, deeper understandings of the connected learnings associated with being physically literate.

Table 4. Sample Lesson Plan Template

Lesson Plan Template	
Date:	
Outcome Focus: The teacher identifies the interrelated/interconnected outcomes that are the starting point for the lesson plan (e.g., 4.9 – Skillful Play, 4.3 – Complex Locomotor Skills, 4.6 – Manipulative Skills, and 4.7 – Complex Manipulative Skills) and analyzes these outcomes to determine the types of knowledge required (i.e., factual, conceptual, procedural, metacognitive, or a combination).	
Learning Focus: This is where the specific indicators for the lesson are identified.	
Assessment and Evaluation: The teacher determines the types of evidence that would demonstrate students have achieved the outcomes and plans strategies and processes to incorporate throughout the lesson that will support the teacher in determining if each student knows and can do this part of the process towards achieving the outcomes.	
Organization and Management Considerations: Planning related to organization of students, use of space, safety considerations, equipment requirements, rules, routines, and other factors can be planned here.	
Opening for Learning The teacher establishes the lesson focus, setting the stage for the flow of the lesson. The opening is clearly connected to the focus of the lesson and to the developmental and closure parts of the lesson. It is the initial 'whole' in the recommended whole-to part-to whole approach for the flow of the entire lesson.	
Indicators: The teacher identifies the specific indicator(s) that will guide the learning.	**Learning Experience:** The teacher can describe exactly what the students will be doing and what the teacher will be doing to open the lesson. This introductory movement activity should serve as a lead-in activity for the lesson focus. The indicators associated with the outcome focus for the lesson will provide ideas for the opening. The teacher will want to plan for adaptations and extensions in this section.
Development of Learning This is the instructional portion of the lesson and should include a variety of experiences that will support students in achieving the outcomes and reflect the representative list of indicators. The learning opportunities planned for this section should transition from the lesson opening experience and students should be aware of what they will be learning during the lesson.	
Indicators: The teacher identifies the specific indicator(s) that will guide the learning.	**Learning Experience:** The teacher develops the learning sequence. It could include demonstrations, teacher-led practice of tasks (e.g., passing to a partner who is moving) and challenges (see how long you can avoid being tagged), learning stations, and cooperative activities and games play. As much as possible, this plan should be built with the inquiry process as the foundation for learning and student exploration being encouraged. Throughout this learning experience, the teacher should also include plans for questioning for deeper understanding (e.g., How is being on offense different from being on defense? What were you thinking about when you were trying to avoid being tagged?). The teacher will want to plan for adaptations and extensions in this section.
Closure for Learning This is a plan to review the key points of the lesson as stated in the lesson focus and emphasized throughout the lesson. It may be in the form of questions allowing students to provide insights regarding the extent to which the lesson outcomes have been attained. It could include additional assessment and evaluation strategies.	
Reflection: Following the lesson, the teacher could use this section to write a few points that will assist in making decisions regarding future lessons. The main focus of this section should be self-questioning related to how well the students achieved the intended learnings for the lesson. The key question in this post-lesson thinking time should be as follows: If students do not know or cannot do the learning focus of this lesson, what will I do? This section will serve as the pre-thinking stage for a subsequent lesson.	

Table 5. Sample Lesson Plan

Sample Lesson Plan – Mid-September	
Date:	
Outcome Focus:	Skillful Play (4.9) Complex Locomotor Skills (4.3) Complex Manipulative Skills (4.7)
Learning Focus: (Indicators) • Incorporate appropriate movement skills and strategies into lead-up game play ... (4.9). • Apply the beginning individual offensive and defensive skills such as blocking, shielding, protecting, as well as spatial orientation while participating in low-organizational and lead-up games (4.9). • Run planned patterns, using fakes and quick changes of direction to evade an opponent, and receive a ball thrown or kicked by a partner or teammate (4.3). • Avoid stationary objects and dodge moving classmates, while moving through general space ... (4.3). • Kick a stationary ball to a stationary target and a moving target, such as a partner, by approaching the ball from various angles and making contact with the inside and outside of the foot alternately (4.7).	
Assessment and Evaluation: Check for understanding by questioning throughout the lesson. Assign written log book homework. The four pre-distributed questions that have been inserted into each student's book are: • What is one difference between being on offense and being on defense?" • "What does it mean to avoid, dodge, and evade when playing games?" • "How will developing avoiding, dodging, and evading skills help you be a better offensive team player?" • "Why is it helpful to plan, with teammates, strategies to use to evade defensive players?" Plan tomorrow's lesson to extend and provide opportunity for assessment of today's learning.	
Organization and Management Considerations: Nerf balls, soccer balls, pylons, hoops; use of space considerations and conversation with students (e.g., ball rolls into another group's area).	
Opening for Learning	
Indicators: • Incorporate appropriate movement skills and strategies into lead-up game play ... (4.9).	**Learning Experience** • Spread pylons around in the play space. • As students arrive, instruct them to join with a partner (or use a prepared partnering system) to play a game of partner tag. Tell them that if they get tagged by their partner, they are now 'it' and they must touch a pylon before running to try to catch their partner. Point out they must keep their heads up to avoid running into classmates and pylons. Tell them the tallest one of the two of them is 'it' and then say 'go'! [Example of Adaptation: The partner of a student with a mobility impairment can be instructed to use an alternate, slower locomotion skill (e.g., leap, hop) to move during tag.]

Sample Lesson Plan – Mid-September (continued)

Development of Learning

Indicators:

- Incorporate appropriate movement skills and strategies into lead-up game play ... (4.9).
- Apply the beginning individual offensive and defensive skills such as blocking, shielding, protecting, as well as spatial orientation while participating in low-organizational and lead-up games (4.9).
- Run planned patterns, using fakes and quick changes of direction to evade an opponent, and receive a ball thrown or kicked by a partner or teammate (4.3).
- Avoid stationary objects and dodge moving classmates, while moving through general space ... (4.3).
- Kick a stationary ball to a stationary target and a moving target, such as a partner, by approaching the ball from various angles and making contact with the inside and outside of the foot alternately (4.7).

Learning Experience:

- Bring the students together and ask them questions such as "What strategies did you use to avoid being tagged?" (e.g., fakes, change of direction, staying in the open) and "How did you make use of other classmates to make it more difficult for your partner to tag you?" (e.g., blocking, shielding).
- Ask the students questions such as "What does it means to be on defense?" and "At what point in the tag game were you on defense?" (when avoiding being tagged). Ask students "What does it mean to be on offense?" and "At what point in the tag game were they on defense?" (when they were 'it').
- Tell the students that they are going to work with a partner as a teammate attempting to keep possession of a ball while passing it with their feet. While doing this, they will have to use the strategies from the tag game as they avoid obstacles and avoid being tagged by an imaginary defensive player.
- Assign each partnership their own space making sure they know their boundaries. Each set of partners should have at least two obstacles (e.g., pylons, hoops) that they must avoid contacting while practising their offense.
- Make sure students understand they are on offense and that they are to create at least two plans for one of them to run to get into the open while the other remains at the starting point with the ball. Provide a visual demonstration of a pattern.
- Explain that after students have decided on a plan, the player with the ball needs to give a verbal signal for the partner to begin to run. The partner who runs to receive a pass must follow the plan and use fakes and changes of direction to evade an imaginary defensive player and to dodge stationary objects (pylons). One partner will kick the ball to the moving partner. Remind students that they need to pass to where the moving partner is going when they pass. Make sure both students have an opportunity to be the passer and an opportunity to be the receiver.
- As students work with their partner, the teacher circulates to guide and question individuals and partnerships about skills and strategies.

(Teachers will want to plan for adaptations and extensions in this section.)

Closure for Learning

Pose **questions and/or provide needed information** to reinforce the lesson focus:

- In order to be good games players, we must understand and be able to perform a variety of skills and strategies. For example, knowing how, where, and when to pass a ball is important when playing invasion/territorial games.
- It is important that we also understand the difference between being on offense and being on defense when playing games. Tomorrow, you and your partner will try to use your plans against a real (not imaginary) defensive player.
- Tell the students that there are four questions related to today's lesson in their PE log books and that they should bring their log books tomorrow complete with a written answer to any two of the questions.

Reflection: If students do not know or cannot do the learning focus of this lesson, what will I do?

Further Planning Considerations

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

Teachers can plan for learning to continue beyond the actual scheduled physical education class. This will provide opportunities for students to develop independent learning skills and to take responsibility for learning. Families can be partners in supporting their children to engage in active living and to become skillful movers. This can also support the teacher in achieving maximum activity time during the instructional time while still supporting students in achieving the learning outcomes of the curriculum.

Achieving Grade Specific Curricular Outcomes

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

Learning outcomes are ultimately the subject of evaluation. Outcomes must not be rewritten or omitted. It is, however, appropriate to deconstruct an outcome and determine its relationship to student assessment and the overall intent of the curriculum. When teachers identify the main concepts and important processes in each outcome and visualize how students can achieve those outcomes, it is far easier to design and implement the most appropriate assessment and instructional tasks.

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

Note: Within the outcomes and indicators in this curriculum, the terms "including" and "such as", as well as the abbreviation "e.g.," are each used for a specific purpose. The term "including" prescribes content, contexts, or strategies that students must experience in their learning, without excluding other possibilities. The term "such as" provides examples of possible broad categories of content, contexts,

or strategies that teachers or students may choose, without excluding other possibilities. Finally, "e.g.," provides specific examples of what could be included as part of the learning experience.

Grade 4 Physical Education Outcomes

The outcomes for Grade 4 Physical Education relate to all three K-12 physical education goals of Active Living, Skillful Movement, and Relationships. Not only do students need to move, they need to understand the "hows, whats, wheres, and whys" of movement. In the chart of Grade 4 outcomes and indicators, all three goals are listed above the outcome, with one, two, or all three of the goals in boldface font. All three goals are reflected in each outcome, with the goals in boldface font indicating a stronger connection to the outcome.

Active living, skillful movement, and relationships are interconnected aspects of learning that address the whole person in physical education and focus on creating a balanced self. Each outcome in physical education focuses on an important aspect of this area as part of the complete physical education experience. No single outcome, however, can stand alone as a learning focus for a period of instruction. Teachers should integrate learning experiences from multiple outcomes related to all three K-12 goals into every lesson.

Mainly connected to the Active Living goal, the teacher will lead Grade 4 students to understand and practise the habits and requirements for developing health-related fitness to support personal well-being. The students will be able to express the benefits of incorporating active living into their daily lives to support their whole well-being.

Building towards achieving the Skillful Movement goal, the growth and development of children is of significant consideration and the Basic Movement Patterns underlie the movement skills focused outcomes and indicators. Participation in movement activities usually requires a combination of Basic Movement Patterns and these Movement Patterns are generic in the sense that they are not limited to any single movement activity. After the skills are learned, they can be combined to become the more complex skills used in settings such as those found in games, sports, and body management activities. Most importantly, when students understand the movement patterns, they will develop the confidence and competence to engage in 'new' movement activities.

Flowing out of these movement patterns, specific movement skills are identified for teachers to focus on when teaching Grade 4 students. The level to which Grade 4 students should be expected to perform these movement skills has been identified in the outcomes. The language used to describe and communicate levels of skill proficiency for Grade 4 students is Progressing towards Control, Control, and Utilization.

Progressing towards Control: This level of performance "is characterized by lack of ability to either consciously control or intentionally replicate a movement …. Successful skill performances are a surprise!" (Graham, Holt/Hale, and Parker, 2007, p. 107).

Control: The body appears to respond somewhat accurately to the student's intentions but the movement requires intense concentration. A movement that is repeated becomes increasingly uniform and efficient.

Utilization: The skill performance is somewhat automatic with the student performing the skill without thinking much about how to perform the skill. The skill can be used in multiple contexts.

Detailed performance cues have been provided in the indicators of the curriculum when a Control level of skill is the focus at that grade level.

Table 6. Focus on Movements Skills by Grade Level

Movement Skills – Developmental Progression							
Grade Level Focus							
E – Explore	P – Progressing towards Control			C – Control		U – Utilization	
Basic Movement Patterns	**Movement Skills**	**K**	**1**	**2**	**3**	**4**	**5**
Locomotions	**Locomotor Skills:**						
	Walking	P	C	U	U		
	Running	P	C	U	U		
	Jumping Forward and Sideways and Landing	P	C	U	U		
	Jumping Backward and Landing	E	P	C	U	**U**	
	Hopping	E	P	C	U	**U**	
	Skipping	E	P	C	U	**U**	
	Galloping	E	P	C	U	**U**	
	Leaping	E	P	C	U	**U**	
	Sliding	E	P	C	U	**U**	
	Rolling Forward and Sideways	E	P	C	U	**U**	
	Rolling Backward			P	C	**U**	U
Statics, Landings, and Rotations	**Non-locomotor Skills:**						
	Balancing	P	C	U	U	**U**	
	Jumping and Landing on Feet on the Spot	P	C	U	U		
	Landing on Hands from Kneeling Position	E	P	C	U	**U**	
	Landing on Hands from Standing Position		E	P	C	**U**	U
	Rotating on the Spot	E	P	C	U	**U**	
Sending	**Manipulative Skills:**						
	Throwing	E	P	C	U	**U**	
	Kicking	E	P	C	U	**U**	
	Striking Objects with Hands		E	P	C	**U**	U
	Striking Objects with Short-handled Implements		E	P	C	**U**	U
	Volleying			E	P	**C**	U
	Striking with Long-handled Implements			E	P	**C**	U
	Punting				E	**P**	C
Receiving	Catching (Gathering, Collecting)	E	**P**	C	U	**U**	
Accompanying	Hand Dribbling		E	P	C	**U**	U
	Foot Dribbling		E	P	C	**U**	U

Skillful Movement also includes expanding students' awareness of what the body does, where the body moves, how the body performs the movement, and with whom or with what the body moves. These understandings are referred to as the Movement Variables. During the early elementary years, emphasis is placed on establishing a movement vocabulary and on the understanding and use of movement concepts from each of the four categories of Movement Variables – Body, Space, Effort, and Relationships. Grade 4 students will benefit from developing a basic understanding of the Variables to support them in growing as skillful movers and conversely, as students develop movement skills, their understanding of the Movement Variables will increase.

Grade 4 Movement Variables Focus
The Body as an Instrument of Movement (What)
Body parts
Body shapes
Body actions
Space (Where)
General space
Levels – High, medium, low
Directions – Up/down, forward/backward/sideways, right/left
Pathways – Straight, curved, zig-zag
Extensions – size of movement (e.g., small swing, big swing); distance of movement from the centre of the body
Effort (How)
Force – Strong, light
Time/Speed – Fast, slow
Flow – Free, controlled
Relationships (With What or Whom)
Body parts – Round, curved, wide, twisted
Objects – Over/under, on/off, near/far, in front/behind, along/through
Others – Around, alongside, alone in a mass, in front/behind

Safe and respectful interactions that reflect a consideration of self, others, and the learning environment are essential while learning and developing as a physically educated person. In Grade 4, the outcomes that more deeply focus on the Relationships goal encourage students to develop a foundation for a balanced self in the context of moving skillfully and living actively.

Students in Grade 4 will continue to focus on the development of the health-related components of fitness through the first two outcomes. Students begin to make decisions about, and apply strategies and principles related to, fitness assessment and improvement to affect

their own health-related levels of fitness. Grade 4 students will be introduced to health-related fitness appraisals. The teacher will guide students to understand how and why the use of appraisals can be beneficial to support students in self-assessing their own level of fitness. They will work to positively affect their own level of health-related fitness.

Grade 4 students will demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to, and affected by, the level of development of the health-related components of fitness. Students will understand the basic effects of exercise on the heart and lungs. They will recognize that different types of exercise (flexibility, muscular endurance, muscular strength) affect muscles in different ways. Grade 4 students will begin to consider body composition, with an emphasis on the difference between muscle and fat.

Prior to Grade 4, most of the specific movement skills in each of the three categories (locomotor, non-locomotor, manipulative) were introduced, developed, and/or refined. The specific skill development focus in Grade 4 is for students to reach the utilization level of skill performance when rolling backward, and when hand dribbling, foot dribbling, and striking objects with hands and/or short-handled implements. Students will also experience opportunities to perform volleying and striking objects with long-handled implements at a level of control. The only new skill introduced in Grade 4 is punting with students expected to progress towards control in the performance of this manipulative skill.

Grade 4 students will demonstrate a progression in the development of previously learned movement skills. They will further develop their ability to move skillfully by selecting and applying performance cues to refine and combine skills. Students will refine the application of movement variables (space, effort, and relationships) and principles, such as preparatory stage of performance, while working alone and with others. Much of this learning will take place in the context of body management activities and lead-up games. Grade 4 students will demonstrate their ability to select and use effective movement skills and strategies while participating in low-organizational games, inventive games, cooperative games, in small-sided and lead-up target games, in striking/fielding games, in invasion/territorial games, and in alternate environment activities.

Building on learnings from Grade 3, Grade 4 students will be interacting with classmates in more complex situations including cooperative and competitive games. While doing so, students will apply strategies and the rules necessary for safe and skillful involvement. Students will be able to explain safety factors and identify the basic first-aid supplies needed for injuries related to participation in physical activity. As well, students will demonstrate an understanding of what it means to be a member of a team and what it means to show team spirit.

Grade 4 is where students will look at cultural and historical influences on games, sports, and other movement activities. At this grade level, students will examine and communicate the contributions that the First Nations, Métis, and other cultures have made towards participation of Saskatchewan people in movement activities.

Organization of Movement Activities

The chart below clarifies which games and activities fit into the categories that have been used as the organizing structure within the physical education outcomes and indicators (Griffin & Butler, 2005). At the Grade 4 level, student learning should occur within the context of small-sided and/or lead-up games to ensure maximum engagement in the experience. For example, students will benefit more while participating in three-on-three soccer as opposed to the full eleven-on eleven game. Additionally, the teacher needs to make choices that provide students with a wide range of experiences, including alternate environment and body management activities.

NOTE: This chart does not dictate which games or activities must be covered, nor does it suggest that all games or activities must be included in a year plan. All activity choices should follow school division policies related to safety guidelines.

Sample Movement Activities Options

Target Games	Invasion/ Territorial Games	Net/Wall Games	Striking/ Fielding Games	Low-organizational and Inventive Games	Body Management Activities	Alternate Environment Activities
• bowling • curling • golf • bocce ball • archery • ring toss • pin guard	• baseketball • touch/flag football • moose skin ball • soft lacrosse • soccer • floor hockey • scoop ball • team handball • buffalo corral • ultimate frisbee • speedball • double ball	• badminton • table tennis • tennis • volleyball • pickleball • wallyball	• softball • longball • cricket • kickball	• king's court • prisoner's base • capture the flag • cooperative games • environmental games	• dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping	• aquatics • cross-country skiing • downhill skiing • snowshoeing • cycling • hiking • skating • orienteering • skate boarding • wall climbing • kayaking • trapping • roping

Outcomes and Indicators

K-12 Goals: Active Living , Skillful Movement, Relationships

Active Living: Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

Skillful Movement: Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

Relationships: Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

K-12 Goals: Active Living, Skillful Movement, Relationships

Outcomes

4.1 Health-related Fitness

Make decisions about and apply, with guidance, strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness.

Indicators

a. Engage, on a consistent basis, in a variety of individual and group activities that support health-related fitness and that support perceptions of physical activity as being fun (e.g., games that require moderate to vigorous movement, dance, relay races, cross-country skiing, aerobics, lead-up games, cooperative games).

b. Research and report on the recommended level of activity required in order to achieve and maintain personal fitness using resources such as the Canada Physical Activity Guide for Children.

c. Use resources (e.g., Fitnessgrams, Activitygrams) and other supports to appraise health-related components of fitness.

d. Determine own performance level for health-related components of fitness using simple appraisals that are specific to cardiovascular endurance, muscular endurance, and flexibility (e.g., eight minute run, pedometer counts, flexed arm hang, push-ups, sit and reach).

e. Sustain participation in moderate to vigorous movement activities (e.g., walking, running, skipping, cycling, swimming, snowshoeing, dancing) that increase heart rate and respiration rate, for eight consecutive minutes on a consistent basis.

f. Monitor, throughout the year, and record (e.g., charts, journal, portfolio, Fitnessgrams program) personal performance on fitness appraisals.

g. Discuss the reason for health-related fitness standards (e.g., Fitnessgrams healthy fitness zones) that focus on cardiovascular endurance, muscular endurance, and flexibility, and correctly associate the connection between these and overall physical fitness and personal well-being.

Outcomes	Indicators
4.1 continued	h. Describe factors (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards) that affect personal motivation to stay physically active. i. Engage in fitness sequences, such as circuits, that include cardiovascular endurance, muscular endurance, and flexibility exercises. j. Identify, implement, and monitor personal changes that can be made in daily levels of participation in movement activities after determining how much personal time is spent in active and sedentary activity for a set period of time (e.g., daily, weekly). k. Create and implement, with guidance, a class plan to improve cardiovascular fitness that follows the principles of F.I.T.T. (Frequency – at least every 48 hours, Intensity – gets the heart rate up, Type – cardiovascular activity, Time – at least 10 consecutive minutes) and encourages everyone to be active, both in and out of school (e.g., class walk at recess, class dance for 8 minutes every other day).

K-12 Goals: Active Living, Skillful Movement, Relationships

4.2 Body Systems **Demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to, and affected by, the development of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition).**	a. Describe the location, size, and function of the heart (e.g., in the chest area, about the size of a fist, a muscle that pumps blood which carries oxygen through arteries to the body parts). b. Describe the location and function of the lungs (e.g., two in the chest area, breathe in oxygen and breathe out carbon dioxide) and the role of the skeletal muscles (e.g., responsible for movement and structural support) in the human body. c. Explain short-term and long-term effects of different types of exercise/physical activity on the body systems (e.g., cardiovascular endurance exercise – short term: increases heart rate, increases blood flow, increases breathing rate; long term: stronger heart which beats less, greater lung capacity). d. Explain the difference and the connection between muscular endurance activities/exercises and muscular strength activities/exercises. e. Recognize that movement activities that require repeated high demands being placed on the joints, such as lifting heavy weights, are not appropriate for growing bodies and should be avoided until the body muscles are more fully developed, but that simple daily tasks (e.g., carry the groceries home from the store) and lifting light weight in a supervised environment is appropriate.

Outcomes	Indicators
4.2 continued	f. Discuss the importance and incorporate the use of light activity and stretching as part of a cool-down following a vigorous activity (e.g., decrease blood flow and body temperature gradually, loosen the muscles). g. Demonstrate, through verbal explanations and/or visual representations, how exercise helps decrease body fat and increase muscle, that fat and muscle are two different components of the body, and that you cannot turn one into the other.

K-12 Goals: Active Living, **Skillful Movement**, Relationships

4.3 Complex Locomotor Skills **Select and apply performance cues to refine and combine locomotor skills into increasingly complex movement skills as applicable to lead-up games and body management activities including dance and educational gymnastics, and others such as yoga, skipping, aerobics, martial arts, and track and field.**	a. Use the performance cues language of locomotor movement (e.g., limbs in opposition, align body, transfer weight, absorb impact) while practising the complex skills. b. Explain why it is beneficial (supports ability to perform the specific skill and this will be used to perform more complex skills) to know the language of locomotor performance and the meaning behind that language (how it is performed and how it is different from the other locomotor skills). c. Run planned patterns, using fakes and quick changes of direction to evade an opponent, and receive a ball thrown or kicked by a partner or teammate. d. Avoid stationary objects and dodge moving classmates, while moving through general space (e.g., obstacle courses, tag games). e. Combine locomotor skills, with guidance, to develop complex skills for long jump, triple jump, and high jump. f. Create and perform skipping routines, individually or with partners, which combine a variety of locomotor skills. g. Roll forward and rise into a balance position (e.g., stork stance) and hold for a least five seconds. h. Roll safely (forward, sideways) to absorb impact after "falling" (e.g., from a raised object, after being "tripped" or "knocked over"). i. Roll on hands (e.g., cartwheel – hand, hand, foot, foot pattern moving on a straight line, taking weight on hands in a controlled way). j. Combine and perform a variety of sequences including five to six locomotor skills (e.g., walking, running, jumping forward, jumping sideways, jumping backward, landing, hopping, skipping, galloping, leaping, sliding, rolling forward, and rolling sideways).

Outcomes	Indicators
4.3 continued	k. Demonstrate the proper footwork and locomotor skill for specific skill movements (e.g., run towards and take-off of one foot to jump into a sand pit, three-step delivery in bowling, sliding sideways to pick up a grounder in softball) and try to use these in lead-up games and fun competitions. l. Perform memorized dance steps, such as promenade, skip, swing, and do-si-do. m. Travel quickly and efficiently through obstacle courses that require traveling over, under, through, and around objects while moving forward, backward, and sideways. n. Perform a series of aerobic (cardiovascular) movements in time to music, maintaining a rhythm, for a sustained period of time. o. Perform group dance sequences that involve rhythmical movement and combine locomotor skills as well as jumping and landing skills in repeated patterns (e.g., hip hop dance, square dance, bunny 'hop' – which technically is not a "hop"). p. Create, perform, and teach a simple dance such as a line dance or a hip hop dance that includes a variety of given movement variables (e.g., includes three different pathways, such as forward, sideways, and zig-zag). **Grade Two – How to roll forward in control:** Roll forward with hands and arms receiving body weight evenly at the beginning of the roll, keeping chin tucked to chest, sliding head through, with it lightly touching the floor so neck does not bear weight, shifting weight from arms to shoulders, lifting arms off mat as shoulders touch the mat, shifting weight onto a curved back, and keeping body curled as weight moves to feet.

K-12 Goals: Active Living, **Skillful Movement**, Relationships

Outcomes

4.4 Locomotor Skills

Apply, with guidance, how to skillfully perform locomotor skills while participating in movement activities, including at a:

- **utilization level of skill when:**
  - **rolling backward.**

Indicators

Utilization Level of Skill:

a. Roll backward two consecutive times staying tight and trying to end on feet.

b. Roll backward at varying speeds while keeping body tight and trying to end on feet.

c. Combine rolling backward in a sequence with at least one other skill such as jumping backward off a slightly raised object (e.g., crate, bench, fitness step).

d. Roll backward safely (forward, sideways) to absorb impact after "falling" (e.g., from a raised object, after being "tripped" or "knocked over").

Grade Three – How to roll backward in control:
Roll in backwards direction starting in a standing position, bringing hands to ears while bending knees and lowering through to a seated tuck with back rounded and chin to chest; then placing hands on the floor by the shoulders with palms down and fingers pointing towards shoulders; staying tucked, lifting hips and pushing with the hands against the mat; then extending arms to keep weight off head and neck while remaining tucked; when feet touch the floor, extending legs and then standing up.

K-12 Goals: Active Living, **Skillful Movement**, Relationships

Outcomes

4.5 Complex Non-locomotor Skills

Select and apply performance cues to combine and refine non-locomotor skills:

- **balancing**
- **jumping and landing on the spot on feet and hands**
- **rotating on the spot**

into increasingly complex movement skills while participating in body management activities (including dance and educational gymnastics, as well as others such as yoga, skipping, aerobics, martial arts, and track and field).

Indicators

a. Use the performance cues language of non-locomotor movement (e.g., widen base of support, lower centre of gravity, absorb impact) while practising the complex non-locomotor skills.

b. Explain why it is beneficial to know the performance language of non-locomotor skills (e.g., balance, stability, centre of gravity, static) and the meaning behind that language.

c. Balance on head and hands with knees on elbows in a three-point stance.

d. Experiment with, and draw conclusions about, the physical adjustments needed and the stability of a variety of bases of support (e.g., two feet close together versus two feet wide apart; one hand and two feet versus two hands and one foot).

e. Create and perform a variety of balances and supports with a partner in which each partner is partially supporting the weight of the other person.

f. Practise and perform balance positions associated with a variety of body management activities (e.g., ballet, yoga, educational gymnastics).

g. Perform a sequence of balances, holding positions in time to a rhythmical pattern.

h. Land on hands by falling forward from a standing position onto raised objects (e.g., stacked mats, crash mat).

i. Jump off raised object (e.g., beams, benches, stairs, stacked mats), rotating in the air (e.g., half turn clockwise, quarter turn counterclockwise), and landing (e.g., on one foot, on two feet) in control.

j. Jump over a self-turned rope that is rotating forward, varying movements and landings (e.g., two foot take-off, one foot take-off, two-foot landing, one foot landing, twisting, bending, feet wide apart).

k. Jump over a self-turned rope that is rotating forward, varying movements and landings in time to a rhythmical beat.

l. Spring onto a variety of slightly raised objects (e.g., balance beams, benches, crates), landing in control and maintaining balance.

m. Balance on different body parts (e.g., one foot, one foot and one hand, knees only) and equipment (e.g., beams, benches, balls), demonstrating control and various body shapes (wide, narrow, round, twisted, angular).

Outcomes	Indicators
4.5 continued	n. Create and demonstrate statues or structures, in groups of three or four, holding static positions, while in compression (pushing against each other) or tension (pulling away from each other), using different body parts.

K-12 Goals: Active Living, **Skillful Movement**, Relationships

4.6 Manipulative Skills

Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:

- **utilization level of skill when:**
  - **hand dribbling**
  - **foot dribbling**
  - **striking objects with hands and/or short-handled implements (racquets and paddles)**
- **control level of skill when:**
  - **volleying (to send an object in the air before it comes to rest)**
  - **striking objects with long-handled implements (bats, golf clubs, hockey sticks)**
- **progressing-towards-control level of skill when:**
  - **punting.**

a. Use performance words (e.g., "hips at 90 degrees to target", "backswing", "transfer weight") to demonstrate understanding of performance cues associated with skillful sending and receiving of objects.

b. Say performance cues (think-aloud) while volleying, striking objects with long-handled implements, and punting.

c. Describe how the body will move when in control of volleying and striking objects with long-handled implements skillfully and safely.

Utilization Level of Skill:

d. Dribble with one hand a given number of times, then switch to dribble with the other hand the same number of times, without losing control of the ball.

e. Dribble with one hand, and then the other, varying the height of the dribble without stopping the dribble (e.g., low level bouncing - to knee height, medium level bouncing - between knee and waist height, high level bouncing - up to waist height).

f. Dribble with hands (one at a time) and feet to move through general space, starting and stopping on signal, without losing control of the ball.

g. Dribble with hands (one at a time) and feet around objects, covering general space.

h. Strike a ball (e.g., beach ball, playground ball, soft-touch volleyball) accurately at targets, with each hand separately, varying force, point of contact, and body positions (e.g., underhand, overhand).

Control Level of Skill:

i. Volley a ball (e.g., beach ball, nerf ball, soft-touch volleyball) continuously upwards using various body parts (e.g., knee, foot, hand) moving feet quickly to be in position behind and/or under the ball, keeping the striking surface as flat as possible, extending upward as soon as contact is made.

Outcomes	Indicators
4.6 continued	j. Volley a ball (that is gently tossed by another person such as an older student) with two hands by moving body to get into position to receive the ball at forehead height; balancing body weight with one foot slightly ahead of the other, with hips, feet, and shoulders facing the target, knees bent; holding hands above the forehead with fingers rounded and thumbs towards the eyes, and elbows slightly bent; contacting the ball above the forehead with pads of all 10 fingers with hands strong but relaxed; passing the ball by generating movement through the entire body, starting at the feet, to knees, hips, torso, arms, and then hands; transferring weight forward; extending arms fully in a follow-through that goes up and towards the target. k. Strike self-dropped shuttlecocks (badminton birdie) and balls using long-handled racquets by starting with the racquet extended behind the hip, stepping forward with the opposite foot to racquet hand, swinging racquet forward watching object at all times, slanting racquet slightly upward, making contact slightly in front of the body, and following through towards a target. l. Strike stationary objects (e.g., sponge balls, whiffle balls, sponge pucks, felt rings) with long-handled implements (e.g., bats, golf clubs, floor hockey sticks) to a target by: • (sidearm – bat) gripping the bat close to its base, with hands close together, knuckles of both hands lined up, and wrists firm, standing in a ready position with feet shoulder width apart, knees slightly bent, and hips at a 90 degree angle to target; pulling bat back with elbows high; stepping forward with front foot; focusing eyes on the ball through the entire swing; rotating hips, trunk, and arms quickly forward, pushing arms on a horizontal plane; contacting the ball, and snapping the wrists forward immediately after contact • (underhand – golf club) gripping the club with a comfortable grip (e.g., interlocking, overlapping, or "baseball" grip); standing in a ready position with feet shoulder width apart, knees slightly bent and hips at a 90 degree angle to target; focusing eyes on the ball through entire swing; swinging arms back and upward with front arm remaining firm at the top of the backswing and wrists bending up and back; shifting weight to back foot at top of backswing while keeping knees bent, rotating hips and trunk away from the ball; shifting weight forward, rotating hips and spine forward as downward swing begins; upon contact, keeping front arm straight and releasing the bend in the back arm and wrist, as the arms follow through towards target

Outcomes	Indicators
4.6 continued	• (underhand – with a floor hockey stick to pass to a partner) gripping the stick with a firm grip, hands apart with hand opposite to forward hip lower on the stick; standing in a ready position with feet shoulder width apart, knees slightly bent and hips at a 90 degree angle to target; starting puck near back foot; shifting weight from back foot to front foot; moving arms forward while focusing eyes on the target; keeping stick in contact with the puck as long as possible and following through towards partner.
	Progressing-towards-control Level of Skill:
	m. Practise punting a ball in a forward and upward direction by dropping (not tossing) a lightweight ball to the floor (ground), letting it bounce once and then kicking it while it is in the air.
	n. Explore punting, a dropped lightweight ball, with various parts of the foot (e.g., top of foot, toes), both before and after it bounces.

K-12 Goals: Active Living, **Skillful Movement**, Relationships

4.7 Complex Manipulative Skills	a. Demonstrate skillful moving of objects in a variety of skill development movement activities such as juggling scarves and beanbags, hot potato, keep-away, cup-stacking, and hackey-sack.
Select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying objects) skills in increasingly complex movement activities such as lead-up games, including: • **throwing** • **catching (gathering, collecting)** • **kicking.**	In the context of participation in lead-up games (e.g., scoopball, three-on-three soft lacrosse, two-on-two basketball): b. Throw and catch small soft balls using extensions (e.g., soft lacrosse sticks, scoops) from both stationary and moving positions. c. Throw a ball at a target as a stationary opponent tries to block or deflect the throw. d. Throw and catch a variety of balls (e.g., football, basketball, softball), from a stationary and moving position, to and from partners who are both stationary and moving. e. Practise shooting at baskets using lightweight balls (e.g., sponge balls, soft-touch balls) keeping eyes focused on the goal, feet shoulder width apart with "shooting foot" forward and elbows close to the body; bending knees, placing shooting hand on the back of and slightly under the ball and non-shooting hand on the side of the ball with fingers, not palms, touching the ball; pushing ball upward towards the basket while extending legs; reaching hand up and "over" the rim.

Outcomes	Indicators
4.7 continued	f. Kick a stationary ball to a stationary target and a moving target, such as a partner, by approaching the ball from various angles and making contact with the inside and outside of the foot alternately. g. Kick a moving ball at a net that is being defended by a goalie. h. Trap and/or deflect balls sent by others.

K-12 Goals: Active Living, **Skillful Movement**, **Relationships**

4.8 Movement Refinement **Refine the application of movement variables, movement concepts, and performance cues to improve personal performance and to provide feedback to others.**	a. Demonstrate an understanding of how to vary performance, as indicated by the teacher (e.g., throw the ball over a classmate, to a classmate as quickly as possible), by making performance adjustment to affect trajectory, force, and speed. b. Demonstrate an understanding of "athletic position" (e.g., lower body level, wide base of support, weight on balls of feet, hands up and in front of body, elbows close to body) and apply this understanding to the preparation stage for a variety of movements (e.g., serve reception, individual defensive play). c. Apply variable of space and concept of "open space" to move effectively through groups of students while performing both offensive and defensive movements involving specific motor skills used in games. d. Propose changes (e.g., transfer weight, follow through towards the target, backswing arms) to improve the performance of specified movement skills. e. Provide feedback to peers on performance of complex movement skills (e.g., shooting, by throwing, kicking, or striking, at a target such as a net, while on the move). f. Create and use performance cues checklists for given complex movement skills. g. Say performance cues (think-aloud) while performing movement skills to support skillful performance. h. Develop behaviours of positive self-talk while practising and performing movement skills. i. Analyze group performance of cooperative skills (e.g., creating group statues) based on given or class-created performance criteria and provide feedback for improvement of performance.

K-12 Goals: Active Living, Skillful Movement, Relationships

Outcomes

4.9 Skillful Play

Select and use effective movement skills, tactics, and strategies while participating in:

- **small-sided and lead-up net/wall games (e.g., balloon volleyball, pickleball, hand ball)**

and refine selected movement skills, tactics, and strategies while participating in:

- **low-organizational, inventive, and cooperative games (e.g., tag games, relay race, prisoner's base)**
- **small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball)**
- **small-sided and lead-up striking/fielding games (e.g., long ball, kick ball, softball)**
- **small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse)**
- **alternate environment activities (e.g., hiking, aquatics, skating, snowshoeing, orienteering, cross-country skiing, tobogganing, cycling, tracking).**

Indicators

a. Identify the main intention of net/wall games (to send a ball back to the opponent so that the opponent is unable to return it) and suggest how this affects strategies used.

b. Incorporate appropriate movement skills and strategies into lead-up game play (e.g., three-on-three balloon volleyball, 'passing-only' three-on-three basketball).

c. Distinguish between appropriate offensive tactics (e.g., placing ball farthest away from opponents, quickest and most effective way to move a ball as a team) and defensive tactics (e.g., moving to cover the open spaces, anticipating opponent's ball placement) to be used in various games.

d. Apply the beginning individual offensive and defensive skills such as blocking, shielding, protecting, as well as spatial orientation while participating in low-organizational and lead-up games.

e. Create, as a class and with guidance, a checklist of effective game and team tactics and strategies to use in specified games (e.g., placement of the ball on opponent's side of the net in a pickleball game), view classmates performing in a game situation, and provide feedback on the use of the strategies based on the checklist.

f. Plan and implement, cooperatively in pairs or groups, individual and team offensive and defensive skills and tactics for given situations while participating in a variety of invasion/territorial lead-up games (e.g., two-on-two no dribble "keep-away", two-on-one "person-in-the-middle") and striking/fielding games (e.g., one-on-one kickball-at-the wall, one-on-two T-ball "bat where they are not").

g. Participate in a variety of alternate environment activities focusing on enhancing understanding and skill (e.g., follow a map to find various points, locations, or objects in an open area such as the school yard, a park, or a field; cross-country ski, setting goals to increase personal speed over a given distance; play 'team kick-the-can' in the snow to strategize and practise tracking skills).

h. Participate in lead-up (e.g., two-on-two, three-on-three) net/wall games following class-created and/or teacher-given rules that will influence tactics used (e.g., two contact balloon ball in a designated space, designated passing pattern in two-on-two pickleball).

i. Demonstrate an understanding of how to deliver an object such as a curling rock or bocce ball.

Outcomes	Indicators
4.9 continued	j. Demonstrate how to vary the weight of the delivery of objects used in target games such as curling, bowling, bocce ball, and class-created target-type games. k. Practise striking objects as appropriate for game specific skills (e.g., golf stroke, soft ball batting, tennis serve, floor hockey snap shot).

K-12 Goals: Active Living, Skillful Movement, **Relationships**

4.10 Tactics, Strategies, and Rules **Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to co-operative and competitive lead-up games as well as alternate environment activities, when alone and with others.**	a. Solve problems cooperatively and respectfully with group members while participating in a variety of indoor and outdoor movement activities (e.g., scavenger hunts, relay races, capture the flag). b. Work productively and respectfully with others in achieving a common group goal while participating in movement activities. c. Work towards positive solutions in resolving disagreements that occur while participating in cooperative and competitive games. d. Demonstrate correct and respectful application of rules and procedures when participating in a variety of games and alternate environment activities. e. Express insights into why games have boundaries, time rules, and other restrictions, and how a game might change by varying one or more of these restrictions. f. Create and implement tactics, strategies, and rules for cooperative and competitive lead-up games that support the well-being of self and others (e.g., increase the level of cardiovascular challenge, decrease the risk factors, maximize opportunities for all to play). g. Demonstrate inclusiveness while participating in movement activities by ensuring that all classmates have the opportunity to use equipment and to take leadership roles. h. Propose and implement modifications to strategies and rules used in games and alternate environment activities to enhance the inclusiveness of the activity (e.g., for people in wheelchairs, for people who are hearing impaired). i. Identify factors associated with risk taking and what must be considered before trying a new activity or skill. j. Express insights in response to questions such as "Should everyone have an opportunity to lead and/or make decisions that will affect others?" and "Who should make sure that we are safe from risks?".

K-12 Goals: Active Living, **Skillful Movement**, **Relationships**

Outcomes

4.11 Safety and First Aid

Incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class.

Indicators

a. Determine what should be included in a basic first aid kit for given movement activity situations (e.g., day hike, soccer game, boating/fishing trip).

b. Describe ways to adapt to outdoor conditions in any season including ways to prevent hyperthermia (heat stroke or sunstroke), hypothermia (extreme cold), sunburns, and frostbite.

c. Demonstrate and practise safe techniques for lifting heavy objects and for responding to unplanned falls (e.g., tripping, falling off a bike).

d. Explain the difference between safe stretching and strengthening exercises and those that are unsafe (e.g., bouncing or pulsing muscles when stretching can damage the muscles, locking a joint severely strains the ligaments and cartilage).

e. Analyze and attend to role-played injuries, individually or in teams.

f. Recognize and practise safe movements while performing common exercises (e.g., curl ups, neck rotations, back bends or bridges, knee bends) and identify unsafe movements.

g. Identify potential hazards in a variety of movement activity environments, including in the gymnasium and on the playground, and make recommendations for improvements related to safety.

K-12 Goals: Active Living, Skillful Movement, **Relationships**

4.12 Relationships

Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play.

a. Highlight positive aspects of peer and self-performance in both cooperative and competitive group movement activities.

b. Identify and demonstrate the skills needed for effective teamwork (e.g., listening actively, questioning for clarity, paraphrasing, verbalizing own movement and thoughts).

c. Explain how teamwork and decision-making skills gained from participating in movement activities are important life skills.

d. Reflect on own use of courtesy behaviours (e.g., remaining quiet when classmate is delivering a curling rock), complimentary behaviours (e.g., congratulating an opponent on making a good shot), and inclusive language (e.g., saying "one-on-one" instead of "man-to-man") when participating in both cooperative and competitive movement activities.

Outcomes	Indicators
4.12 continued	e. Propose and practise personal strategies for enhancing own demonstration of team spirit and fair play. f. Explain what stereotyping means and the emotional, spiritual, and physical damage and risks associated with sports and fitness stereotypes (e.g., girls are not strong; jocks are not smart; boys do not dance). g. Demonstrate an appreciation for diversity and a personal responsibility for demonstrating acceptance of everyone while participating in both cooperative and competitive movement activities (e.g., willingness to play and work with all others, acceptance of individual differences, motivation to contribute, dealing with rejection). h. Represent what team spirit looks like, sounds like, and feels like. i. Represent an understanding of fair play ideals which include respect for rules, officials, and opponents, self-control, and equitable playing time. j. Evaluate own level of responsibility and commitment towards playing fairly and showing team spirit. k. Express insights in response to questions such as "Is it ever appropriate to 'bend the rules' when competing in sport?", and "How can participation in competitive movement activities prepare us for other challenges in life?".

K-12 Goals: Active Living, Skillful Movement, **Relationships**

4.13 Culture and History **Examine and communicate the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities.**	a. Tell a story (write, speak, represent, perform) about the origin and history of games (e.g., snowsnakes, moose ball), sports (e.g. double ball, lacrosse), and other movement activities that originated with the First Nations and Métis culture. b. Explain cultural origins of various movement activities that are connected to different cultures located in own geographical area of the province (e.g., yoga and martial arts from the Asian culture, curling and golf from the Scottish culture, Sepak Takraw from the Malaysian culture). c. Identify cultural origins of a variety of movement activities participated in throughout the year.

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

Assessment involves the systematic collection of information about student learning with respect to:

- achievement of provincial curricula outcomes
- effectiveness of teaching strategies employed
- student self-reflection on learning.

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

(National Association for Sport and Physical Education, 2004)

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning, monitoring of her/his own progress, and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

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

- provides opportunity to report evidence of achievement related to curricular outcomes

- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussions on placement or promotion.

The assessment and evaluation strategies used in physical education must support teachers in designing instruction that will best help students achieve the learning outcomes for the grade and help students grow as responsible, self-confident, physically literate, active-living individuals who will seek out opportunities to support their own well-being as well as the well-being of others. Assessment and evaluation strategies employed must measure student learning and progress, provide students with feedback to use in their plans for growth, guide the planning and instructional practices of teachers, and provide a valid means to document and communicate student learning.

Assessment and Evaluation in Physical Education

It is important that teachers plan for how they will assess each student's progress towards, and attainment of, the grade specific outcomes. Table 7 provides some information on what assessment and evaluation should and should not look like in physical education.

Table 7. Assessment and Evaluation Approaches in Physical Education

What Assessment and Evaluation in Physical Education should look like …	What Assessment and Evaluation in Physical Education should NOT look like …
Formal and informal observation based on pre-selected and pre-communicated criteria that provide proof of student learning.	Informal observations not based on specific criteria.
Ongoing individual assessments that focus on the student's understanding and ability to perform as indicated in the grade specific outcomes.	Occasional recording of teacher's perception of the individual's ability to get along with others and level of compliance with classroom rules and procedures.
A variety of assessment techniques that assess student's cognitive, affective, and motor performance.	Limited forms of assessment employed and weighted mainly on assessing motor performance based on standardized criteria.
Assessment used to determine individual needs and to support teachers in making decisions regarding future lessons.	Assessment occurring only in the context of reporting one summative evaluation statement for all aspects of physical education.
Effective questions that challenge students to think critically and creatively, and require students to synthesize and apply previous learnings in authentic situations. Student responses are received in a variety of ways (e.g., written, visual, oral).	Assessment based on a generalized perception of students' effort and attitude, and that focus on only one method for students to demonstrate learning.
Assessment based on the outcomes of the curriculum with the indicators being ways that students can show that they understand and demonstrate what is stated in the outcomes.	Assessment based on a generalized perception of students' effort, attitude, and level of participation.
Performance that is to be assessed should occur in a real-life setting, not a contrived "skills test" setting. (Graham, Holt/Hale, & Parker, 2007, p. 204)	

Teachers will find it to be helpful if they map out the sequence of learnings and the strategies for each outcome. There are a variety of assessment strategies that physical education teachers could incorporate to gather information related to assessment for, as, and of learning. Some of these strategies include documented observations, performance checklists, homework (such as family-supported recording of participation in physical activity), portfolios, and student drawings. Teachers should also consider the use of rubrics.

An Example of an Assessment Rubric for Teacher Use

Assessment and evaluation in physical education must be reflective of the three K-12 goals and, specifically, the outcomes. A rubric can be used to determine to what level students understand and are able to do what the outcome identifies. The sample assessment rubric shown in Table 8 (on the following page) demonstrates one way a teacher can combine the learnings from more than one outcome to create an assessment tool that reflects the interconnected learnings from multiple outcomes. It reflects the part of the learning focus seen in the sample time frame plan for the month of August/September (see Table 3 on page 19). It provides an example of criteria to consider when assessing Outcomes 4.3, 4.7, and 4.9. All of these outcomes contribute to students' achievement of the K-12 Skillful Movement goal.

Table 8. Assessment Rubric

K-12 Goal: Skillful Movement			
Complex Locomotor Skills Outcome 4.3 **Complex Manipulative Skills Outcome 4.7** **Skillful Play Outcome 4.9**			
Level 4	**Level 3**	**Level 2**	**Level 1**
Always selects and applies appropriate performance cues to refine complex movements.	Usually selects and applies appropriate performance cues to refine complex movements.	Occasionally selects and applies appropriate performance cues to refine complex movements.	Rarely selects and applies appropriate performance cues to refine complex movements.
Always combines locomotor skills into complex locomotor skills with ease.	Usually combines locomotor skills into complex locomotor skills with ease.	Occasionally combines locomotor skills into complex locomotor skills with ease.	Struggles to combine locomotor skills into complex locomotor skills.
Always combines manipulative skills into complex manipulative skills with ease.	Usually combines manipulative skills into complex manipulative skills with ease.	Occasionally combines manipulative skills into complex manipulative skills with ease.	Struggles to combine manipulative skills into complex manipulative skills.
Always applies grade appropriate complex locomotor skills skillfully while participating in body management activities.	Usually applies grade appropriate complex locomotor skills skillfully while participating in body management activities.	Occasionally applies grade appropriate complex locomotor skills skillfully while participating in body management activities.	Rarely applies grade appropriate complex locomotor skills skillfully while participating in body management activities.
Always applies grade appropriate complex locomotor and manipulative skills skillfully while participating in games.	Usually applies grade appropriate complex locomotor and manipulative skills skillfully while participating in games.	Occasionally applies grade appropriate complex locomotor and manipulative skills skillfully while participating in games.	Rarely applies grade appropriate complex locomotor and manipulative skills skillfully while participating in games.
Always selects and uses effective tactics and strategies while participating in games and alternate environment activities.	Usually selects and uses effective tactics and strategies while participating in games and alternate environment activities.	Occasionally selects and uses effective tactics and strategies while participating in games and alternate environment activities.	Rarely selects and uses effective tactics and strategies while participating in games and alternate environment activities.

An Evaluation Guide for Teachers

A grade is a summative value used to indicate a relative measure of student achievement compared to an established set of criteria. The sample grading method presented in Table 9 is based on the curriculum outcomes – what a student knows and is able to do by the end of the grade. The determination of a final mark for physical education, when required for reporting purposes, should be a progressive process, building as students demonstrate their learnings.

Table 9. Sample Grading Method

Grade 4 Outcomes	Suggested Weighting for Final Mark	
	By Outcome	By Goal
Outcome 4.1 Health-related Fitness	14	20
Outcome 4.2 Body Systems	6	
Outcome 4.3 Complex Locomotor Skills	10	50
Outcome 4.4 Locomotor Skills	3	
Outcome 4.5 Complex Non-locomotor Skills	7	
Outcome 4.6 Manipulative Skills	8	
Outcome 4.7 Complex Manipulative Skills	5	
Outcome 4.8 Movement Refinement	5	
Outcome 4.9 Skillful Play	6	
Outcome 4.10 Tactics, Strategies, and Rules	6	
Outcome 4.11 Safety and First Aid	5	14
Outcome 4.12 Relationships	5	
Outcome 4.13 Culture and History	4	
Flexible Attention - should be allotted proportionally to the outcomes.	16	16
Total	100	100
This would mean that 14 out of 100 (or more depending on the use of the Flexible Attention) would be the weighting given to Outcome 4.1 when calculating a final mark.		

Connections with Other Areas of Study

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

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

Teachers have an opportunity to integrate physical education based learnings with other subject areas in at least two different ways. First, teachers can support the learnings related to the outcomes in other subjects by incorporating them into their plans for physical education lessons. Many ideas for this form of integration exist in the indicators of the outcomes. As seen in various indicators of Outcome 4.1, teachers can build and support mathematical skills where students measure the components of health-related fitness such as heart rate before, during, and after movement.

The second way teachers can support student learning is by making connections to physical education while teaching in other subject areas. Some examples of how this could be done are:

English Language Arts: When students are responding to grade level texts that address "building community", teachers can include texts from First Nations and Métis culture that involve participation in movement activities.

Health Education: Grade 4 students determine basic personal responsibility for safety and protection in various environments/ situations in health education. Students can be guided to consider participation in movement activities as one of the contexts for this learning.

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

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

Mathematics: Students can generate and record a great deal of data based on measurements related to the health-related components of fitness. This data can then be analyzed for patterns and relationships in order to make predictions and generate personal decisions based on the data.

Science: When students are analyzing the structures and behaviours of animals, students can describe the location, size, and function of the heart and lungs in the human body. Students can also explain the short and long-term effects of different types of exercise and physical activity on the body systems.

Social Studies: A teacher can place emphasis on movement activities when undertaking an inquiry to investigate how First Nations and Métis people have shaped and continue to shape Saskatchewan.

Arts Education: Multiple opportunities exist to extend student understandings in arts education while enhancing their understandings in physical education by ensuring that the outcomes in both areas of study are addressed. (Please note Table 10, on the following page, clarifies the difference between the physical education dance-related outcomes and the arts education dance-related outcomes.)

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

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

Table 10. Differing Approaches to Teaching Dance

Dance in Physical Education	Dance in Arts Education
Focus: Dance in physical education is a body management activity.	**Focus**: Dance in arts education is a performing art.
The **purpose** of dance in physical education is to engage students in: • exploring rhythmic activities as well as cultural, social*, and contemporary dance as a means to positively influence both health-related and skill-related fitness • making critical and creative decisions about how to skillfully move the body • implementing and reflecting on positive relationship skills.	The **purpose** of dance in arts education is to engage students in: • exploring and expressing ideas and communicating with an audience • learning about dance within its cultural and historical contexts • responding thoughtfully and critically when viewing dance performances.
K-12 Active Living Goal • focus on participation in moderate to vigorous movement activity, including dance • set goals to benefit health-related fitness • reflect critically on the benefits of participation in a variety of movement activities, including dance.	**K-12 Creative/Productive Goal** • focus on the creative process • explore questions and solve expressive movement problems • communicate ideas through dance • participate in individual and collaborative dance making and creative problem solving • transform ideas into abstract symbolic movement representations • create and sequence dance phrases and movement transitions within a choreographic structure or form • reflect critically on own work.
K-12 Skillful Movement Goal • enhance quality of movement through critical and creative sequencing of skills • transfer movement concepts, skills, and strategies through a wide variety of movement activities, including dance.	**K-12 Critical/Responsive Goal** • view and respond to the work of Canadian and International dancers and choreographers • view a wide range of dance forms and styles • research dancers and choreographers and their work • critique the work of Canadian and International dancers and choreographers.
K-12 Relationships Goal • relate respectfully in a wide variety of movement activities, including dance • promote personal, social, and cultural well-being through and in movement activities, including dance.	**K-12 Cultural/Historical Goal** • understand the role of dancers and choreographers in society • discover artistic traditions and innovations (e.g., the work of contemporary Canadian choreographer Bill Coleman or pioneering American choreographer Martha Graham) • learn about the role of heritage and contemporary social dances**, past and present.
* Note: If students are learning a social dance in physical education, this body management activity is being used for the purpose of engaging in a moderate to vigorous movement activity to benefit health-related fitness, to enhance locomotor, non-locomotor, and manipulative skills through critical and creative applications, and to incorporate respectful behaviours in social interactions. Historical and cultural connections will also underlie any experiences in social dance. **Note: If students are learning a social dance in arts education, the activity is contained within a larger unit or sequence of lessons focusing on the role of that dance within its cultural and historical tradition or time period (e.g., the shoemaker's dance taught within a unit on occupations; the grass dance taught within First Nations powwow tradition; or hip hop as a contemporary cultural and social expression of urban youth).	

Glossary

Community is a broad term but generally refers to a group of people with at least one thing in common – location, shared interest, values, experiences, or traditions. Each of us may belong to several different communities – a neighbourhood or home town, a professional community, a volunteer community, or a school community.

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

Dynamic Stretching is a form of stretching that uses movement and momentum to cause a muscular stretch. It involves moving parts of the body and gradually increasing reach, speed of movement, or both. The stretch becomes part of a fluid movement and is repeated with no hold to an end position (e.g., while walking forward, lift right knee to chest, pause to momentarily hold leg to chest, lower leg, continue to walk, lift left knee to chest, pause to momentarily hold leg to chest, lower leg, and repeat as you progress through space).

Explore (Level of Skill Performance) is the introductory level to basic movement patterns and skills where students will be discovering how their bodies move and ways that they can vary that movement. At this level, replication of a specific movement is not expected.

General Space is all of the space within which a body can move while travelling away from a starting point. It is the space that is shared with others.

Goals of Physical Education are broad statements that are a synthesis of what students are expected to know and be able to do upon graduation. The three K-12 goals of physical education include Active Living, Skillful Movement, and Relationships. The outcomes specify how each grade level contributes to the achievement of the K-12 goals.

Health-related Fitness is the body's ability to function efficiently and effectively in all areas impacting one's ability to achieve and maintain a healthy physical life. It includes striving for optimal functioning of the heart, blood vessels, lungs, and muscles. It includes cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition.

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

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

Lead-up Games are games that are not as complicated as the full game/sport but provide opportunity to apply newly acquired skills and understandings in a controlled environment. These games involve one or more of the skills, rules, tactics, and/or strategies used in the complete game/sport.

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

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

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

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

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

Outcome is a statement of what students are expected to know and be able to do by the end of a particular grade level.

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

Personal Space is all the space that the body or its parts can reach without traveling away from a starting point.

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

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

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

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

Small-sided Games involve a smaller number of students than would be seen in the playing of a whole game/sport (e.g., two-on-two soccer as opposed to eleven-on-eleven soccer). These games are created through deconstruction of the whole game into parts to create learning experiences in a progression that will support future play within the whole game/sport.

Think-aloud is a learning strategy where students say out loud how to skillfully perform a basic motor skill or a combination of movements, while performing the skill or movements.

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Grade 4 Physical Education Curriculum

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