

Eastern School District
COURSE DESCRIPTOR
September 2007

Subject Area: Physical Education
Course/Level: Intermediate - Grade 7 - 9

Authorized Learning Resources:

Team Building Through Physical Challenges. By Glover & Midura. ISBN: 0873223594
Teaching Responsibility Through Physical Education by Hellison. ISBN :0736046011
Ready to Use P.E. Activities for Grades 7 – 9 by Landy & Landy. ISBN: 0136730620
Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 by Lane. ISBN # 0880119608
PSAP Sport Specific Booklets. *Teaching the Basics Resource Manuals* (14 booklet set)
by J W Sports, British Columbia: <http://psap.jwsporta.ca/orderForm.pdf>

Recommended Learning Resources:

Multicultural Games by Barbarash, ISBN: 0880115653
More Team Building Challenges by Glover & Midura ISBN: 0873227859
Great Games for Young People by Gustafson, Wolfe & King ISBN: 0873222997
Game Skills: A Fun Approach to Learning Sport Skills by Hanrahan ISBN: 0736002030
Best New Games by LeFevre ISBN: 0736036857
Inclusive Games by Kasser ISBN: 0873226399
Innovative Games by Lichtman ISBN: 0873224884
Physical Education for Children: Daily Lesson Plans for Middle School by Lee, Thomas & Thomas.

Course Structure

Student participation in a strong physical education curriculum is one of the key ways that overall wellness and positive attitudes towards physical activity and active living can be fostered and developed throughout life. The adolescence years are key to developing attitudes, habits, strong bones, high fitness levels, body awareness and various skills for a person's future years.

The Intermediate Physical Education Curriculum has been developed to meet the needs and interests of adolescent students and intermediate teachers. The intermediate physical education program extends the range of skills and knowledge acquired in the primary and elementary programs and facilitates transition to the more self-directed activities of high school. It builds upon the movement concept knowledge (Nichols, 1994) provided in the primary and elementary programs and provides opportunity for personal achievement through group and individual activities.

Key Features of the *Intermediate Physical Education Curriculum* include

- Provides opportunities for students to develop personal wellness, and personal movement skills that contribute to an active lifestyle throughout life.
- Provides opportunities to participate in a variety of activities
- Use of the levels of responsibility as described by Hellison (2003).
- Incorporates the three dimensions of movement:
 - Psychomotor (Understanding and Applying),
 - Affective (Thinking and Knowing)
 - Affective (Cooperation and Responsibility)

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Teachers are directed to incorporate Hellison's Levels of Responsibility into their practice while teaching physical education. Students and schools where students are encouraged and taught to assume greater amounts of responsibility for their actions, behaviour and learning, demonstrate much success in their learning.

Hellison's Levels of Responsibility

Level I (Respect),

Level II (Participation),

Level III (Self-direction)

Level IV (Caring),

Level V (Transfer of Responsibility),

The intermediate program is designed around six themes; **the yearly plan for each grade must cover ALL six themes**. Since activities from each of the themes must be chosen at each grade level, a wide variety and balance of activities are provided. A quality program will incorporate as many activities as possible to allow the students a full and enriching experience.

| Activities | Minimum | Maximum |
|-----------------|--------------------|------------------------|
| Alternative | ½ unit = 4 classes | 2 units = 16 classes |
| Court and Field | ½ unit = 4 classes | 2.5 units = 20 classes |
| Fitness | ½ unit = 4 classes | 2 units = 16 classes |
| Leadership | ½ unit = 4 classes | 2 units = 16 classes |
| Outdoor | ½ unit = 4 classes | 2 units = 16 classes |
| Rhythmic | ½ unit = 4 classes | 2 units = 16 classes |

- * Teachers must address all 33 KSCO's by the end of grade 9.
- * The themes and movement concepts are the vehicles through which the outcomes are met.
- * All six themes must be covered at each grade level each year

EVALUATION:

Note that full evaluative criteria is detailed in the Intermediate Physical Education Curriculum Guide

Guiding Principles

The *Physical Education Evaluation Framework (Gr. 7 – Level III)* and the *Newfoundland and Labrador Physical Education Assessment Tool (K – Level III)* form the basis for student assessment and evaluation in physical education.

A Students Evaluation reflects the extent to which curricular outcomes have been attained.

Student evaluation will be based on active engagement in various activities and experiences.

Each student who participates in Physical Education brings different experiences, skill sets, strengths, leadership and followership. A student's evaluation is personal and specific to the individual; every student has the opportunity for personal success in physical education.

Evaluation Breakdown

Students' evaluation includes the three domains of movement

- **Moving & Doing** 50 % (25% dedicated to health/fitness)
- **Understanding & Applying** 25%
- **Cooperation and Responsibility** 25%

All three (3) domains of movement (Moving & Doing, Understanding & Applying and Cooperation & Responsibility) **are evaluated through participation** in activities, games and various movement experiences, either individually or with fellow students.

Moving & Doing - 50% (25% dedicated to health/fitness)

Psychomotor curriculum outcomes (Moving and Doing) form the core elements of a student's evaluation. It is the actual active engagement in activities that is the main determinant of a student's success and the focus of this evaluative criteria..

Defining criteria for the *Moving and Doing* component include:

- Participates in a variety of activities
- Applies body mechanics in movement activities
- Engages in movement, motor and athletic skill development activities
- Engages in personal fitness activities
 - works to remain physically active
 - works on his/her health related fitness (cardiovascular, flexibility, muscular strength and endurance)
 - works on his/her skill related fitness (agility, coordination, balance, speed, power, reaction time)

Notes on Fitness:

- Criteria include students' demonstration of personal fitness, participation in a variety of "Fitness Pursuits", personal goal setting and understanding of fitness components
- Fitness is something that weaves throughout all activities. An actual fitness unit or series of classes would also form the basis of this component of the evaluation.
- A key indicator of a student's level of engagement and intensity during an activity or appraisal is the student working within their optimal health zones.

Notes on Fitness Appraisals (tests)

- Fitness appraisals are one of many fitness activities or pursuits that may be chosen to fulfill the fitness requirements of the curriculum.
- Fitness appraisals, if chosen as an activity in the curriculum, should be done with the utmost care and sensitivity.
- **The level of fitness (or score)** students have achieved or gained in any particular fitness appraisal **is not** to be the determining factor or criteria for their evaluation.

Fitness appraisal results or scores are not to be used to provide actual ‘marks’ or grades to students. How well a student actually performs or ‘scores’ on an appraisal **is NOT** to be used in providing a grade in the course.

Understanding & Applying - 25%

Cognitive curriculum outcomes, the Understanding and Applying of what is learned about movement in a variety of activities, games and pursuits, are the focus of this evaluative criteria. Information will be primarily obtained while students are engaged in activity and movement experiences.

Defining criteria for the Understanding and Applying component include:

- Understands and has the ability to pose and solve movement challenges
- Understands and applies game and movement concepts
- Understands and applies group dynamics and concepts of fair play
- Understands the application and impact of a lifelong active healthy lifestyle

Cooperation & Responsibility - 25%

Affective curriculum outcomes, the personal and social *Cooperation and Responsibility* behaviours demonstrated by students, are key components of physical education and the focus of this evaluative criteria.. Information will be primarily obtained while students are engaged in activity and movement experiences.

Defining criteria for the Cooperation and Responsibility component include:

- Demonstrates cooperative and socially responsible behaviors
- Demonstrates personal responsibility
- Demonstrates leadership and group dynamic skills
- Demonstrates and applies an active healthy lifestyle