

Primary Program, Physical Education and Health

Document 2 Guide

2011



Commission Scolaire **Kativik** School Board

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Introduction:

The Kativik School Board is happy to present you the new Physical Education and Health primary program. Inspired by the MELS' program, this one is adapted and modified to better meet the Inuit culture and to be more adjusted to the reality of the environment.

The physical education and health program was developed with the intention of providing the teachers who work with Inuit youth with a framework. The goal of the program is to support those intervening in the planning of learning and to suggest concrete pedagogical practices that will help student pursue the development of their competencies. The program also aims to help students develop psychosocial skills and acquire the knowledge, strategies, attitudes and safe and ethical behaviours required to properly manage their health and well-being. Pedagogical initiatives must bring students to develop their motor skills in addition to bringing on element of health to their learning.

As students refine their movement skills and improve their capacity to interact with others, they will be able to observe the impact of physical activity on their lifestyle habits and will be led to adopt a healthy and active lifestyle. It is important to take in account students' interests by offering them a selection of physical activities that are likely to be practised in daily like, whether at school or elsewhere.

Developing a competency by mobilizing and by using efficacy a group of resources.

The program consists of three interrelated competencies:

- Performs movement skills in different activity settings
- Interacts with others, in different physical activity settings
- Adopts a healthy, active lifestyle

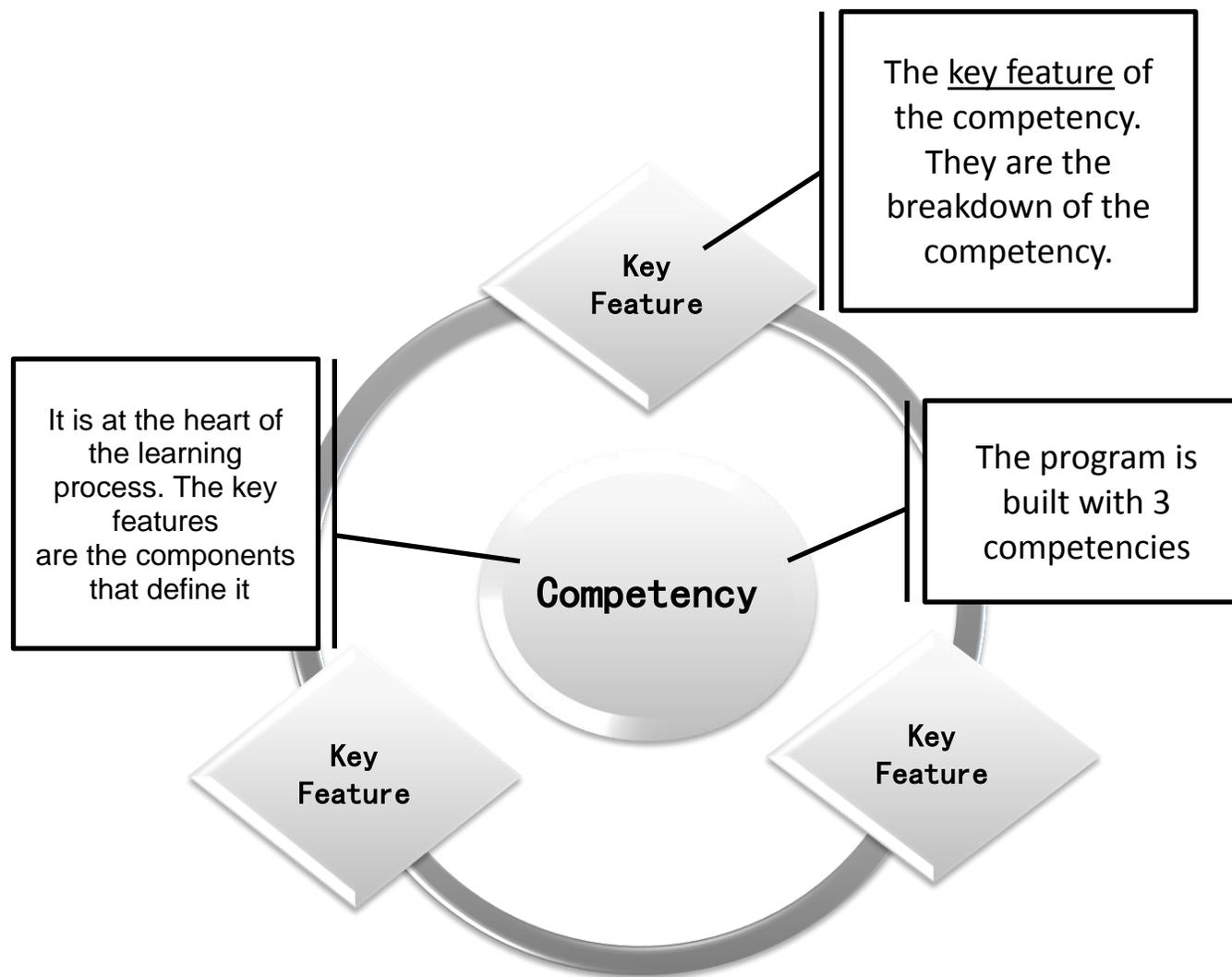
The purpose of this program is to help students gain a sense of self-responsibility for their fitness and health by allowing them to develop:

- ❖ a repertoire of movement skills;
- ❖ a repertoire of cognitive strategies;
- ❖ a knowledge base in the subject;
- ❖ behaviours consistent with safety and ethical rules;
- ❖ a critical sense that they need to manage their health wisely;
- ❖ a positive attitude in their relationships with others when participating in physical activities.

Students construct their own learnings by participating in a wide range of cooperative, individual expressive, collective, outdoor, fitness and similar activities.

Source: Quebec Education Program, Physical Education and Health

Example of a template showing the competency and the key features



Example: Competency (Means of action)



The competency

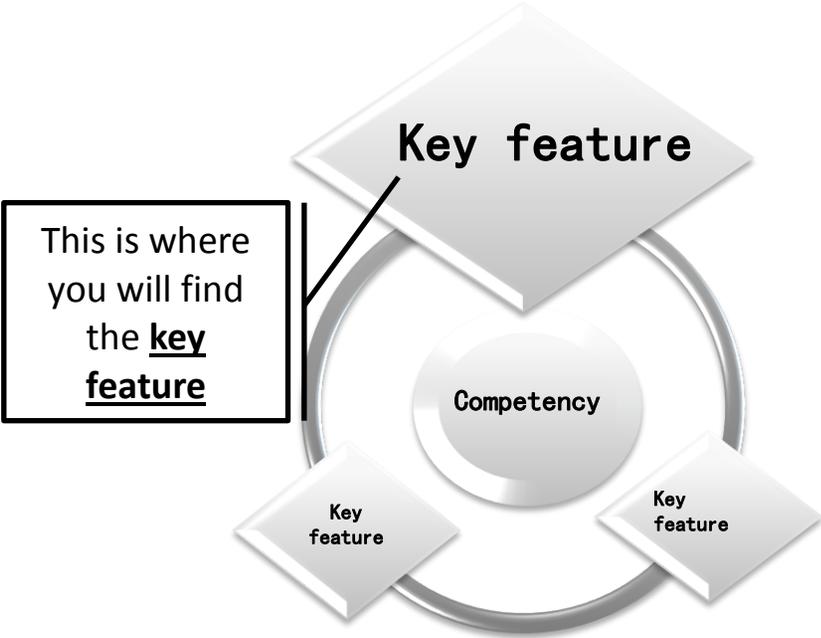
Example of means of action

The task: here

Educational objective example

The student analyses:

Observable elements



Descriptors

The descriptors are the observable components

Glossary

Competency: The capacity to carry out the activities or tasks by drawing a variety of resources including knowledge, skills, strategies techniques, attitudes and perceptions.

Concepts to be learned: These constitute the repertoire of resources indispensable for the development and exercise of the competency. This does not mean that students may not use other resources, but that they must master this knowledge in order to develop and exercise the competency.

Descriptors: They are the observable components found within the competency and classified according to the key feature.

Educational objective: The intention with which the teacher approaches a given sequence of courses. It is specific (3 balls) but general (juggling). Example: student has to juggle with 3 balls.

Key features: they are the breakdown of the competency to make it more concrete.

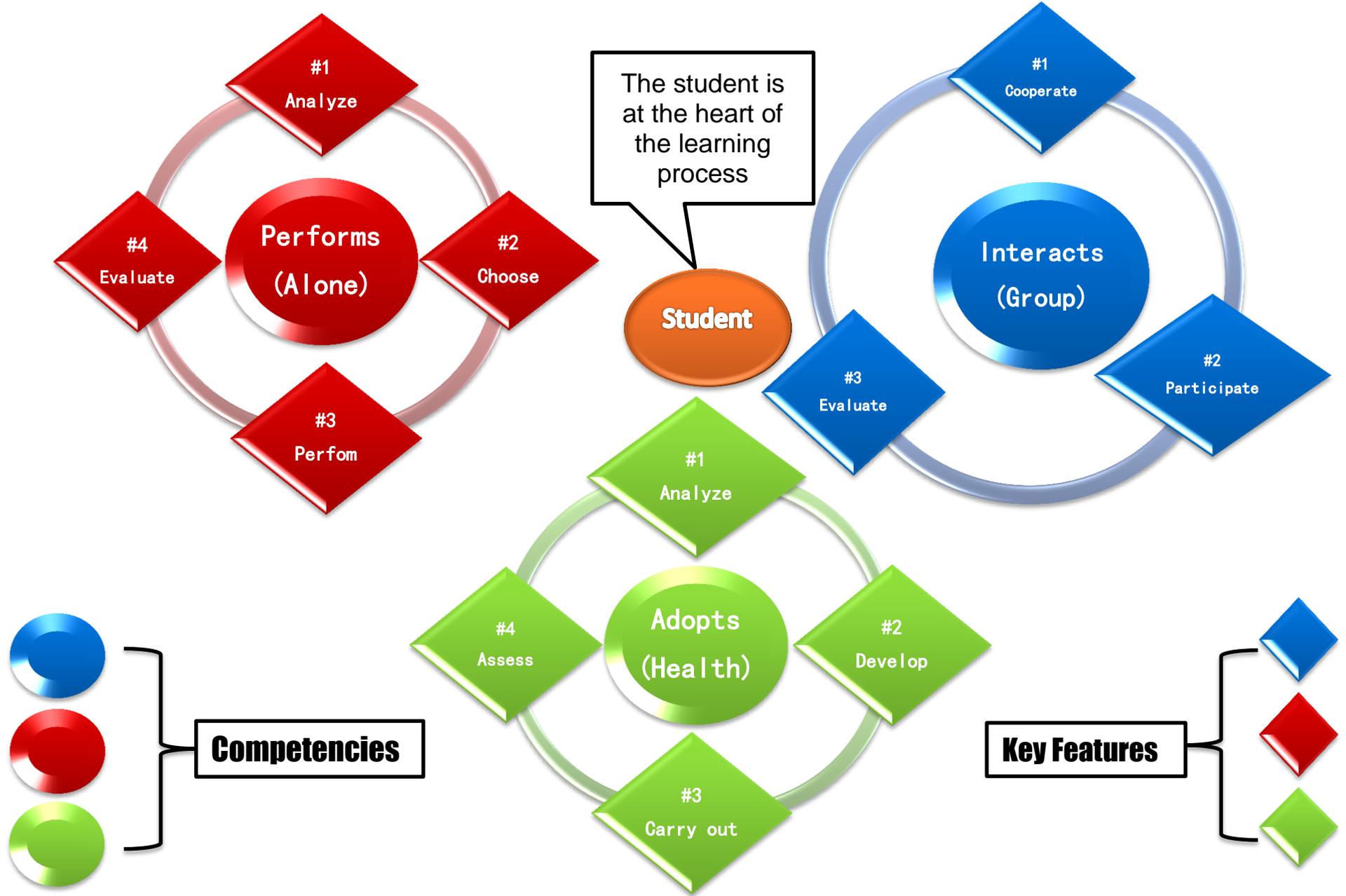
Learning and evaluation situations (LES): Situation created that include essential questions, learning activities, tasks and an opportunity for the students to showcase their competency development through a complex task.

Means of action: The sports or activities used in an LES. Example: action rules in group activities in common space, basketball

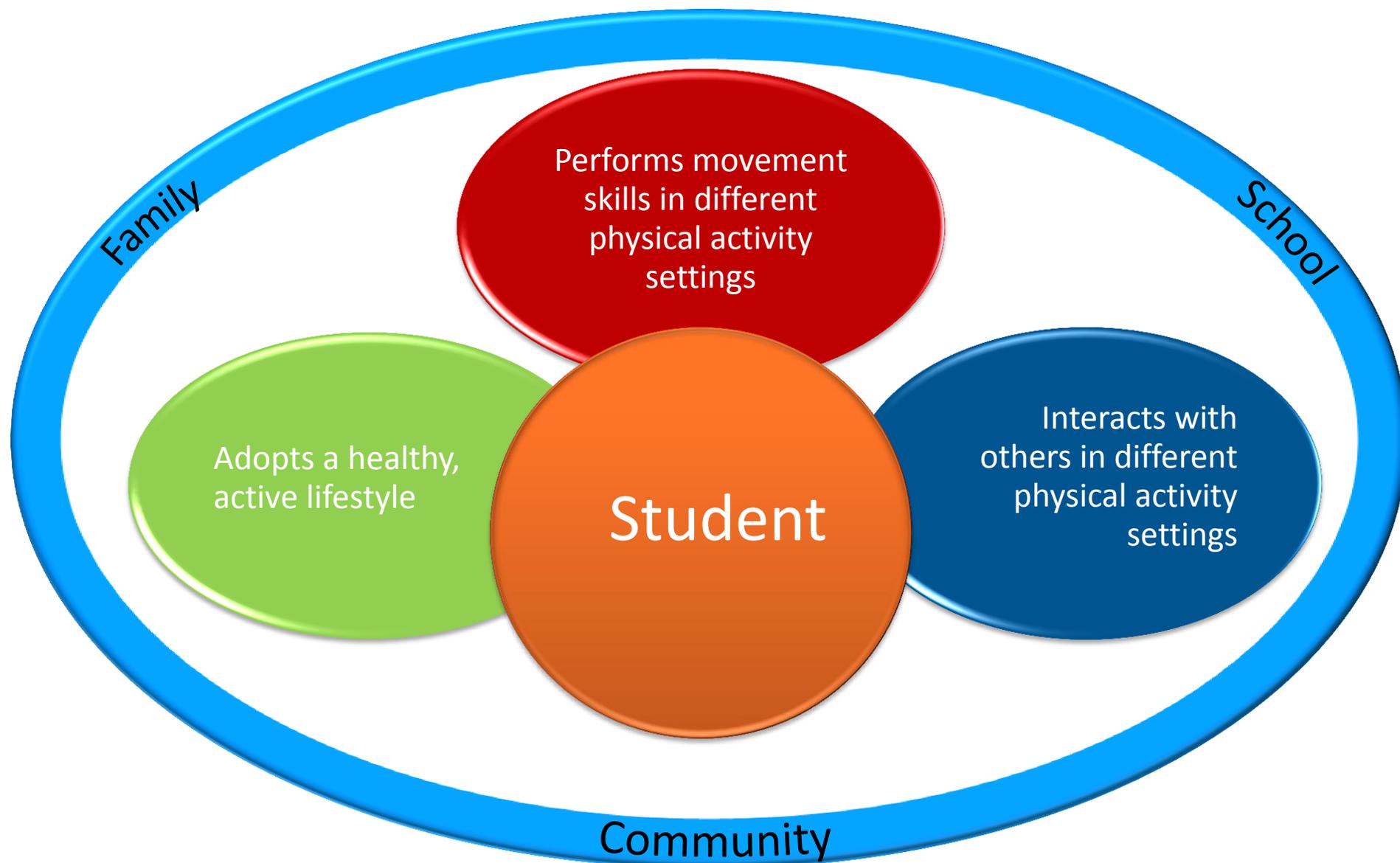
Observable elements: These are elements that the teacher can observe in a student in relation with the evaluation.

Source: Quebec Education Program, Physical Education and Health

Presentation of the 3 competencies and their key features



How the Physical Education and Health Competencies Work Together



Competency 1 Performs movement skills in different physical activity settings

Focus of the competency

Meaning of the competency

The performance of movement skills involves action, sensation, self-expression, movement, coordination and control. The role of schools in this connection is to make students move aware of these aspects as they learn to control their bodies, and to enable students to manage these aspects in a more systematic, deliberate way. Students develop this competency by understanding and applying the principles associated with balance and coordination and by performing, in different settings, sequences of movement skills, simultaneous movement skills, and movement skills adapted to various elements of the physical environment. Learning activities must allow students to become more aware of their bodies and of the physical environment, and enable them to move with confidence and to act safely in all circumstances.

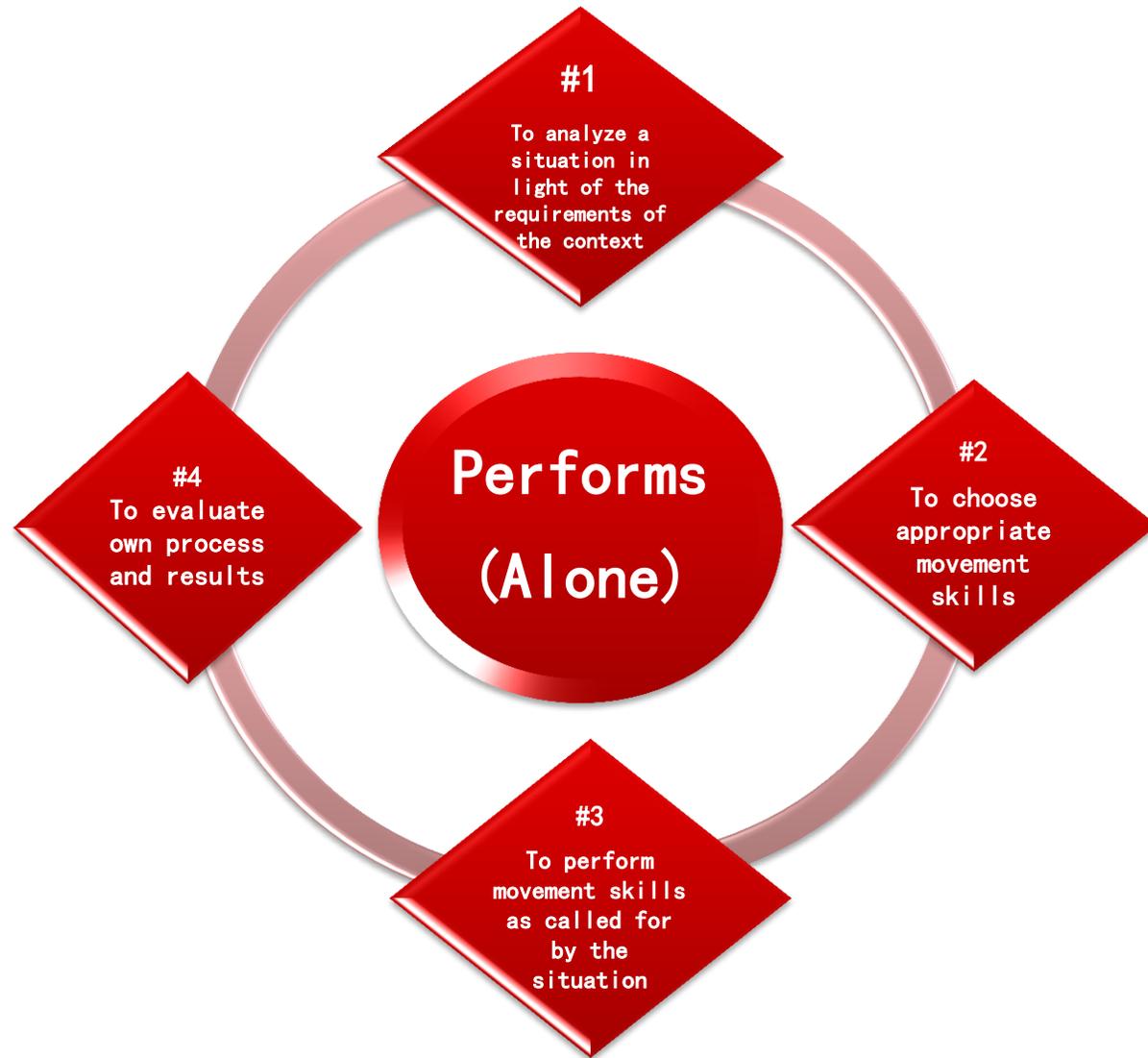
Context for learning

The learning situations are based on various means of action: cyclical activities, single-skill activities, technical/artistic activities, or skills, rhythmic or expressive activities. They are presented in order of increasing complexity, by varying the type and number of movement skills to be performed and the constraints associated with the physical environment, e.g. objects, implements, obstacles, targets, the type of surface, the space available and the time allowed. The learning situations must also take into account the factors that apply to physical activity in Québec, e.g. the seasons, the weather and the geographical diversity of the land.

Developmental Profile

Throughout elementary school, students learn to analyze the constraints inherent in learning situations in greater depth. As they progress in their learning, they gain a better understanding of the principles involved in the performance of movement skills and demonstrate greater control when performing movement skills in different physical activity settings. They show a greater judgement in selecting the information on the basis of which they will make appropriate and safe choices as to the movement skills they should perform. They learn to evaluate their process and results in an increasingly structured fashion and make connections between what they learn in the classroom and how it can be applied in school, family or community settings.

Competency 1 example *Performs* movement skills in different physical activity settings



Cycle Two Example **Performs** Gymnastics (Routine)

The task:

Ask students to perform a sequence of three different floor rotations among several choices

The student analyzes:

- What's my challenge?
- Have I ever made a routine before?
- How many floor rotations do I have to perform?
- Am I able to perform difficult floor rotations?
- Do I have to make a sequence with my rotations?



Descriptors

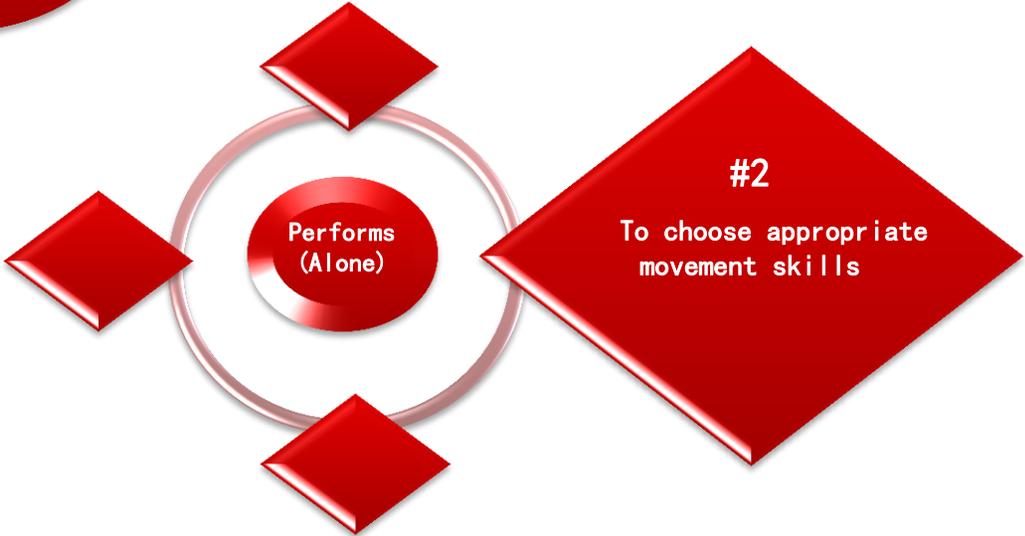
- Takes into account the constraints of the physical environment
- Refers to prior experience
- Takes into account the goal pursued
- Takes into account his/her capacity to apply:
 - the principles of balance
 - the principles of coordination
- Takes into account the instructions given

Cycle Two Example **Performs** Gymnastics (Routine)



The task:
Ask students to perform a sequence of three different floor rotations among several choices

- The student chooses**
- I choose easy rotations to be sure that I perform well
 - I justified my choice of rotations depending on :
 - The goal
 - The constraints
 - My experiences
 - My skill level



- Descriptors**
- Identifies possible movement skills and their consequences
 - Justifies his/her choices with respect to:
 - the goal pursued
 - the constraints of the physical environment
 - prior experience
 - his/her skill level

Cycle Two Example **Performs** Gymnastics (Routine)

The task:
Ask students to perform a sequence of three different floor rotations among several choices

- Student performs:**
- I coordinate my movements in order to perform my rotations
 - My rotations are synchronized
 - My sequences are coordinated
 - My sequences are synchronized
 - Did I succeed?

- Descriptors**
- Coordinates movements
 - Synchronizes movements
 - Coordinates movement sequences
 - Synchronizes movement sequences
 - Achieves the goal pursued
 - Use in other activities



Cycle Two Example **Performs** Gymnastics (Routine)

The task:

Ask students to perform a sequence of three different floor rotations among several choices

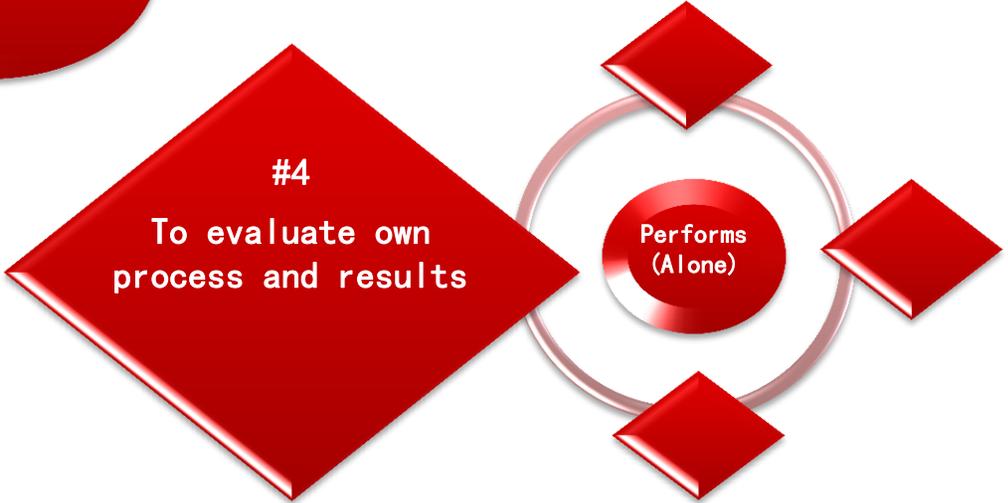
Student assesses:

- My rotations were fluid?
- I succeed two rotations, but I had difficulty with my third one
- I'll practice this rotation
- Can I transfer those rotations into another activity?

#4

To evaluate own process and results

Performs
(Alone)



Descriptors

- Reviews the progress made
- Identifies achievements and difficulties
- Identifies possible improvements to the situation
- Identifies elements he/she could transfer to other situations
- Use in other activities

Competency 2 Interacts with others in different physical activity settings

Focus of the Competency

Meaning of the Competency

Participating in physical activities with others requires a number of skills resources beyond the mastery of movements or strategies. Although such mastery is a basic condition for participation in any kind of physical activity with others, it does not cover the full scope of what is intended here. The competency to interact with others involves a process whereby students develop various plans of action to adapt their movements or actions in relation to those of others, to synchronize their movements or actions in relation to those others, and to communicate with each other. Students also learn to work in a team, to demonstrate ethical behaviour with respect to winning or losing, and to perform a joint task. Students are likely to encounter similar situations in their daily lives. Through them, they develop social skills and ethical judgment conducive to human and harmonious relations.

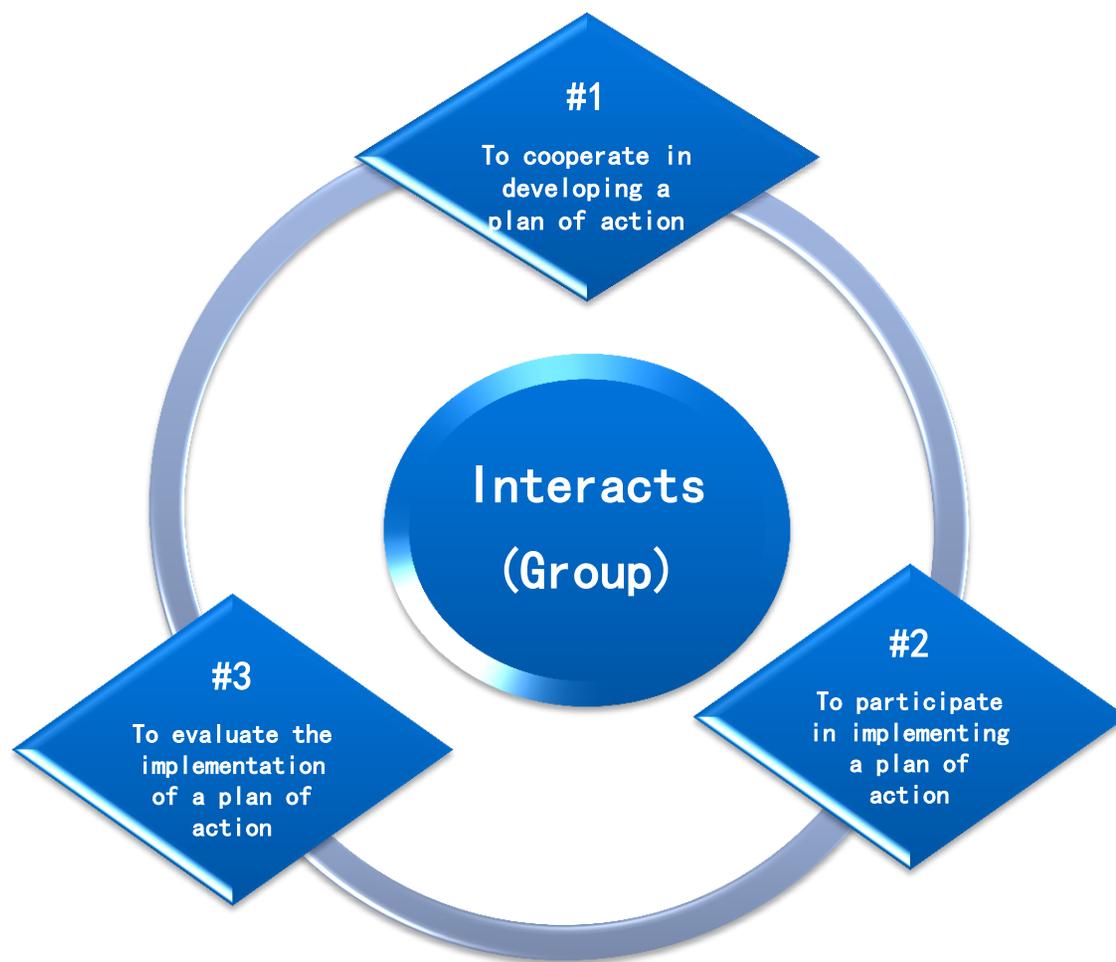
Context for learning

The learning situations are based on various means of action: group or cooperative activities and combat or duelling activities. The situations are presented in order of increasing complexity, by varying the action rules to be applied the constraints associated with the physical environment (such as objects, implements, targets, the space available and the time allowed) and those associated with the social environment (such as the number of partners, the number of opponents and the roles to be played). The learning situations must also take into account the factors that apply to physical activity in Québec, e.g. the seasons, the weather and the geographical diversity and the land.

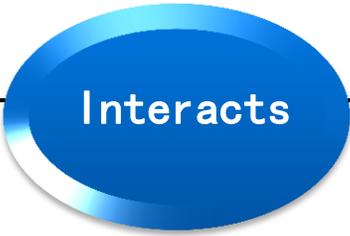
Developmental Profile

Throughout elementary school, students learn to develop plans of action and to design strategies in order to perform movement skills in interaction with their peers in different physical activity settings. As they progress in their learning, students take into account the greater number of constraints associated with more and more complex situations requiring an increasing number of interactions. They develop a sense of cooperation and choose strategies and modes of communication that reflect their concern for fostering interaction with their peers. They observe ethical rules. They display ever greater autonomy in taking responsibility for their own process. They learn to evaluate their process and results in an increasingly structured fashion and make connections between what they learn in the classroom and how they can apply it in school, sports or community settings.

Competency 2 example *Interacts* with other in different physical activity settings



Cycle Two Example actions (Kin-ball)



Cooperation-opposition movements or

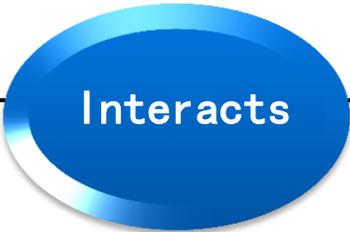
The task:
Develop a defensive strategy in a game situation

- The student cooperates in the plan:**
- We wrote a team strategy
 - We justified our strategy
 - We understood the safety and ethical rules



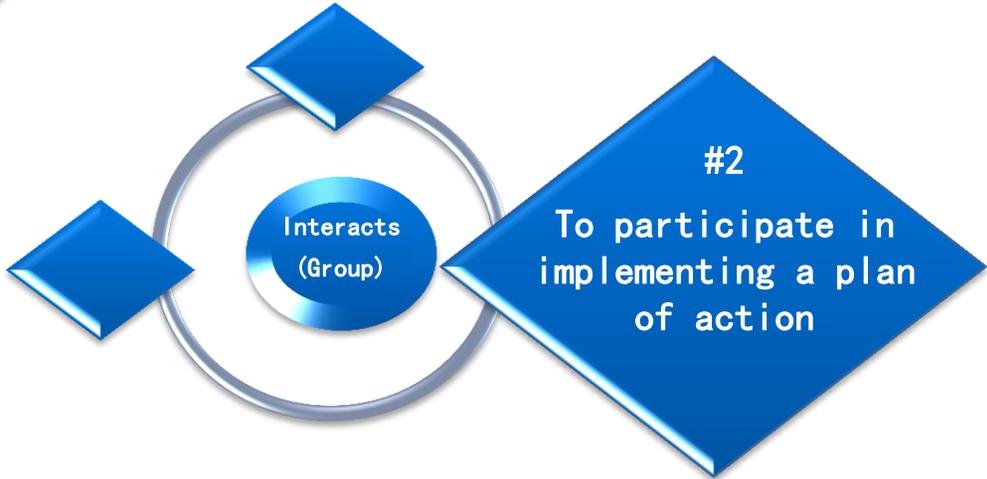
- Descriptors**
- Plans strategies, taking into account:
 - the roles to be played
 - the constraints of the physical environment
 - the constraints of the social environment
 - the goal pursued
 - the strengths and weaknesses of his/her partners
 - the strengths and weaknesses of his/her opponents
 - Justifies his/her choice of strategies
 - Explains the safety rules relevant to the task
 - Explains the rules of ethics relevant to the task

Cycle Two Example actions (Kin-ball)



Cooperation-opposition movements or

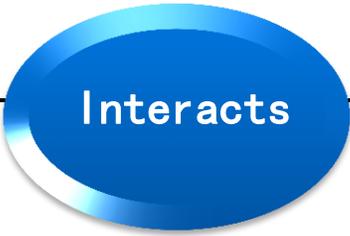
The task:
Develop a defensive strategy in a game situation



- Student participates:**
- We try the strategy according to the plan
 - We communicate
 - Did the strategy work? Yes/No?
 - We apply the safety and ethical rules

- Descriptors**
- Applies the strategies developed
 - Verbally or nonverbally communicates a message as called for by the situation
 - Adapts his/her movements or movement skills as called for by the unforeseeable aspects of the situation
 - Applies safety rules
 - Applies rules of ethics

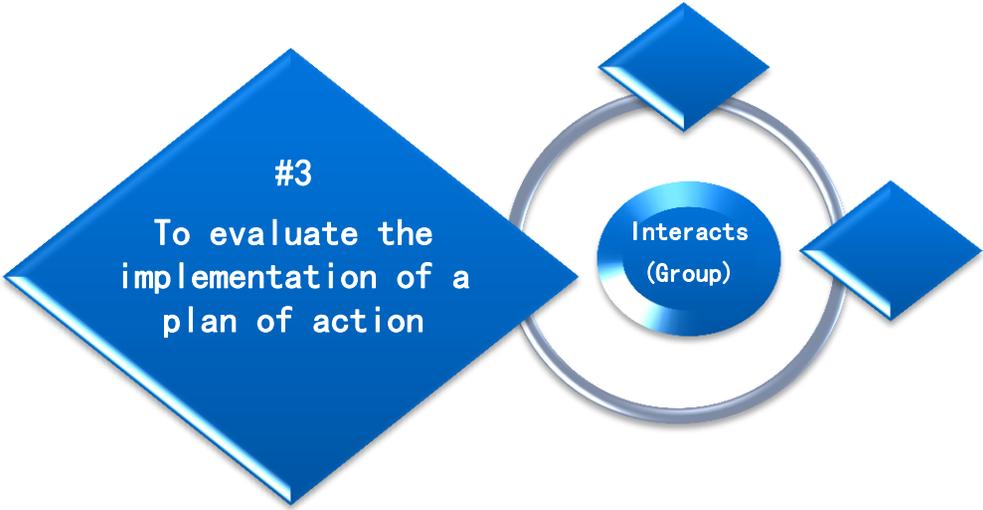
Cycle Two Example actions (Kin-ball)



Cooperation-opposition movements or

The task:
Develop a defensive strategy in a game situation

- Student assesses:**
- Did the strategy work? Yes/No?
 - If yes, do we pursue?
 - If not, what should we change in our strategy?
 - In what other sports can we use this strategy?



- Descriptors**
- Explains the reasons for his/her achievements and difficulties
 - Participates in efforts to find effective strategies
 - Adjusts his/her plan of action
 - Identifies strategies that are transferable to other situations

Competency 3 Adopts a healthy, active lifestyle

Focus of the competency

Meaning of the Competency

Regular physical activity has long been recognized as one of the factors conducive to good health. Students seem unconcerned by health-related problems or by the long-term benefits of a healthy, active lifestyle, hence the importance of helping them to develop the resources that will enable them to take responsibility for their own health and be active throughout their lives. Students will adopt a healthy, active lifestyle to the extent that they are aware of the factors likely to affect their lifestyle habits in a positive or negative way. Students demonstrate a healthy, active lifestyle through regular physical activity and through their capacity to assess the impact of their actions on their health and make consequent choices.

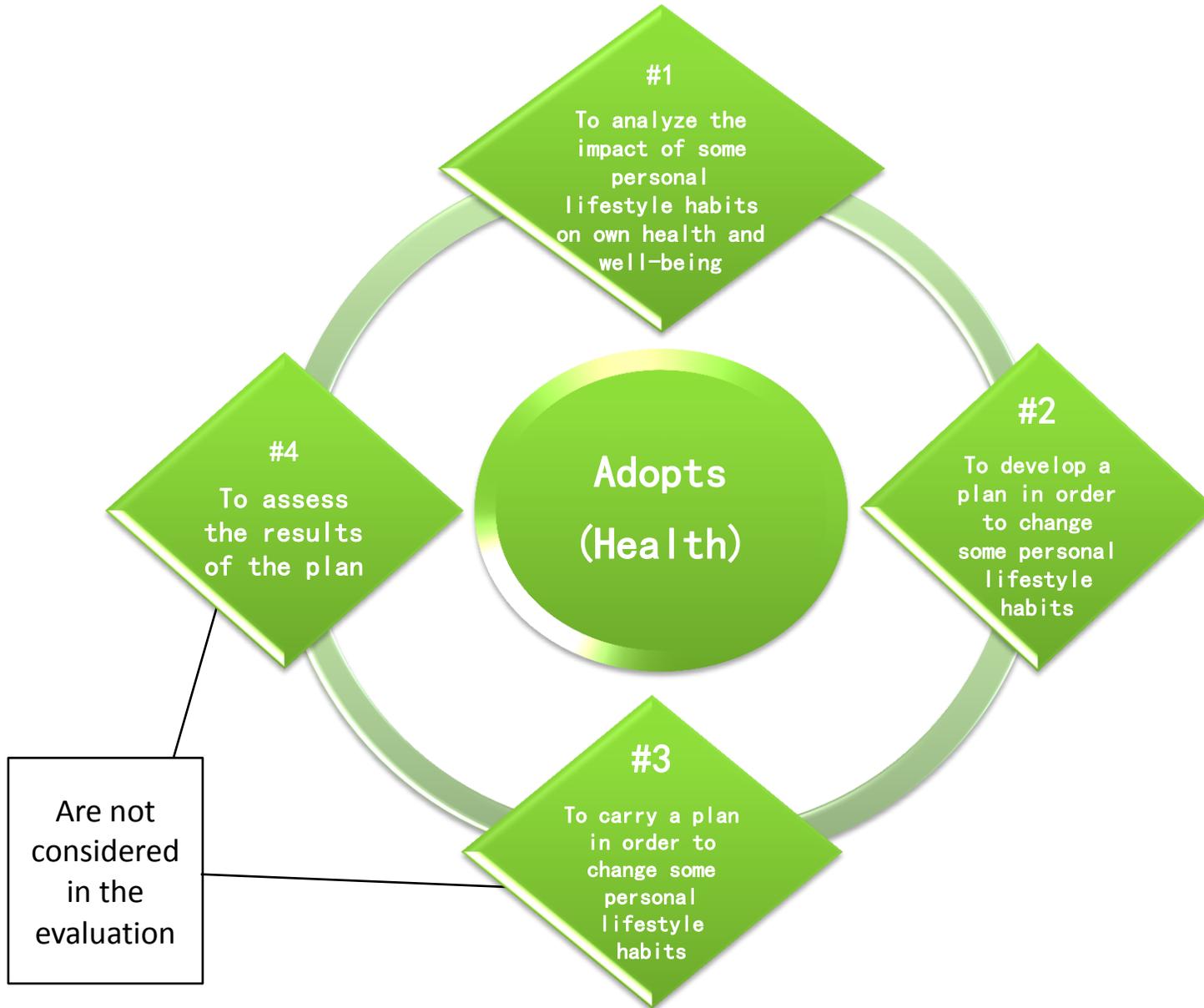
Context for learning

Students develop this competency by engaging in physical activities in a school, family or community setting and by participating in discussion. The learning situations proposed in physical education and health class are based on the contexts for learning outlined above under the first two competencies. Situations drawing on opportunities or events outside the school setting should not, however, be excluded. The homeroom teacher and other members of the school team are encouraged to support students in their learning. Students should be given the opportunity to continue in their other subjects and in complementary activities the critical examination undertaken in physical education and health class, where only that knowledge directly is covered. More general knowledge are covered in activities related to the broad area of learning called “Health and Well-Being”.

Developmental profile

Throughout elementary school, students gradually internalize the process involved in adopting or changing lifestyle habits related to their health and well-being (personal hygiene, relaxation, personal safety, and so on). By the end of elementary school, they have acquired or consolidated certain habits, including regular participation in physical activity. The more students develop this competency, the better they are equipped to take advantage of opportunities to transfer the learning acquired in school to other settings and to safely engage in different types of physical activities on their own.

Competency 3 example *Adopts a healthy, active lifestyle*



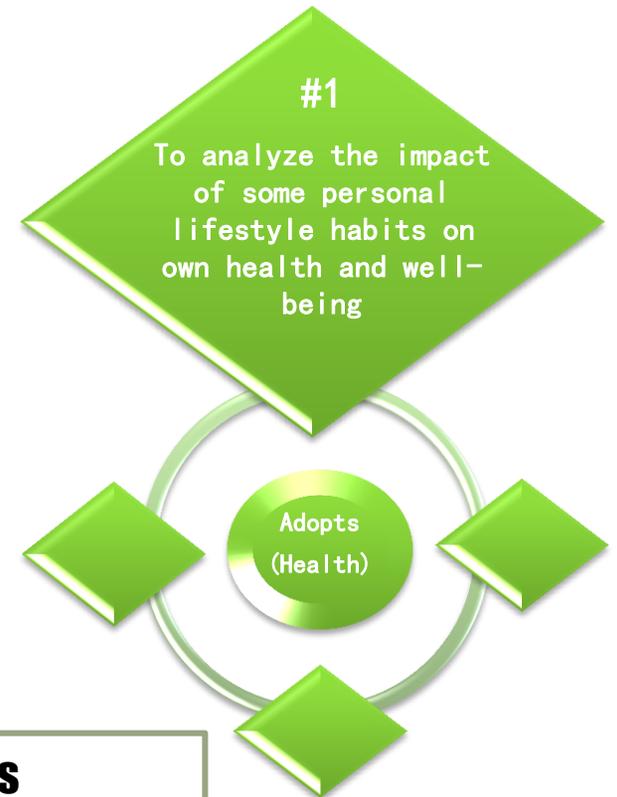
**The task:
Adopts good posture**

Student analyses:

- I assimilate information about lifestyle
- I explain the concept of posture
- I collect information regarding good posture
- I understand harmful postures for my health
- I send my results

Descriptors

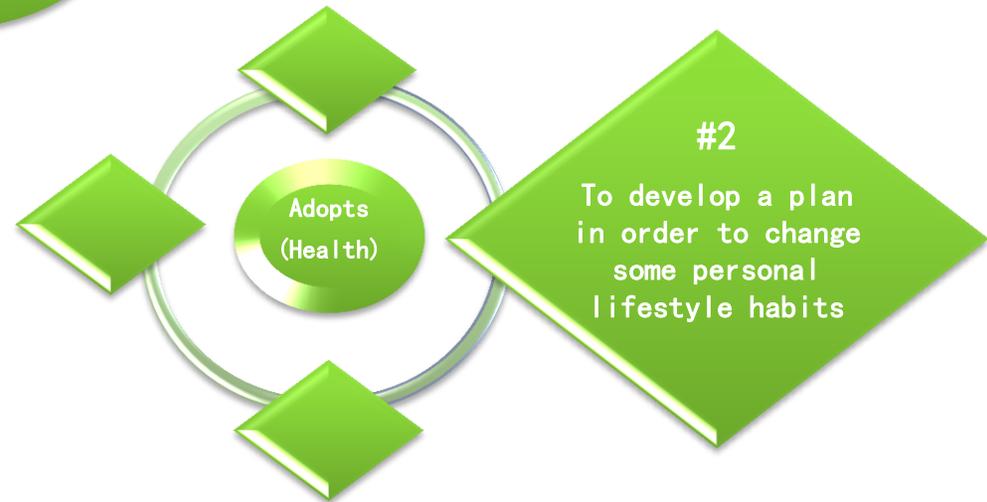
- Demonstrates a positive attitude toward information about lifestyle habits, health and well-being
- Explains the concepts of lifestyle habits, health and well-being
- Explains his/her body's needs and how it works
- Compiles observable facts about his/her lifestyle habits
- Recognizes which of his/her habits are conducive to health and well-being and which are detrimental
- Communicates the results of his/her analysis



**The task:
Adopts good posture**

Student develops:

- I show interest in improving my posture
- I choose an activity that improves my posture (yoga)
- I schedule regular yoga practices
- I schedule yoga practices to improve my posture



Descriptors

- Demonstrates the desire to improve his/her physical condition by adopting good lifestyle habits
- Selects a physical activity
- Plans activity on a regular basis
- Plans activity in order to improve his/her physical condition

Evaluation

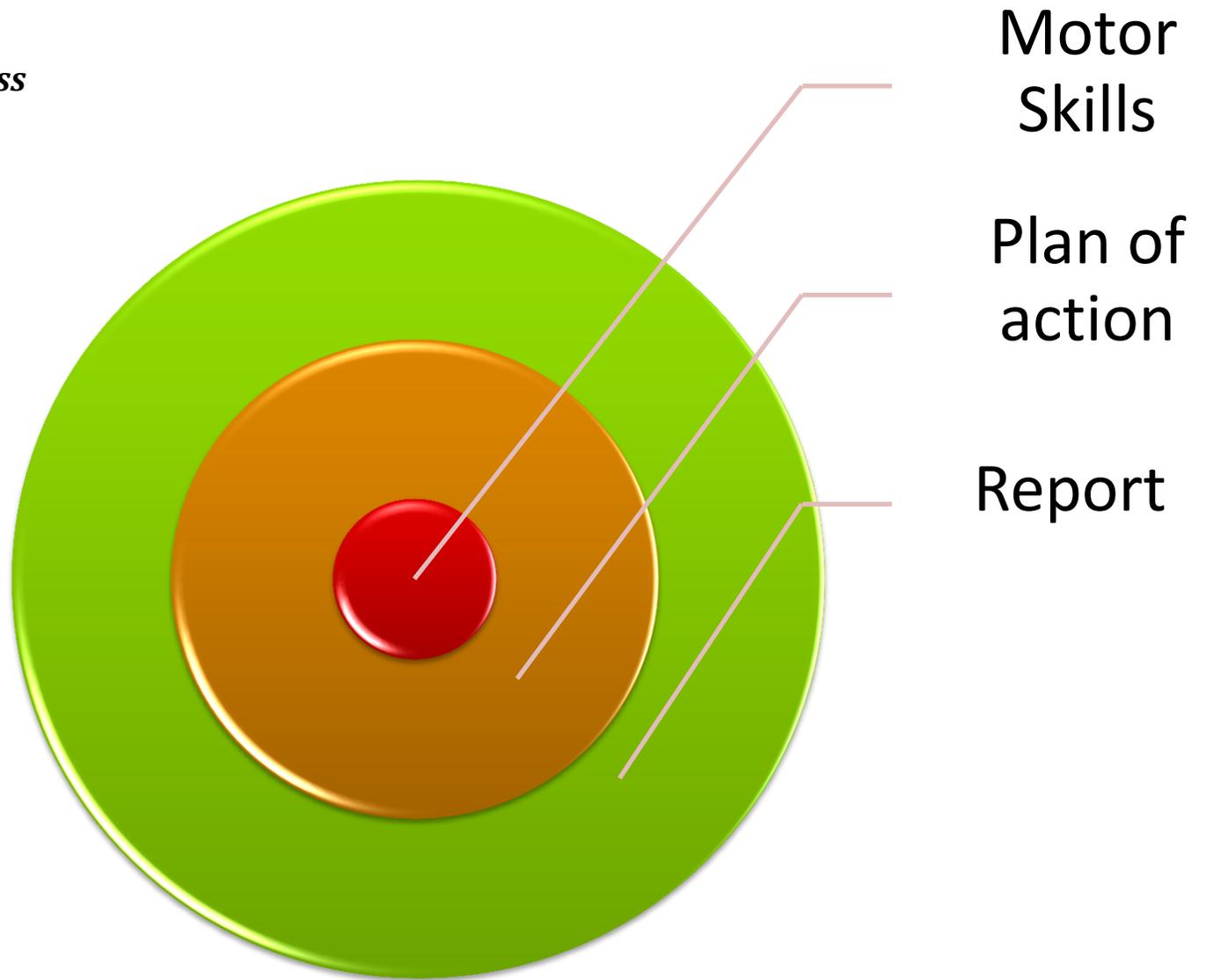
Evaluation includes 3 aspects; motor skills, plan of action and report. A progression of learning and evaluation are carried out for each aspect. Aspects are inclusive. Competency 1 and competency 2 must be evaluated with an equal percentage during the 3 terms while competency 3 will only be evaluated in term 3. Motor skills and plans of action are evaluated each term. The report consists of evaluating the whole competency. The report is only completed in term three and evaluation is based on collected data throughout the school year.

Cote for report card

| Report Card | Motor Skills | Plan of action | Report |
|-------------|------------------------|------------------------|--------------------------------|
| First term | C1 25% C2 25% = 50% | C1 25% C2 25% = 50% | 0 |
| Second term | C1 25% C2 25% = 50% | C1 25% C2 25% = 50% | 0 |
| Third term | C1 20% C2 20% = 40% | C1 20% C2 20% = 40% | C1 5% C2 5% C3 10% = 20% |

End of year cote: **/100%**

Evaluation Process





Motor Skills

The evaluation of the motor skills is completed with the help of observation rubrics given to the teacher. Motor skills represent 50% of evaluation in the first and second term. In the third term, they represent 40%. Motor skills included all technical movements associated with the means of action used. Competencies 1st and 2nd allow for the evaluation of motor skills.

Example:

First Competency (Performs): Gymnastics (Routine)

Motor skills:

- The coordination of my body : succeed 3 floor rotations
- Perform proper rotations

Second Competency (Interacts): Cooperation-opposition movements or actions (Kin-ball)

Motor skills:

- Hit the ball
- Receive the ball
- Pass the ball



Plan of action

The evaluation of the plan of action is completed with the help of observation rubrics given to the teacher. Plans of action represent 50% of evaluation in the 1st and 2nd term. In the third term, they represent 40%. Plans of action include routines, strategies, etc. associated with the means of action used.

Example:

First Competency (Performs): Gymnastics (Routine)

Plan of action:

- Create a floor routine with three different rotations
- Use a variety of rotation

Second Competency (Interacts): Cooperation-opposition movements or actions (Kin-ball)

Plan of action:

- Create a team strategy
- Create a plan of attack
- Create an individual strategy



Report

The evaluation to complete the report is done with the use of an observation rubric given to the teacher. The teacher bases the evaluation on the data collected throughout the school year. The report represents 20% of the evaluation in the third term. The report must be completed for each of the competencies. The third competency is only evaluated in the report.

Example:

First Competency (Performs): Gymnastics (Routine)

Report:

- Select a variety of actions
 - The student creates a coherent plan in gymnastics
- Assess its approach and results
 - The student completes a reflection on his/her performance and process

Second Competency (Interacts): Cooperation-opposition movements or actions (Kin-ball)

Report:

- Develops in cooperation plans of action
 - The student creates a coherent plan with his/her teammates
- Assess the approach, the plans and the results
 - The student completes a reflection on the plan with his/her teammates

Third Competency (Adopt): Physical fitness (Posture)

Report:

- Develops plans
 - The student creates a plan to improve his posture
- Practice physical activity
 - The student applies good postures
- Asses the approach, the plans, the results and the achievement of its objectives
 - The student complete a reflection on his/her plan of process
- Adopts ethical behaviour
 - The student adopts ethical behaviour*

*The evaluation of the ethical behaviour must be based on the entire school year during physical education classes.

Concepts to be learned

The concepts to be learned category sets out the knowledge and concepts the students must learn. The skills category lists principals, movement skills and roles associated with certain strategies. It also includes elements specifically related to the development of healthy lifestyle habits. Tactics and techniques are not set out in the program content as they vary according to the activity.

These constitute the repertoire of resources indispensable for the development and exercise of the competency. This does not mean that students may not use other resources, but that they must master this knowledge in order to develop and exercise the competency.