

Primary School Curriculum

Physical Education (PE)



MINISTRY OF EDUCATION

Bermuda

2001

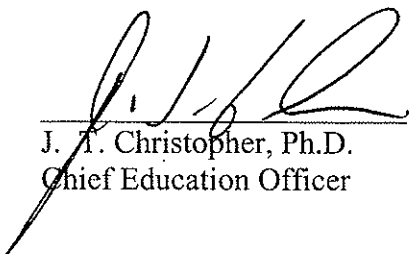
FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as “new” knowledge is developed and “old” knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda’s primary schools.



J. T. Christopher, Ph.D.
Chief Education Officer

CONTENTS

Page

INTRODUCTION

Overview	1
Goals of Education	2
Curriculum and Instruction for All Students	2
Curriculum Framework:	
Philosophy	3
Goals and Subgoals	5
Performance Indicators	7
Scope and Sequence	13
References	25

PRIMARY SCHOOL PROGRAMME

Introduction to Primary School Curriculum	27
Beliefs About Students Learning	28
Curriculum Time Allotments	29
Phase Overviews: (Rationale, Level Requirements, Materials of Instruction, Phase Outline, Correlation Matrix and Modules)	
PreSchool (PS)	31
Primary 1 (P1)	53
Primary 2 (P2)	83
Primary 3 (P3)	109
Primary 4 (P4)	143
Primary 5 (P5)	205
Primary 6 (P6)	263

RESOURCES

Teacher and Student Resources:	
Adapted Physical Education, Health and Safety	321
Curriculum Objectives at a Glance	325
Assessment Supports Learning in Bermuda Schools	341
Planning for Integrated Curriculum	357
Professional Association(s) Directory	363
Curriculum Abbreviations	365

OVERVIEW

The aim of the primary school is to provide for the academic achievement, personal development and group citizenship of early adolescents. In keeping with this aim, the organizational patterns appropriate to the developmental needs of five to twelve year-old students need to be provided.

The curriculum is composed of a common body of knowledge with emphasis placed on mastery skills and achievement measured according to each student's abilities. The development of positive attitudes toward learning, self and others is a basic component of Bermuda's primary school programme. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement. Educational development at the primary level should provide adequate preparation for continued experiences. To create an atmosphere of accomplishment in which each student has opportunities for growth, emphasis is placed on:

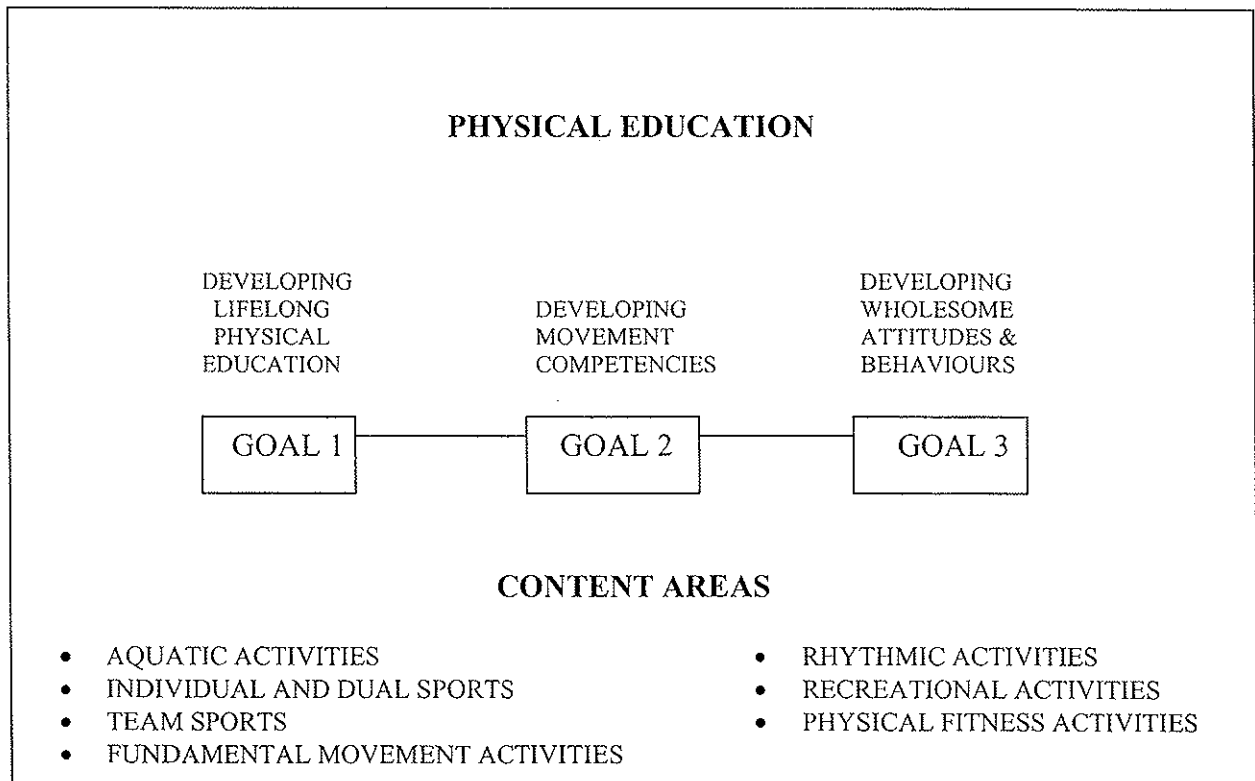
- opportunities for sharing enriching experiences, creative expressions and exposure to ideas
- enhancement of personal abilities with opportunities to pursue and express them through diversity and supportive activities
- development of a growing sense of responsibility, integrity, self-discipline, reliable judgement and self-respect in each student
- encouragement of acceptance of their roles and responsibilities in the educational process with confidence, enthusiasm and appropriate social and academic behaviours
- provisions of time and opportunity for ethical growth and for the development of responsible values and character

The curriculum guide contains three (3) sections beginning with the Introduction. The cited twelve goals of education direct instructional outcomes in all primary school subjects. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the primary school programme of instruction and contains an overview for Phase A and B that includes: primary rationale, year level requirements, adopted materials of instruction, phase outline, correlation matrix and modules. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains resources of valuable support for teachers.

PHYSICAL EDUCATION PHILOSOPHY

Physical Education is that unique part of the total educational experience which contributes to the physical, social and emotional development of the student through physical activity. Fundamental movement, sport and rhythmic skills and fitness activities are explored through a broad spectrum of sequentially planned activities in which students learn to move skillfully and effectively. These skills are further enhanced by a thorough knowledge and understanding of the underlying mechanics, principles and concepts for proper utilization of these skills. Along with this motor skill control, students learn to work independently and cooperatively. They are provided with opportunities to combine their knowledge, skills, ingenuity and perseverance in order to cope with new and challenging situations. Physical Education provides a non-threatening, healthful and safe environment for experimenting with new movement and behaviour patterns. It should provide an opportunity to develop self-confidence and a positive self-concept as well as opportunities to deal with success and temporary failures.



PHYSICAL EDUCATION GOALS AND SUBGOALS

GOAL 1 DEVELOPING LIFELONG PHYSICAL EDUCATION

STUDENTS WILL DEVELOP LIFELONG PHYSICAL FITNESS COMPETENCIES.

- Subgoal 1.1** Demonstrate an acceptable level of health fitness
- Subgoal 1.2** Assess personal fitness
- Subgoal 1.3** Analyse a plan for personal fitness and physical conditioning
- Subgoal 1.4** Demonstrate proper body alignment
- Subgoal 1.5** Apply principle of body alignment to efficient movement
- Subgoal 1.6** Demonstrate a knowledge of fitness principles which contribute to the quality of life
- Subgoal 1.7** Demonstrate the ability to use goal setting and decision making in nutrition, weight control and performance
- Subgoal 1.8** Advocate for an appreciation for lifelong physical fitness
- Subgoal 1.9** Demonstrate effective rest, relaxation and stress management techniques

GOAL 2 DEVELOPING MOVEMENT COMPETENCIES

STUDENTS WILL DEVELOP MOVEMENT COMPETENCIES.

- Subgoal 2.1** Perform a wide variety of fundamental movement, sport and rhythmic activities
- Subgoal 2.2** Enhance efficient and creative movement through physical activity
- Subgoal 2.3** Demonstrate an appreciation for efficient and creative sport, rhythmic and movement activities
- Subgoal 2.4** Demonstrate knowledge of elements essential to the effective and efficient performance of fundamental movement, sport and rhythmic activities
- Subgoal 2.5** Demonstrate the ability to advocate for wholesome applications of games, sport and rhythmic activities in leisure time

GOAL 1	Students will develop lifelong physical fitness competencies.			
PHYSICAL EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Demonstrate an acceptable level of health fitness.	participate in fitness activities	improve fitness levels	apply results of objective fitness assessment	demonstrate an acceptable level of health fitness
1.2 Assess personal fitness.	sustain moderate level of physical activity	monitor heart rate before and after physical activity	measure cardiorespiratory enhance muscular strength rate, flexibility and endurance using objective tests	assess personal fitness
1.3 Analyse a plan for personal fitness and physical conditioning.	N/A	identify a personal fitness goal	develop a plan for personal fitness and physical conditioning	analyse a plan for personal fitness and physical conditioning
1.4 Demonstrate proper body alignment.	demonstrate good postural practices	demonstrate pride in self through good posture	assess static and dynamic body alignment and utilize data to improve efficiency	demonstrate proper body alignment
1.5 Apply principle of body alignment to efficient movement.	move efficiently	demonstrate how correct body alignment can contribute to efficient movement	modify body alignment and efficient movement based on assessment data	apply principle of body alignment to efficient movement

GOAL 2	Students will develop movement competencies.			
PHYSICAL EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1 Perform a wide variety of fundamental movement, sport and rhythmic activities.	display non-locomotor, locomotor and manipulative skills in movement	demonstrate effective non-locomotor, locomotor, manipulative skills, body and spatial awareness	demonstrate competence in a wide variety of sport and rhythmic activity	perform a wide variety of fundamental movement, sport and rhythmic activities
2.2 Enhance efficient and creative movement through physical activity.	participate in physical activity	participate in regular physical activity to improve skillful performance	develop efficient and creative movement through physical activity	enhance efficient and creative movement through physical activity
2.3 Demonstrate an appreciation for efficient and creative sport, rhythmic and movement activities.	enjoy participation in physical activities with others	show appreciation for individual differences in other's physical activity	enjoy aesthetic and creative aspects of performance in sport and movement activities	demonstrate an appreciation for efficient and creative sport, rhythmic and movement activities

GOAL 3		Students will develop wholesome attitudes and behaviours.			
PHYSICAL EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.1	Demonstrate a positive concept of self in fundamental movement, sport and rhythmic activities.	display satisfaction with their own physical performance	display a positive attitude toward physical activity	display good sportsmanship both as a participant and as a spectator	demonstrate a positive concept of self in fundamental movement, sport and rhythmic activities
3.2	Demonstrate appropriate social and emotional behaviour in physical activity settings.	maintain self control in game situations	display respect for authority and classmates	adjust to varying social and emotional reactions of others to stress in physical activity	demonstrate appropriate social and emotional behaviour in physical activity settings
3.3	Demonstrate self direction in physical activity environments.	work cooperatively in supervised physical settings	work independently on chosen physical tasks	display the ability to set realistic performance goals	demonstrate self direction in physical activity environments

AQUATIC ACTIVITIES	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Water Safety	• awareness of danger	• reach - wade rescue • safe places to play • rules	• wade-swim rescue • safe places to swim • rules - beach/pool • safety devices	• life saving (RLSS, Red Cross)
Instructional Swimming	• water confidence and adjustment • buoyancy: front float and back float • propulsion: walking and prone kicking • feet first entry in water	• buoyancy and propulsion stroke development • kick/pull coordination • variety of jumps: feet first	• stroke development - side stroke • water aerobics • specific games • basic head first dive	• stroke development • kicking • breathing techniques • basic dive: race dives
Recreational Swimming	• simple water confidence	• group games	• water aerobics • specific games	• water aerobics • specific games • fitness swimming
Boating Safety	• identify dangerous situations - areas not practical for boating	• specific local hazards • weather	• equipment • local laws • weather • local hazards - reefs, lee shores, etc.	• rules of the road - motor/sail
Boating Skills	N/A	• boat balance - entry/exit • paddling/rowing	• kayaking • canoeing • rowing/sculling • sailing	• kayaking • canoeing • sailing • windsurfing

INDIVIDUAL AND DUAL SPORTS (2 of 2)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Cross Country	• short runs/walks • walk/jog	• walking, jogging, running • games • safety and conditioning	• pacing • fun runs • safety and conditioning • history and strategies	• scoring • game • safety and conditioning • history
Golf	N/A	N/A	• grip, stance, swing, irons, putting and scoring • scoring	• grip, stance, swing, woods • scoring

TEAM SPORTS (2 of 2)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Safety	• basic rules	• basic rules	• prevention of injuries	• care and prevention of injuries
Etiquette	• introduction to etiquette	• etiquette • fair play • sportsmanship	• etiquette of selected modified team sports	• etiquette of selected team sports
Conditioning	• introduction to fitness	• extend fitness • introduction to conditioning	• team sport specific conditioning	• team sport specific conditioning

FUNDAMENTAL MOVEMENT ACTIVITIES (2 of 2)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Body Awareness	- body shape - body parts - identification - laterality - others	- body parts directions - others	application in sport and other physical activities	application in sport and other physical activities
Spatial Awareness	- personal space - general space - up/down - forward/backward - left/right - high/low - spatial vocabulary - others	- clockwise/anti-clockwise - pathways (linear and direct) - low, medium, high - others	application in sport and other physical activities	application in sport and other physical activities
Time	fast/slow	slow, moderate and fast	application in sport and other physical activities	application in sport and other physical activities

RECREATIONAL ACTIVITIES	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Rope Jumping	N/A	• singles jumping • dual rope jumping/turning	• double dutch	• double dutch
Outdoor Activities	N/A	• hiking	• campcraft skills • safety • clothing • orienteering • Outward Bound type activities	• campcraft skills • safety • clothing • orienteering • Outward Bound type activities
Recreational Games	• simple games	• selected games	• bocce ball • croquet • deck tennis • flying disc • new games • horseshoes • shuffleboard • tetherball	• bocce ball • croquet • deck tennis • flying disc • new games • horseshoes • shuffleboard

PHYSICAL FITNESS ACTIVITIES (2 of 3)	PHYSICAL EDUCATION SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Flexibility	stretching movements	- stretching for personal warm-ups - stretching routine	- assessment and improvement - stretching for personal warm-up - stretching routine - precautions - yoga and Tai'chi	- assessment and improvement - stretching for personal warm-up - yoga and Tai'chi
Body Composition	N/A	- body composition assessment - ideal body weight - fat control	- interval training - body personal composition assessment - exercise and activity for fat loss - body fat	- body composition of self and others - assessing of body fat - exercising to use calories - perceptions/attitudes
Body Alignment	- standing alignment (frontal/dorsal) - moving alignment - posture awareness	- standing alignment (frontal/dorsal) - moving alignment - posture awareness	- standing alignment - moving alignment - pride in self	- standing alignment - back care - moving alignment - pride in self
Body Mechanics	- lying (including sleeping) - sitting - standing	- sitting - standing - lifting	- body mechanics - sitting - standing - lifting - sleeping - activity specific	- typing - sitting - standing - lifting - sleeping - activity specific bio-mechanics

REFERENCES

National Association for Sport and Physical Education. Outcomes of Quality Physical Education Programs. American Alliance for Health, Physical Education, Recreation and Dance: Reston, Virginia 1992.

National Association for Sport and Physical Education. Moving into the Future: National Standards for Physical Education - A Guide to Content and Assessment. Mosby Publishers: St. Louis, Missouri 1995.

CURRICULUM TIME ALLOTMENTS

Caroll's (1989) definition of instruction time is "opportunity to learn."

*"The amount of time spent on schoolwork influences school learning."
(Evans-Ardriss, 2000; Berliner, 1990)*

*Instructional time and quality together are one of the three main factors that influences
students' educational outcomes.
(Young et. al., 1996)*

The Ministry of Education recognizes the importance of learning time and specifies the number of instructional days that government schools must provide. In addition to the number of days the Ministry also specifies the number of hours of instruction that should occur each school day. In order to determine the best way to apportion these hours, a review of literature was conducted to find exemplars, instances of learning times during school weeks in quality school systems. An assessment of current practices was also taken into consideration.

The Ministry of Education has four goals: literacy, numeracy, infusion of technology and staff development. As the Bermuda government schools introduce new curricula for primary education to support these goals, the curriculum allotment chart will provide guidance as to the optimum time that should be spent delivering each area of learning and also the optimum number of instructional hours that will best promote student literacy and numeracy.

The curriculum time allotment chart outlines the total of contact time between teachers and students at Learning Phase A summing to 1335. This figure is composed of 1300 contact minutes and 35 transition minutes. At Learning Phase B 1465 contact minutes plus 35 transition minutes sums to 1500 minutes per week.

Transition time is defined as the non-instructional time before and after some learning activity (Berliner, 1990). Recess and lunch allow for transitions that do not cut into instructional time. Other transitions occurs between subjects. The allocation of transitional time has been included to provide practical expectations.

It is important to note that transition minutes do not constitute lost time. The best-run classrooms require a short period of time to allow students to conclude their work, change their mind sets, put materials away and to prepare for the coming activity.

Physical Education - PS

Level Code: PS PE



MINISTRY OF EDUCATION

Bermuda

2001

PRIMARY SCHOOL PHASE A OVERVIEW

Subject Title: Physical Education

Subject Code: PS PE

Time Allotted: 90 min/wk

RATIONALE

Physical Education at the pre-school and primary school level is designed to develop the whole child and assist the development of physical wellbeing. The programme is outcome-based to help students gain knowledge and understanding of lifelong physical fitness, movement competencies. Emphasis is placed on wholesome attitudes and behaviours.

The instructional programme allows for the developmental needs of each child. Their natural enthusiasm and energy is channelled through a wide range of developmentally appropriate skills in aquatics, fundamental movement, individual, dual and team sport, rhythmic and fitness activities. Safety practices are taught. The activities are teacher and/or student directed. Movement exploration, problem solving and critical thinking skills are encouraged. Each student develops self-confidence and self-reliance from achieving the feeling of success. An appreciation for movement is acquired. Recognition of social and cultural differences is learned.

PRESCHOOL (PS) REQUIREMENTS

The requirements for this level are as follows:

• Performance Assessment - Participation 10% - Attendance - Punctuality - Appropriate Dress - Hygiene - Effort - Attitude Development 10% - Fitness - Movement - Self-concept - Acceptable Behaviour - Self-directing - Appreciating Differences - Skill Development (fitness & movement) 60% - Achievement - Improvement	80%
• Product Assessment	N/A
• Written Assessment - Knowledge - Written Assignments - Homework, Class work - Tests/Quizzes - Projects - Safety Procedures	20%
Total	100%

PRIMARY SCHOOL

check one: PS ☒ P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☐

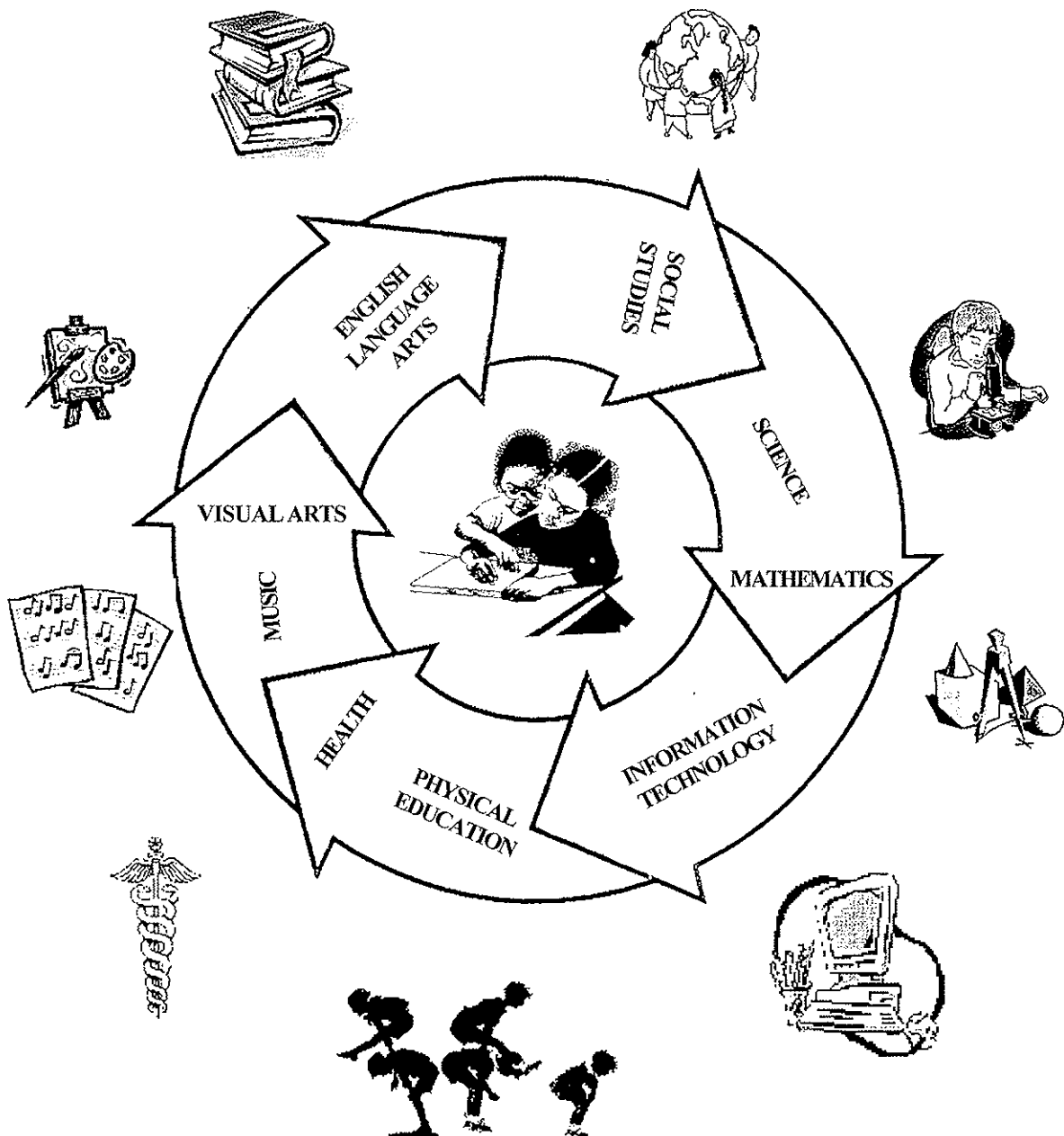
Physical Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX	
1	Developing Physical Fitness	1.1	Level of fitness		
		1.2	Assess personal fitness		
		1.3	Personal fitness plan		
		1.4	Demonstrate proper posture	x	
		1.5	Positive principle		
		1.6	Fitness principle		
		1.7	Goal setting		
		1.8	Appreciate lifelong fitness		
		1.9	Manage success		
2	Developing Movement Skills	2.1	Perform activities	x	x
		2.2	Efficient movement	x	
		2.3	Appreciate efficient movement		x
		2.4	Movement knowledge		x
		2.5	Leisure time		
3	Developing Wholesome Attitudes And Behaviours	3.1	Positive self concept	x	
		3.2	Appropriate behaviours	x	
		3.3	Self directions		
		3.4	Appreciate differences		x
		3.5	Interpersonal communication	x	
		3.6	Physical education career		
CONTENT STRUCTURE		Aquatic Activities			
		Individual and Dual Sports			
		Team Sports			
		Fundamental Movement Activities		x	
		Rhythmic Activities			x
		Recreational Activities			
		Physical Fitness Activities			
		MODULES		A	B

MODULE KEY

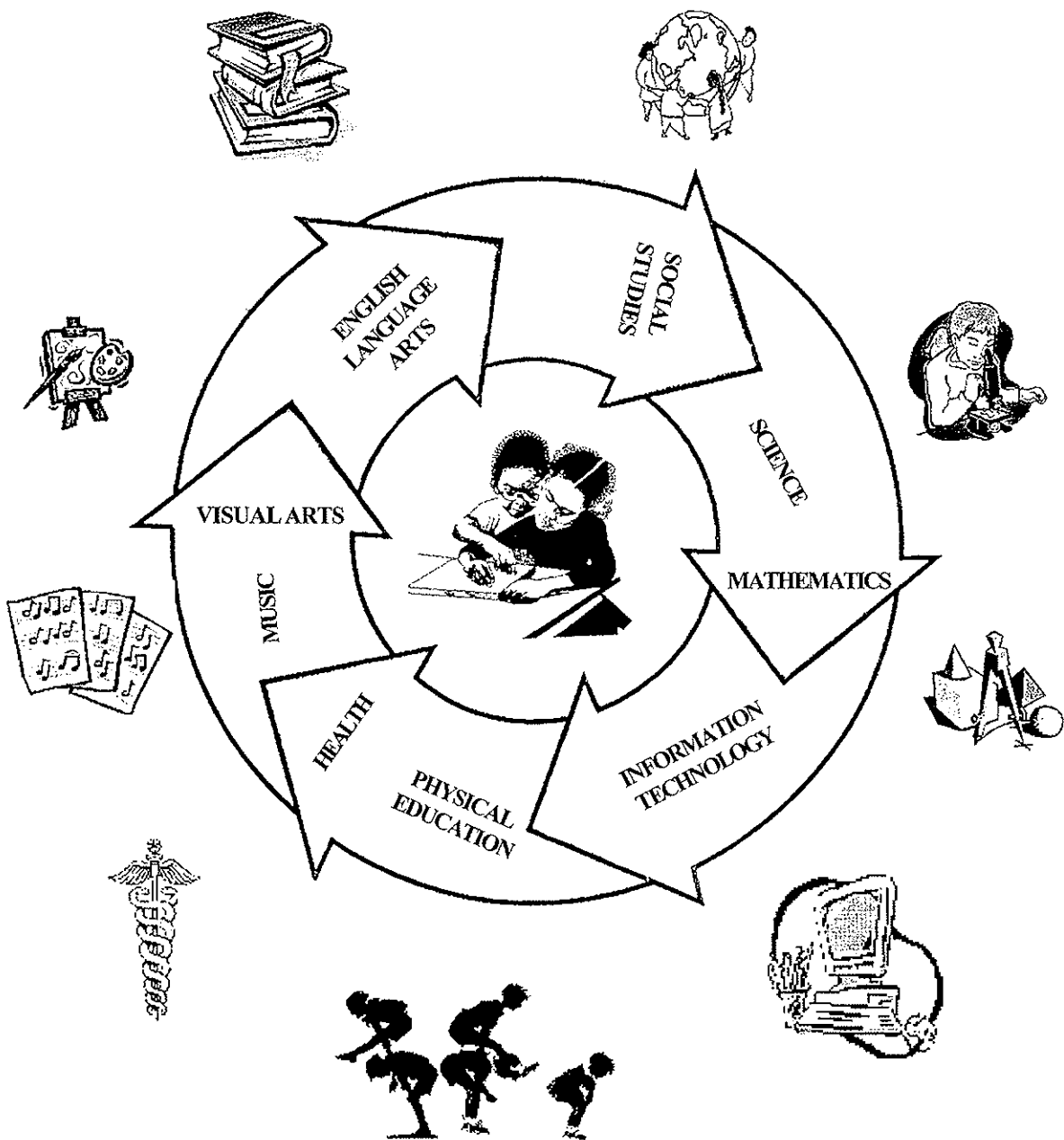
A - Fundamental Movement

B Rhythmic Activities



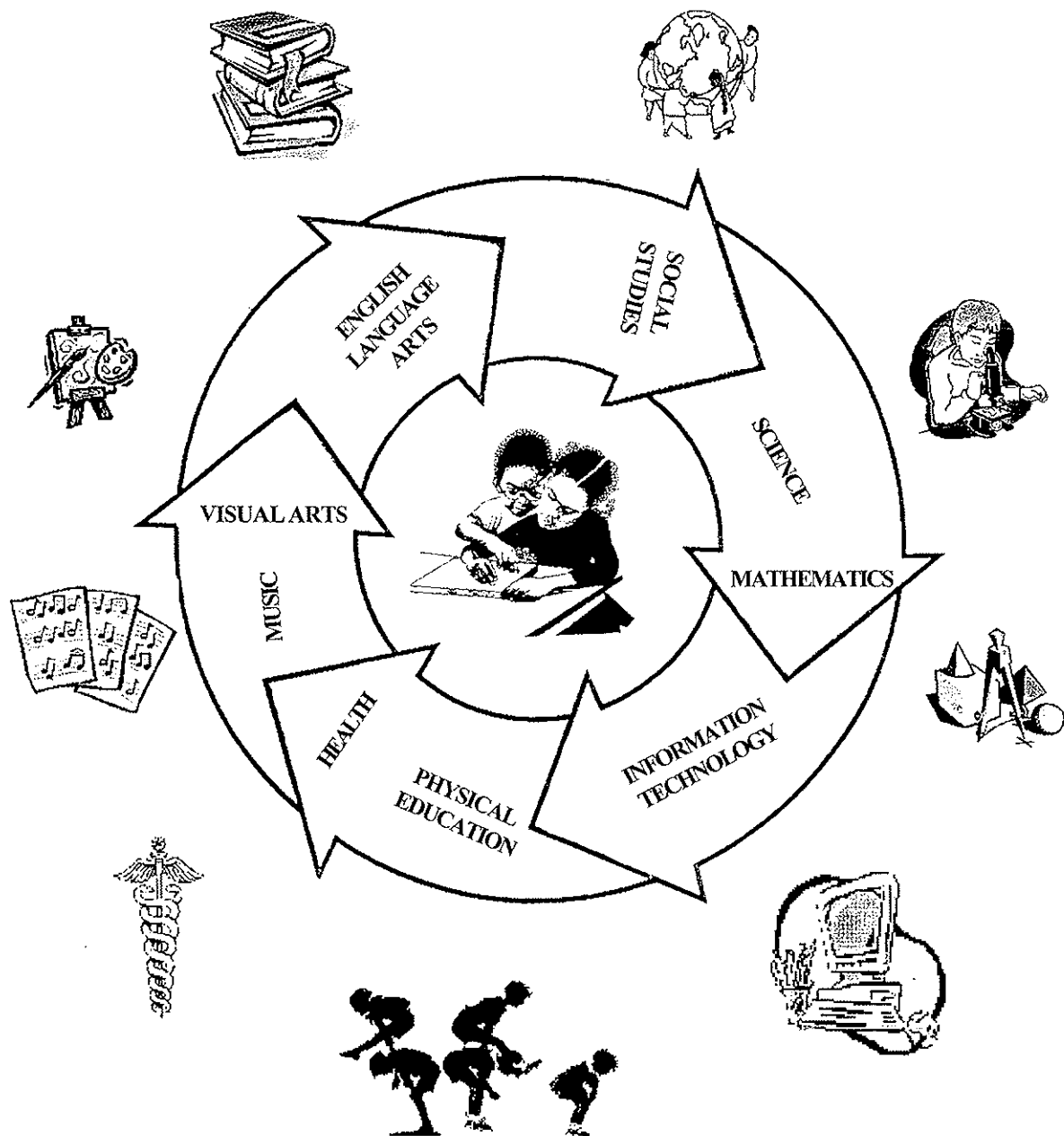
Module A1

Module Title: FUNDAMENTAL MOVEMENT (1) - Locomotor Skills	Sequence Reference: PS PE-A1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• teacher demonstration • follow-the-teacher activity • musical games • work individually to create own locomotion and explore shapes • students move to music to invent own locomotion • students move changing direction, level, pathway	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • formative observation e.g. moving safely, following instruction, participation level • question and answer • simple problem solving activity • draw a picture to show what they can do now but could not do before



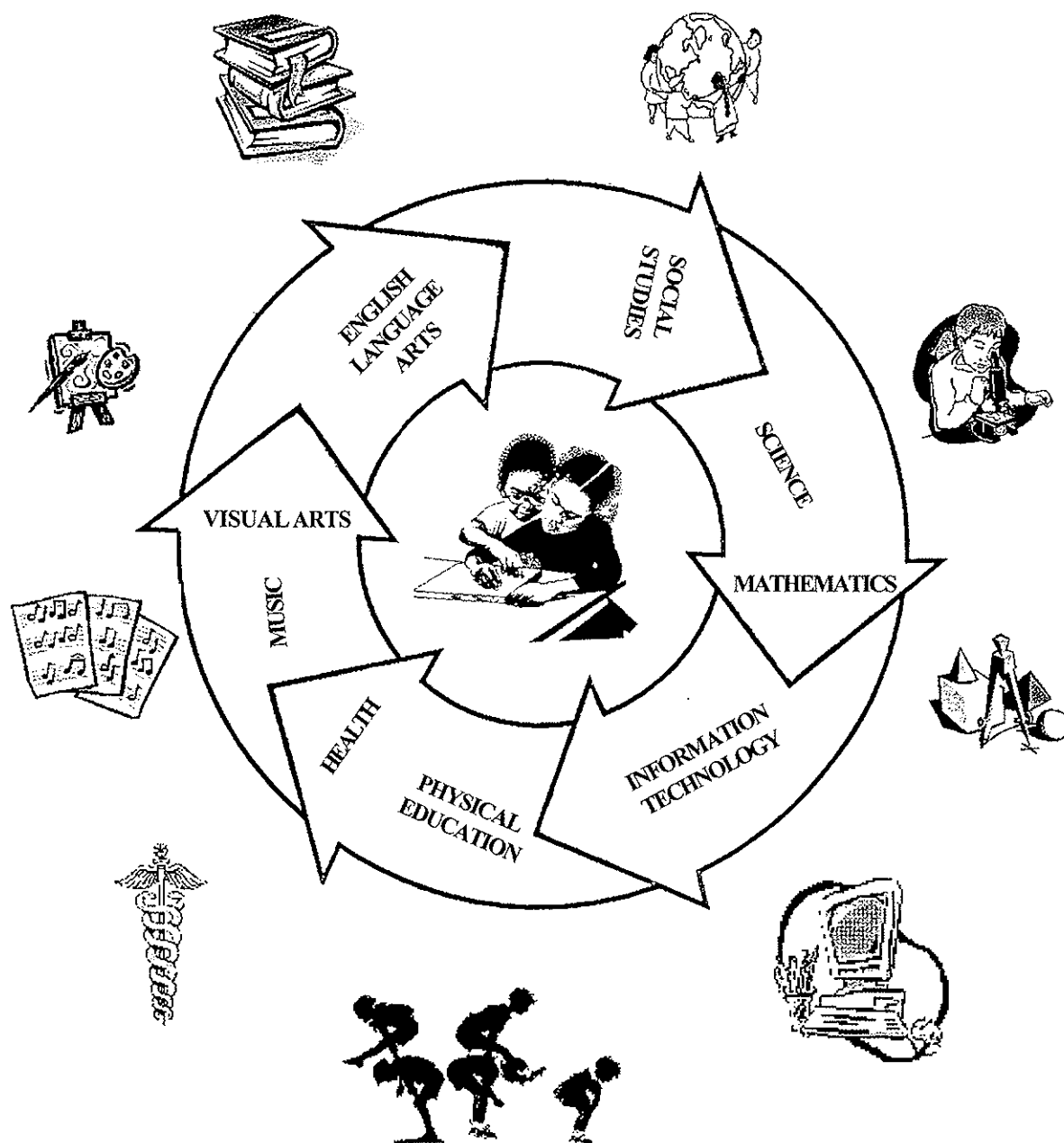
Module A2

Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• teach through themes - e.g. shape, weight transfer, balance • have students explore and create variety of movement using music • teacher created "body or shape story" • questions	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • teacher observation of activity • challenge student to create and demonstrate movements for the class e.g. "balance on two parts of your body." "show me a long narrow shape - like a pencil." • teacher evaluation based on criteria



Module A3

Module Title: FUNDAMENTAL MOVEMENT (3) (Manipulative)	Sequence Reference: PS PE-A3
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• individual and group instruction • tossing and catching, bouncing, dribbling, rolling objects to a space, to a partner, around a cone, etc. • sharing equipment for short periods of time • explore ways to move with objects • develop hand/eye coordination • introduce simple activity stations for practice • observe a question	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • invite students to explain what they do and how they do it • look for evidence that shows: - how they use equipment - move safely - throw, strike and catch objects - follow rules



Module B

Module Title: RHYTHMIC ACTIVITIES (Creative Movement)	Sequence Reference: PS PE-B
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• visual stimuli (e.g. respond to animal cards to stimulate activity (to music) • language stimuli and action words, action poems • nature stimuli e.g. clouds, rain, lightening, egg hatching, seed growing • modelling by teacher or peers • teacher guidance	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observe to what extent the students (a) develop moves that fit with rhythms, music and lyrics (b) use all three pathways (c) degree of participation

Physical Education - P1

Level Code: P1 PE



MINISTRY OF EDUCATION

Bermuda
2001

PRIMARY SCHOOL PHASE A OVERVIEW

Subject Title: Physical Education

Subject Code: P1 PE

Time Allotted: 90 min/wk

RATIONALE

Physical Education at the pre-school and primary school level is designed to develop the whole child and assist the development of physical wellbeing. The programme is outcome-based to help students gain knowledge and understanding of lifelong physical fitness, movement competencies. Emphasis is placed on wholesome attitudes and behaviours.

The instructional programme allows for the developmental needs of each child. Their natural enthusiasm and energy is channelled through a wide range of developmentally appropriate skills in aquatics, fundamental movement, individual, dual and team sport, rhythmic and fitness activities. Safety practices are taught. The activities are teacher and/or student directed. Movement exploration, problem solving and critical thinking skills are encouraged. Each student develops self-confidence and self-reliance from achieving the feeling of success. An appreciation for movement is acquired. Recognition of social and cultural differences is learned.

PRIMARY ONE (P1) REQUIREMENTS

The requirements for this level are as follows:

• Performance Assessment - Participation 10% - Attendance - Punctuality - Appropriate Dress - Hygiene - Effort - Attitude Development 10% - Fitness - Movement - Self-concept - Acceptable Behaviour - Self-directing - Appreciating Differences - Skill Development (fitness & movement) 60% - Achievement - Improvement	80%
• Product Assessment	N/A
• Written Assessment - Knowledge - Written Assignments - Homework, Class work - Tests/Quizzes - Projects - Safety Procedures	20%
Total	100%

PRIMARY SCHOOL

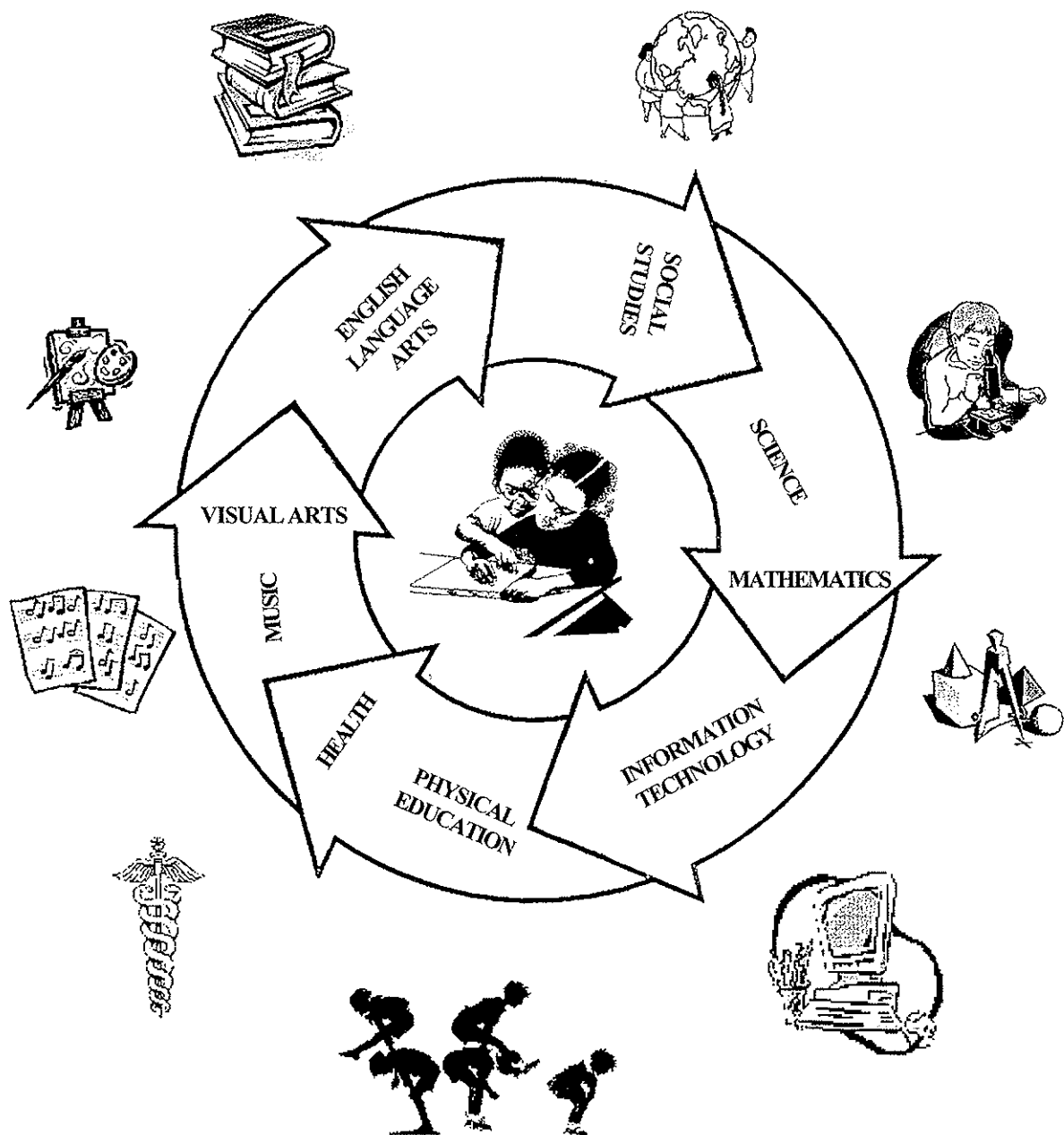
check one: PS ☐ P1 ☒ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☐

Physical Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX		
1	Developing Physical Fitness	1.1	Level of fitness			
		1.2	Assess personal fitness			
		1.3	Personal fitness plan			
		1.4	Demonstrate proper posture	x	x	x
		1.5	Positive principle			
		1.6	Fitness principle			
		1.7	Goal setting			
		1.8	Appreciate lifelong fitness			
		1.9	Manage success			
2	Developing Movement Skills	2.1	Perform activities	x	x	x
		2.2	Efficient movement	x	x	x
		2.3	Appreciate efficient movement			
		2.4	Movement knowledge			
		2.5	Leisure time			
3	Developing Wholesome Attitudes And Behaviours	3.1	Positive self concept	x	x	x
		3.2	Appropriate behaviours	x	x	x
		3.3	Self directions			
		3.4	Appreciate differences			
		3.5	Interpersonal communication	x	x	x
		3.6	Physical education career			
CONTENT STRUCTURE		Aquatic Activities				
		Individual and Dual Sports				
		Team Sports				x
		Fundamental Movement Activities		x	x	
		Rhythmic Activities			x	
		Recreational Activities				
		Physical Fitness Activities				
		MODULES		A	B	C

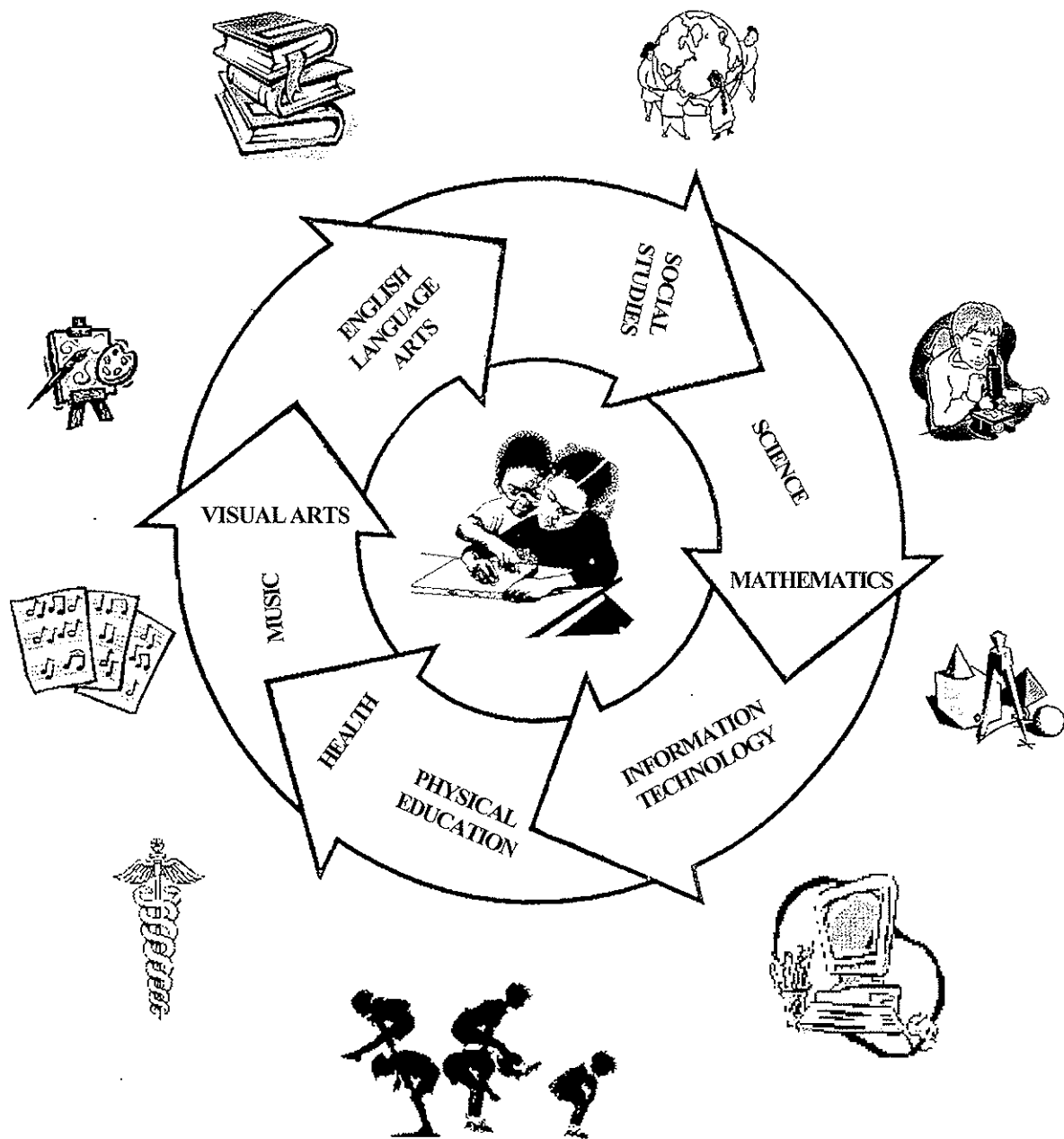
MODULE KEY

- A - Fundamental Movement
- B - Rhythmic Activities
- C - Team Sports



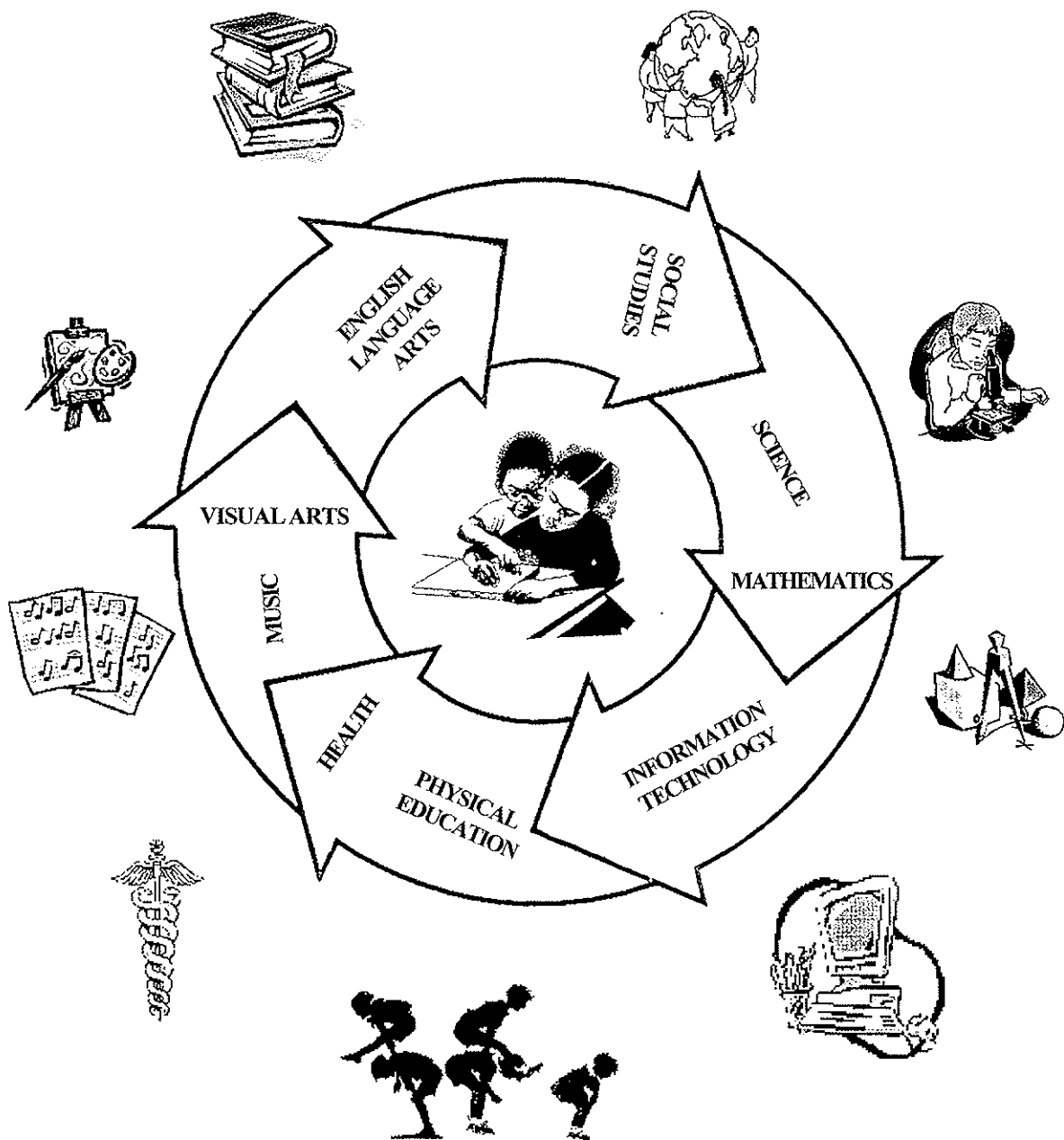
Module A1

Module Title: FUNDAMENTAL MOVEMENT (1) (Locomotor Skills)	Sequence Reference: P1 PE-A1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• teacher demonstration • follow-the-teacher activity • musical games • work individually to create own locomotion and explore shapes • students move to music to invent own locomotion • students move changing direction, level, pathway	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • formative observation e.g. moving safely, following instruction, participation level • question and answer • simple problem solving activity • draw a picture to show what they can do now but could not do before



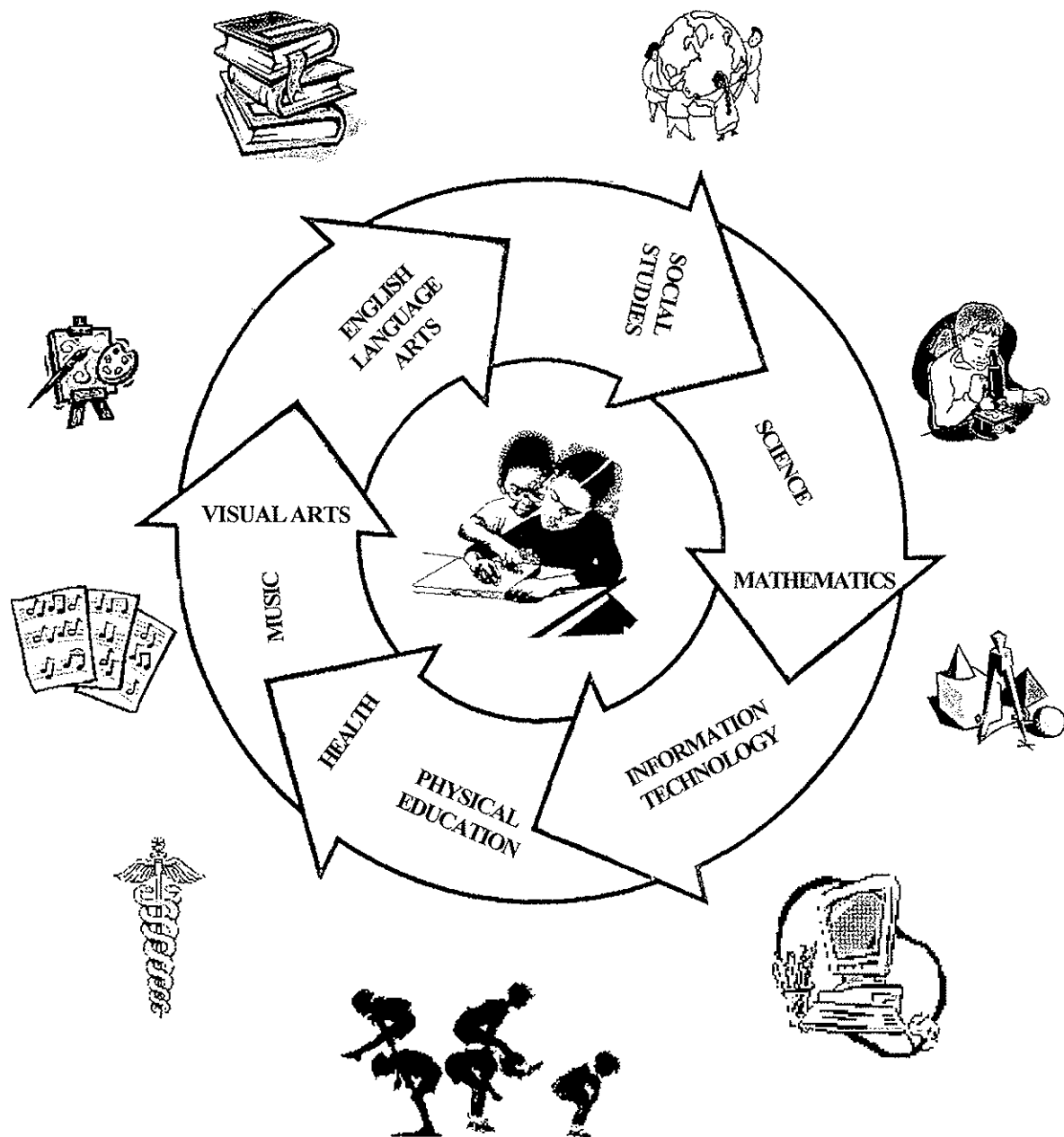
Module A2

Module Title: FUNDAMENTAL MOVEMENT (2) Non- Locomotor	Sequence Reference: P1 PE-A2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• teach through themes - e.g. shape, weight transfer, balance • have students explore and create variety of movement using music • teacher created “body or shape story” • questions	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • teacher observation of activity • challenge student to create and demonstrate movements for the class e.g. “balance on two parts of your body.” “show me a long narrow shape - like a pencil.” • teacher evaluation based on criteria



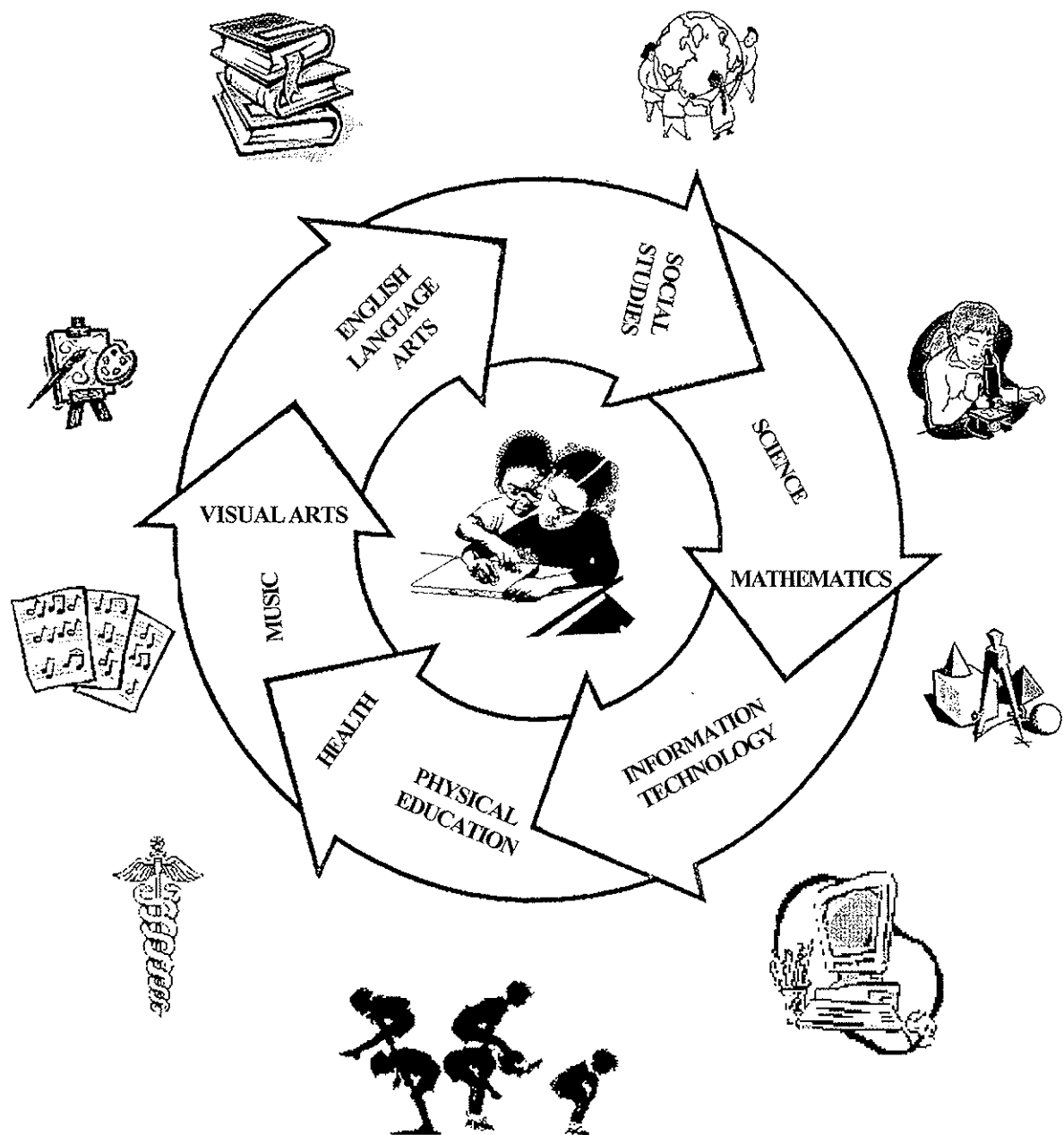
Module A3

Module Title: FUNDAMENTAL MOVEMENT (3) (Manipulative)	Sequence Reference: P1 PE-A3
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• individual and group instruction • tossing and catching, bouncing, dribbling, rolling objects to a space, to a partner, around a cone, etc. • sharing equipment for short periods of time • explore ways to move with objects • develop hand/eye coordination • introduce simple activity stations for practice • observe a question	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • invite students to explain what they do and how they do it • look for evidence that shows: - how they use equipment - move safely - throw, strike and catch objects - follow rules



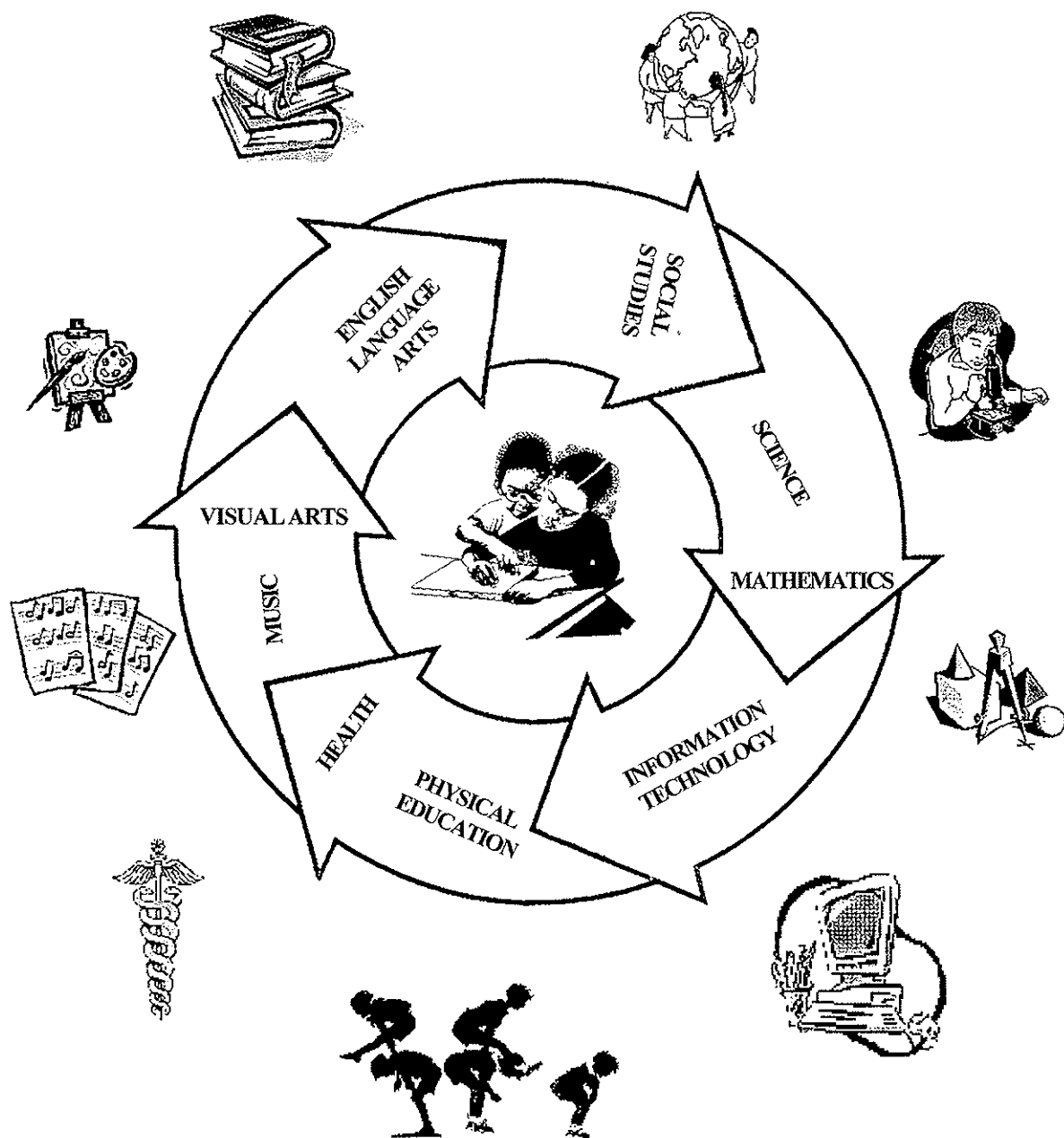
Module B1

Module Title: RHYTHMIC ACTIVITIES (Creative Movement)	Sequence Reference: P1 PE-B1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• visual stimuli (e.g. respond to animal cards to stimulate activity (to music)) • language stimuli and action words, action poems • nature stimuli e.g. clouds, rain, lightening, egg hatching, seed growing • modelling by teacher or peers • teacher guidance	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observe to what extent the students (a) develop moves that fit with rhythms, music and lyrics (b) use all three pathways (c) degree of participation



Module B2

Module Title: RHYTHMIC ACTIVITIES (Rhythmic Gymnastic))	Sequence Reference: P1 PE-B2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• exploration • using music to create a ribbon dance story • teacher (peer observation) • invent own sequence, individually or with a partner to perform for others • teacher guidance	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • teacher observation – observational record • students self-challenge • teacher/student interview



Module C

Module Title: TEAM SPORTS (Games)	Sequence Reference: P1 PE-C
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• partner work • use a variety of implements to practice aiming and projecting • activity specific manipulative skills in general space • different ways to move an object in general-personal space • create simple throwing and catching sequences, alone, against the wall, and with a partner • explore ways to move a ball using different body parts • station work	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • visual tracking observation • skills check list • questing • students create and demonstrate their own game • conferences

Physical Education - P2

Level Code: P2 PE



MINISTRY OF EDUCATION

Bermuda
2001

**PRIMARY SCHOOL
PHASE A OVERVIEW**

Subject Title: Physical Education

Subject Code: P2 PE

Time Allotted: 90 min/wk

RATIONALE

Physical Education at the pre-school and primary school level is designed to develop the whole child and assist the development of physical wellbeing. The programme is outcome-based to help students gain knowledge and understanding of lifelong physical fitness, movement competencies. Emphasis is placed on wholesome attitudes and behaviours.

The instructional programme allows for the developmental needs of each child. Their natural enthusiasm and energy is channelled through a wide range of developmentally appropriate skills in aquatics, fundamental movement, individual, dual and team sport, rhythmic and fitness activities. Safety practices are taught. The activities are teacher and/or student directed. Movement exploration, problem solving and critical thinking skills are encouraged. Each student develops self-confidence and self-reliance from achieving the feeling of success. An appreciation for movement is acquired. Recognition of social and cultural differences is learned.

PRIMARY TWO (P2) REQUIREMENTS

The requirements for this level are as follows:

• Performance Assessment - Participation 10% - Attendance - Punctuality - Appropriate Dress - Hygiene - Effort - Attitude Development 10% - Fitness - Movement - Self-concept - Acceptable Behaviour - Self-directing - Appreciating Differences - Skill Development (fitness & movement) 60% - Achievement - Improvement	80%
• Product Assessment	N/A
• Written Assessment - Knowledge - Written Assignments - Homework, Class work - Tests/Quizzes - Projects - Safety Procedures	20%
Total	100%

PRIMARY SCHOOL

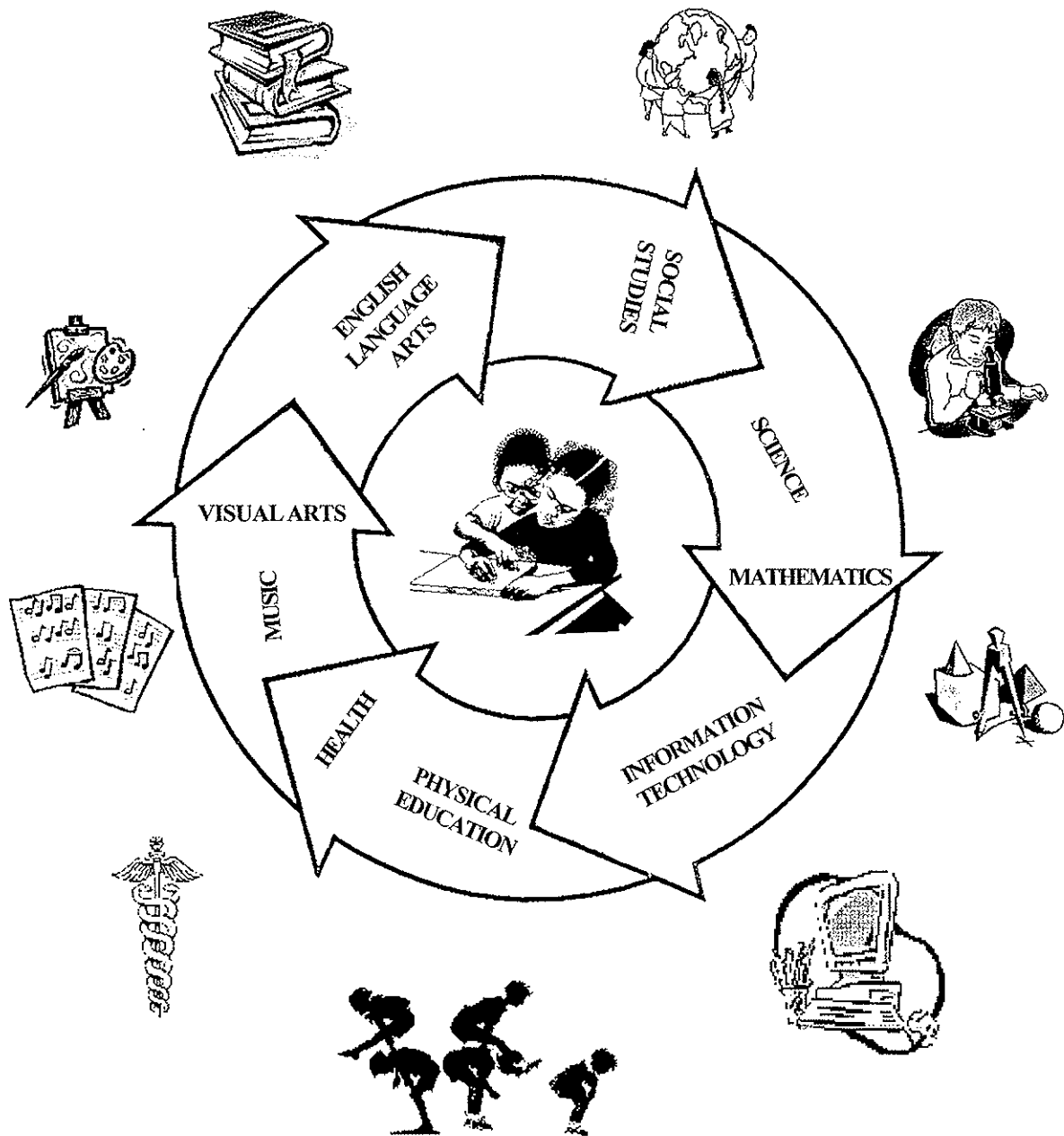
check one: PS ☐ P1 ☐ P2 ☒ P3 ☐ P4 ☐ P5 ☐ P6 ☐

Physical Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX		
1	Developing Physical Fitness	1.1	Level of fitness		x	
		1.2	Assess personal fitness			
		1.3	Personal fitness plan			
		1.4	Demonstrate proper posture	x	x	x
		1.5	Positive principle			
		1.6	Fitness principle			
		1.7	Goal setting			
		1.8	Appreciate lifelong fitness		x	
		1.9	Manage success			
2	Developing Movement Skills	2.1	Perform activities	x	x	x
		2.2	Efficient movement	x	x	x
		2.3	Appreciate efficient movement			
		2.4	Movement knowledge		x	
		2.5	Leisure time			
3	Developing Wholesome Attitudes And Behaviours	3.1	Positive self concept	x	x	x
		3.2	Appropriate behaviours	x	x	x
		3.3	Self directions			
		3.4	Appreciate differences			
		3.5	Interpersonal communication			
		3.6	Physical education career			
CONTENT STRUCTURE		Aquatic Activities				
		Individual and Dual Sports				
		Team Sports				x
		Fundamental Movement Activities		x	x	
		Rhythmic Activities			x	
		Recreational Activities				
		Physical Fitness Activities				
		MODULES		A	B	C

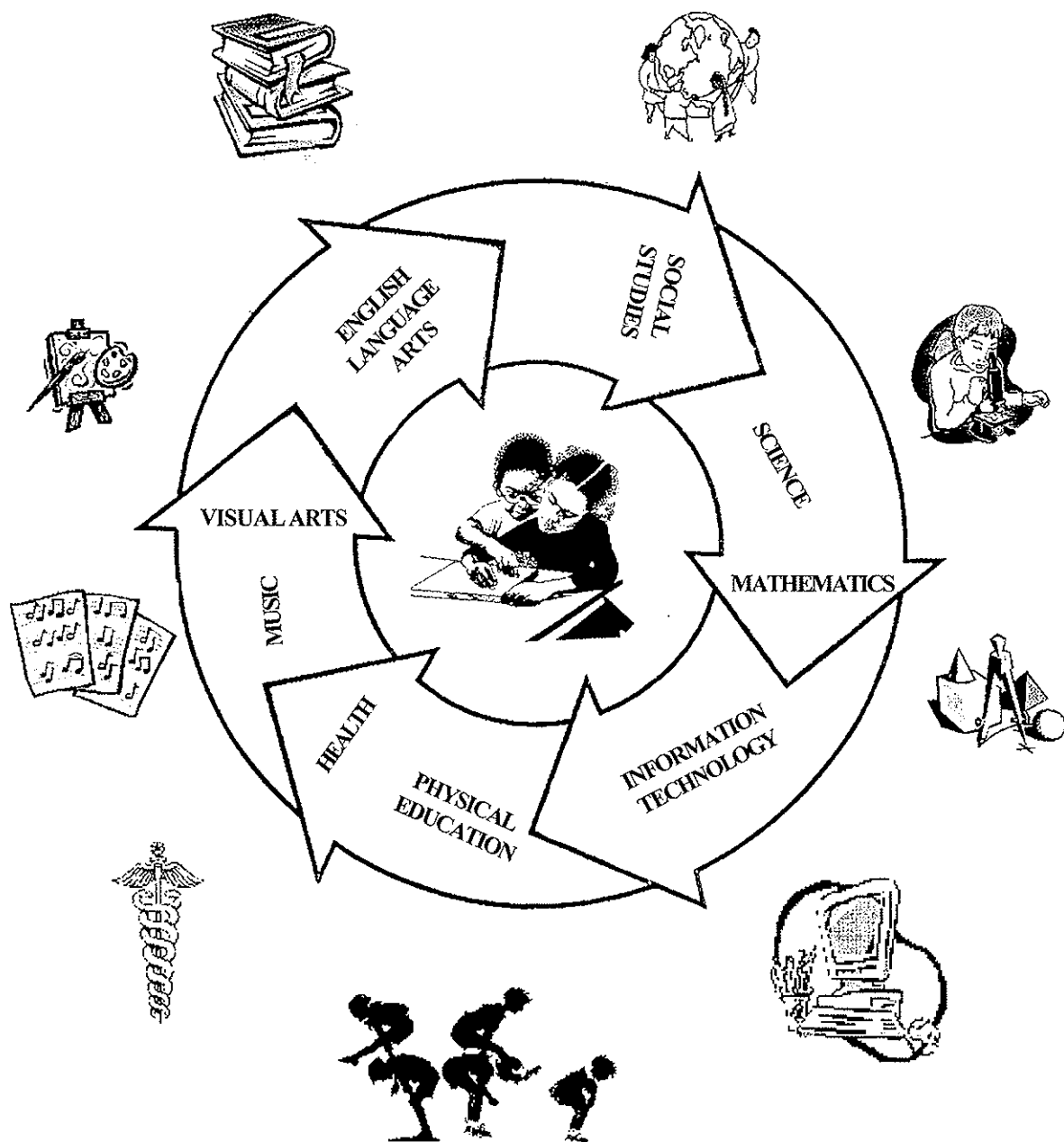
MODULE KEY

- A - Fundamental Movement
- B - Rhythmic Activities
- C - Team Sports



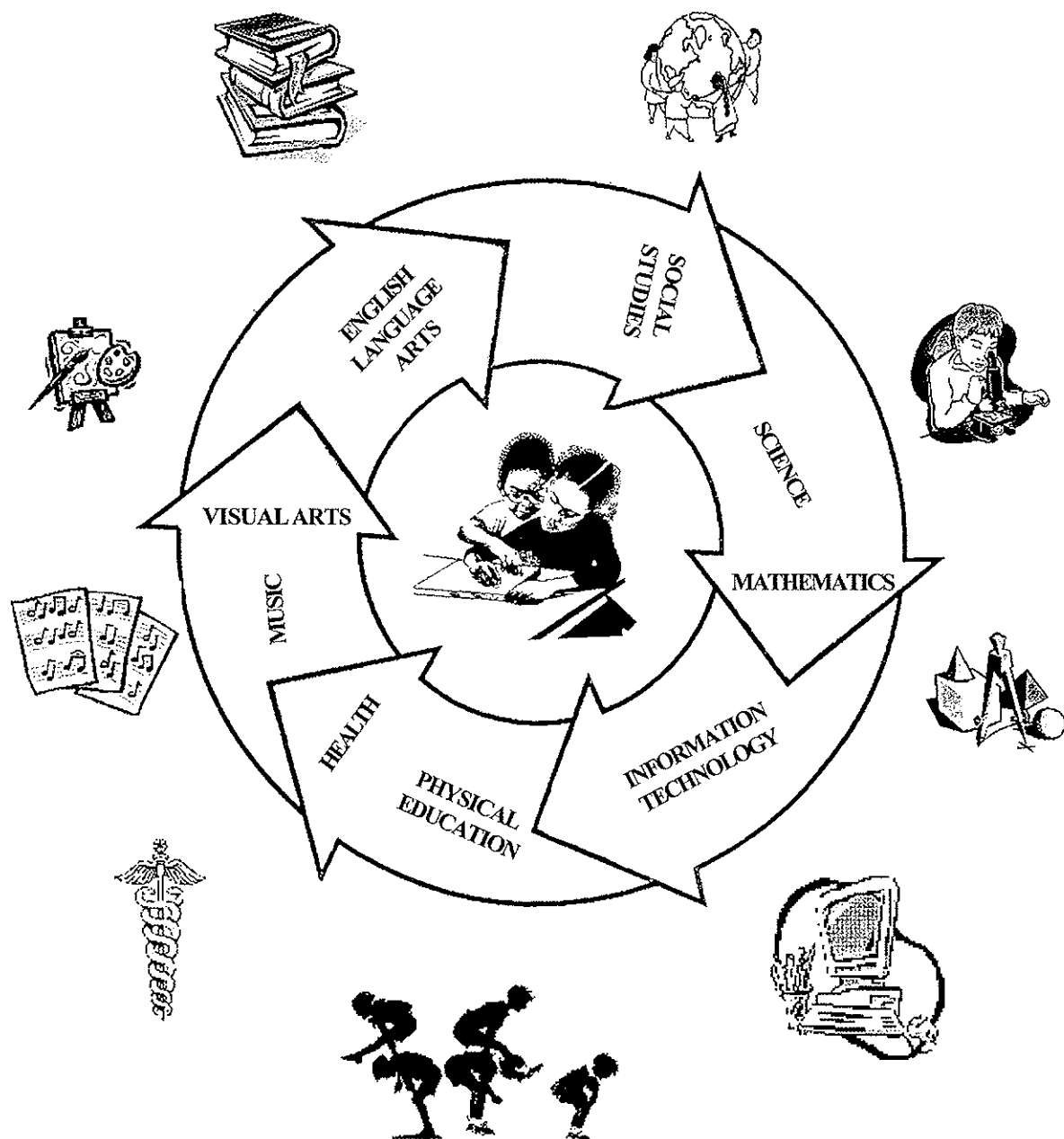
Module A1

Module Title: FUNDAMENTAL MOVEMENT (1) (Games Activities)	Sequence Reference: P2 PE-A1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• group and individual instruction using direct teaching and problem solving methods • activity stations • work in pairs • small group work (max 4)	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • continuous • charts and evaluation sheets (evaluate special needs students separately) • question and answer • draw and explain the games they create • create a portfolio



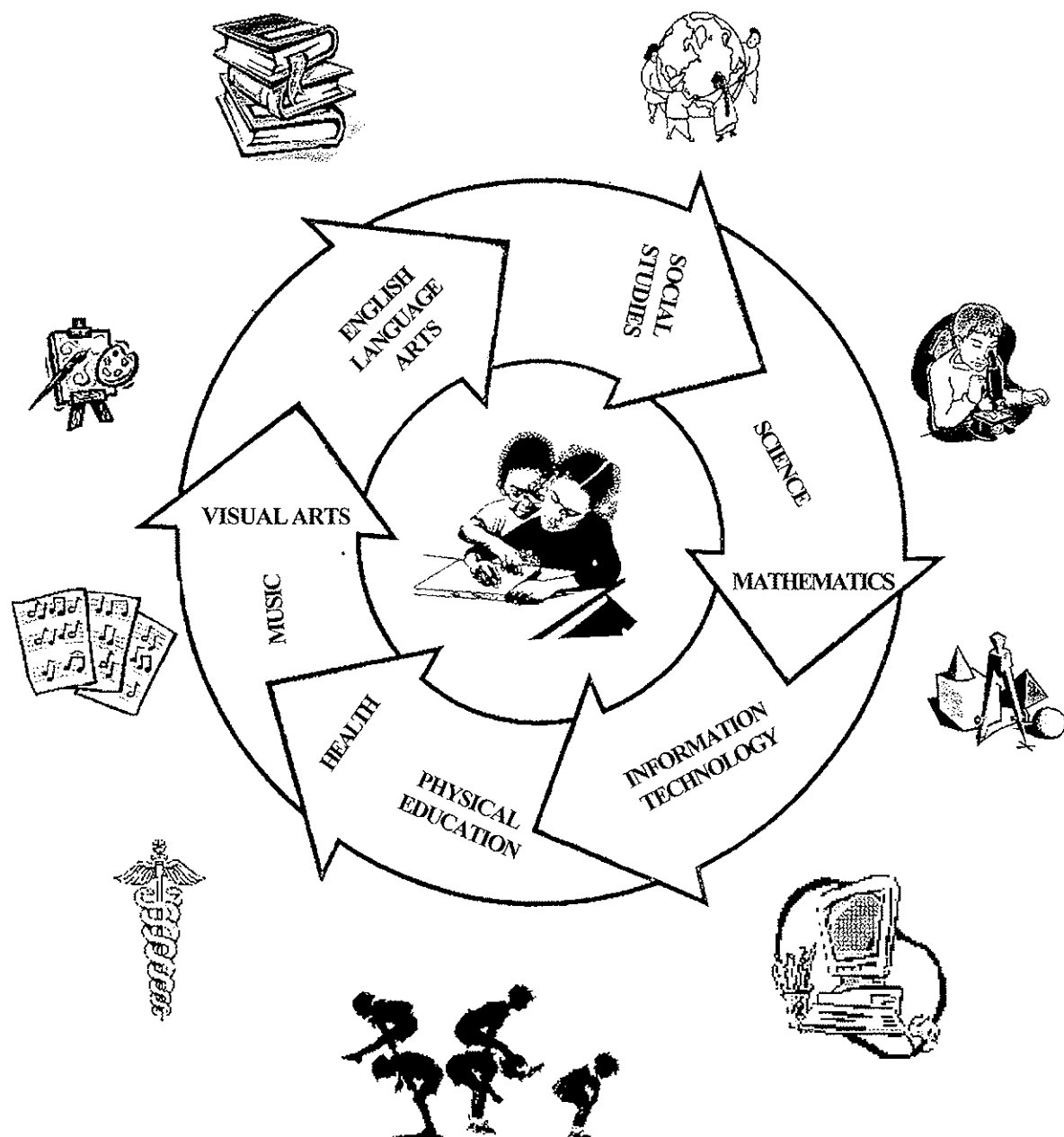
Module A2

Module Title: FUNDAMENTAL MOVEMENT (2) (Gymnastics)	Sequence Reference: P2 PE-A2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• teach effort quality • provide an example of movement sequence; add to it from movement themes (show) • practise changing levels (e.g. bench to mat) • use simple task cards to guide exploration of themes • explore copying a partner	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • student creates and performs a short sequence of movement alone and with a partner • student explains what they are doing • observe sequences for evidence that: - student uses a variety of movement - controls body action - has smooth transitions - sequence starts and stops appropriately



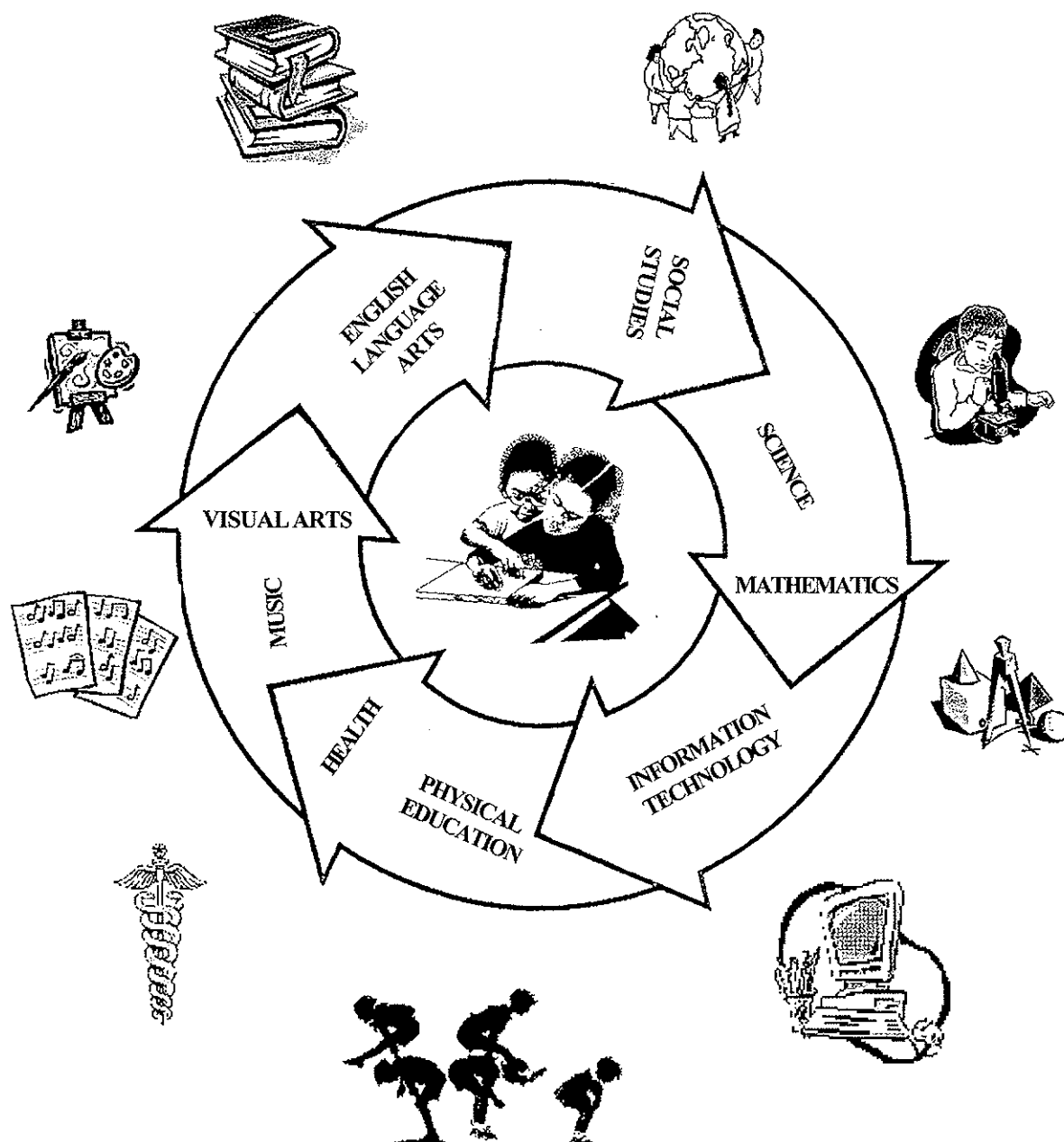
Module B1

Module Title: RHYTHMIC ACTIVITIES (1) (Creative Movement)	Sequence Reference: P2 PE-B1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• use a variety of external stimuli (e.g. vocabulary, poetry, story) to create movement (e.g. “show me how you would walk in skates”) • model and create clapping patterns and other non-locomotor movements to music • respond to animal cards to stimulate locomotor movement • peer teaching (e.g. those of different cultures)	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • look for evidence that students are able to develop a movement sequence and repeat the pattern • observe the extent to which students develop moves that fit with rhythms, music and lyrics • observe to determine level of participation and involvement in the chosen activity



Module B2

Module Title: RHYTHMIC ACTIVITIES (2) (Rhythmic Gymnastic)	Sequence Reference: P2 PE-B2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• exploration • using music to create a ribbon dance story • teacher (peer observation) • invent own sequence, individually or with a partner to perform for others • teacher guidance	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • teacher observation – observational record • students self-challenge • teacher/student interview



Module C

Module Title: TEAM SPORTS (Games)	Sequence Reference: P2 PE-C
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• partner work • use a variety of implements to practise aiming and projecting • activity specific manipulative skills in general space • different ways to move an object in general-personal space • create simple throwing and catching sequences, alone, against the wall, and with a partner • explore ways to move a ball using different body parts • station work	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • visual tracking observation • skills checklist • questing • students create and demonstrate their own game • conferences

Physical Education - P3

Level Code: P3 PE



MINISTRY OF EDUCATION

Bermuda

2001

**PRIMARY SCHOOL
PHASE B OVERVIEW**

Subject Title: Physical Education

Subject Code: P3 PE

Time Allotted: 120 min/wk

RATIONALE

Physical Education at the pre-school and primary school level is designed to develop the whole child and assist the development of physical wellbeing. The programme is outcome-based to help students gain knowledge and understanding of lifelong physical fitness, movement competencies. Emphasis is placed on wholesome attitudes and behaviours.

The instructional programme allows for the developmental needs of each child. Their natural enthusiasm and energy is channelled through a wide range of developmentally appropriate skills in aquatics, fundamental movement, individual, dual and team sport, rhythmic and fitness activities. Safety practices are taught. The activities are teacher and/or student directed. Movement exploration, problem solving and critical thinking skills are encouraged. Each student develops self-confidence and self-reliance from achieving the feeling of success. An appreciation for movement is acquired. Recognition of social and cultural differences is learned.

PRIMARY THREE (P3) REQUIREMENTS

The requirements for this level are as follows:

• Performance Assessment 10% - Participation - Attendance - Punctuality - Appropriate Dress - Hygiene - Effort - Attitude Development 10% - Fitness - Movement - Self-concept - Acceptable Behaviour - Self-directing - Appreciating Differences - Skill Development (fitness & movement) 60% - Achievement - Improvement	80%
• Product Assessment	N/A
• Written Assessment - Knowledge - Written Assignments - Homework, Class work - Tests/Quizzes - Projects - Safety Procedures	20%
Total	100%

PRIMARY SCHOOL

check one: PS ☐ P1 ☐ P2 ☐ P3 ☒ P4 ☐ P5 ☐ P6 ☐

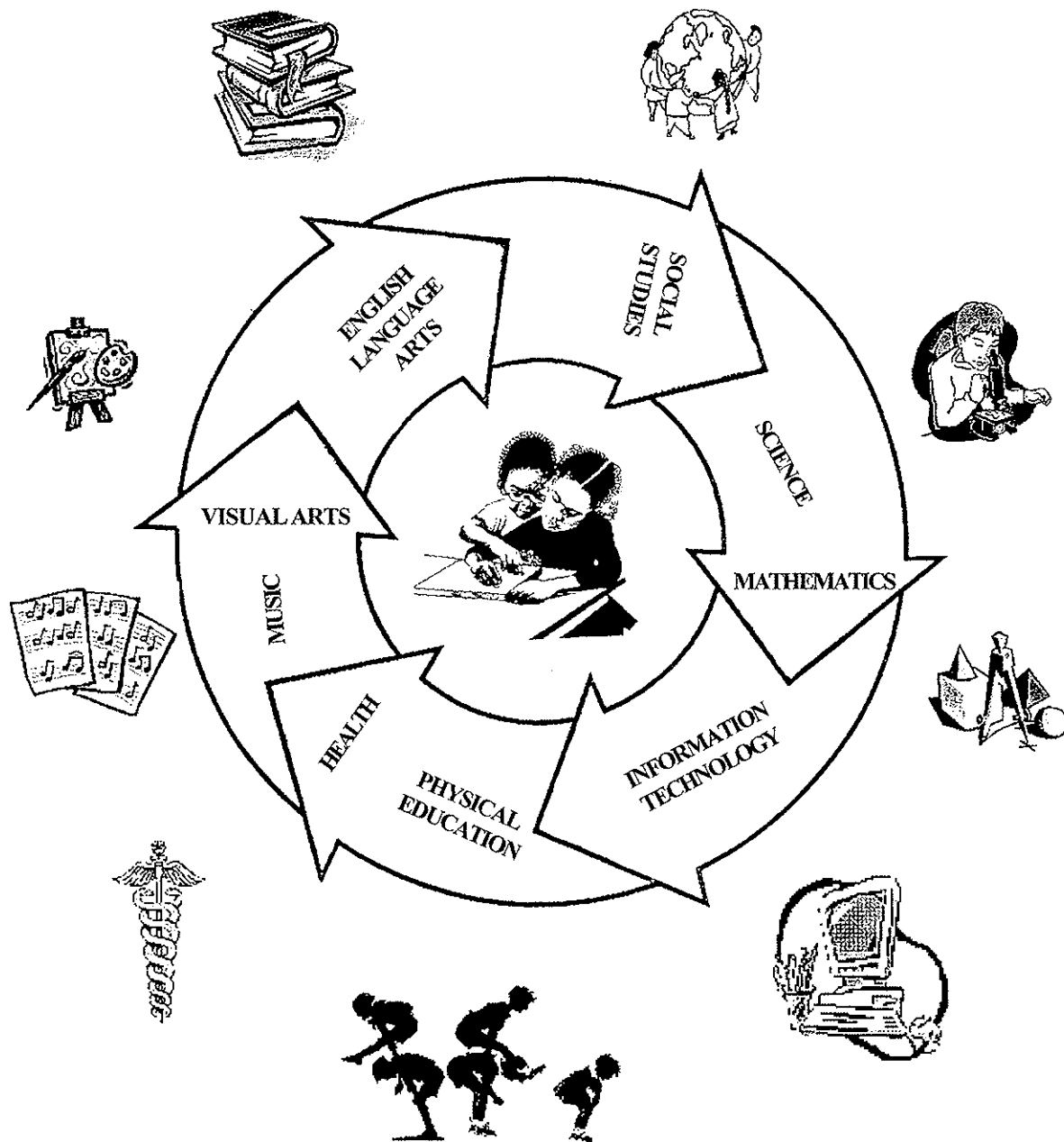
Physical Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Developing Physical Fitness	1.1	Level of fitness		x			
		1.2	Assess personal fitness					
		1.3	Personal fitness plan					
		1.4	Demonstrate proper posture		x	x		x
		1.5	Positive principle					
		1.6	Fitness principle				x	
		1.7	Goal setting					
		1.8	Appreciate lifelong fitness		x			
		1.9	Manage success					
2	Developing Movement Skills	2.1	Perform activities	x	x	x	x	x
		2.2	Efficient movement		x	x	x	x
		2.3	Appreciate efficient movement	x		x	x	x
		2.4	Movement knowledge	x	x	x	x	x
		2.5	Leisure time			x	x	
3	Developing Wholesome Attitudes And Behaviours	3.1	Positive self concept		x	x		x
		3.2	Appropriate behaviours		x	x	x	x
		3.3	Self directions			x		x
		3.4	Appreciate differences	x		x	x	
		3.5	Interpersonal communication			x	x	x
		3.6	Physical education career			x		
CONTENT STRUCTURE		Aquatic Activities					x	
		Individual and Dual Sports						
		Team Sports				x		
		Fundamental Movement Activities		x	x	x		x
		Rhythmic Activities			x			
		Recreational Activities						
		Physical Fitness Activities		x	x	x	x	x
		MODULES		A	B	C	D	E

MODULE KEY

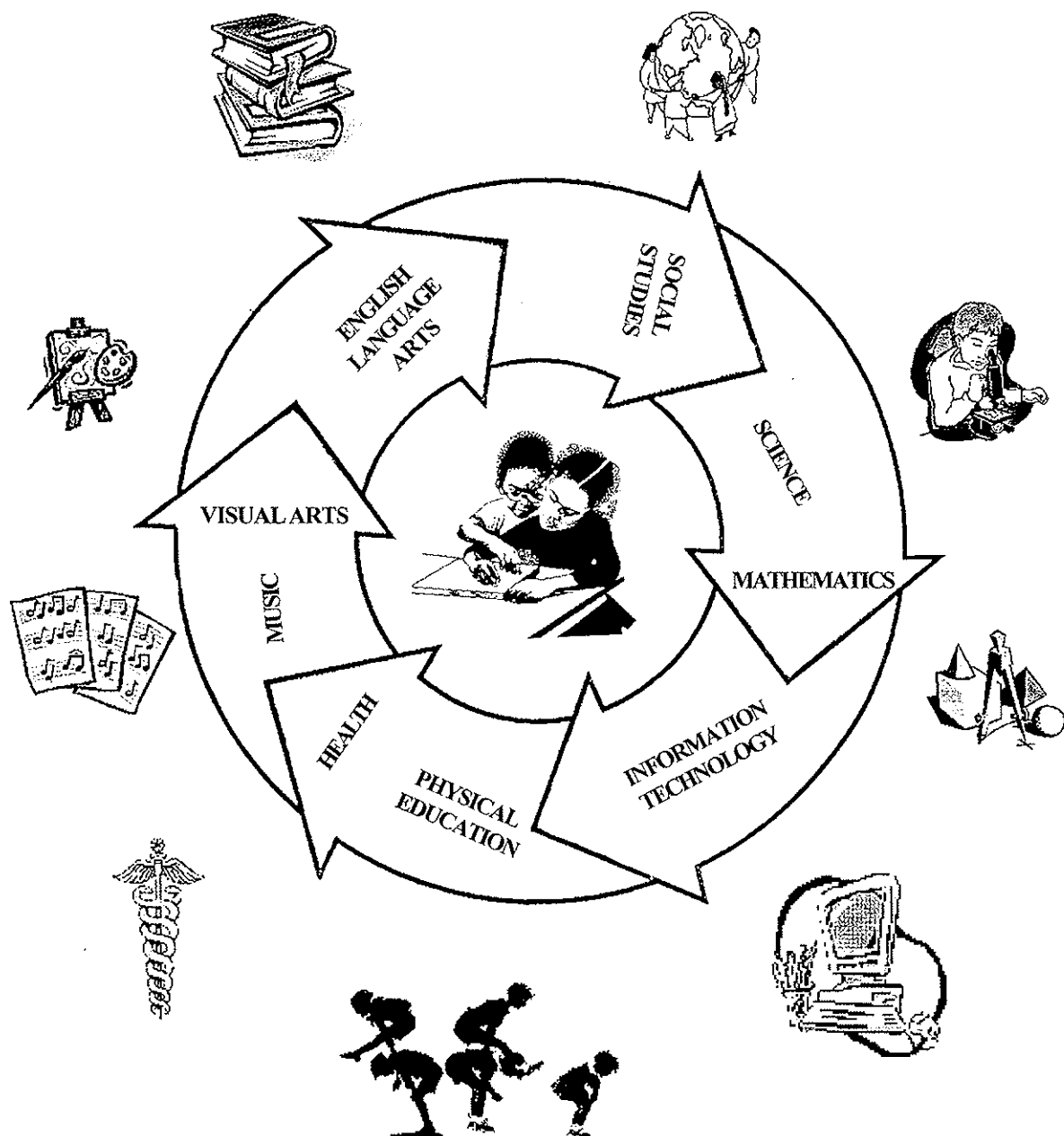
A - Fundamental Movement
B - Rhythmic Activities
C - Team Sports

D - Aquatics
E - Fitness



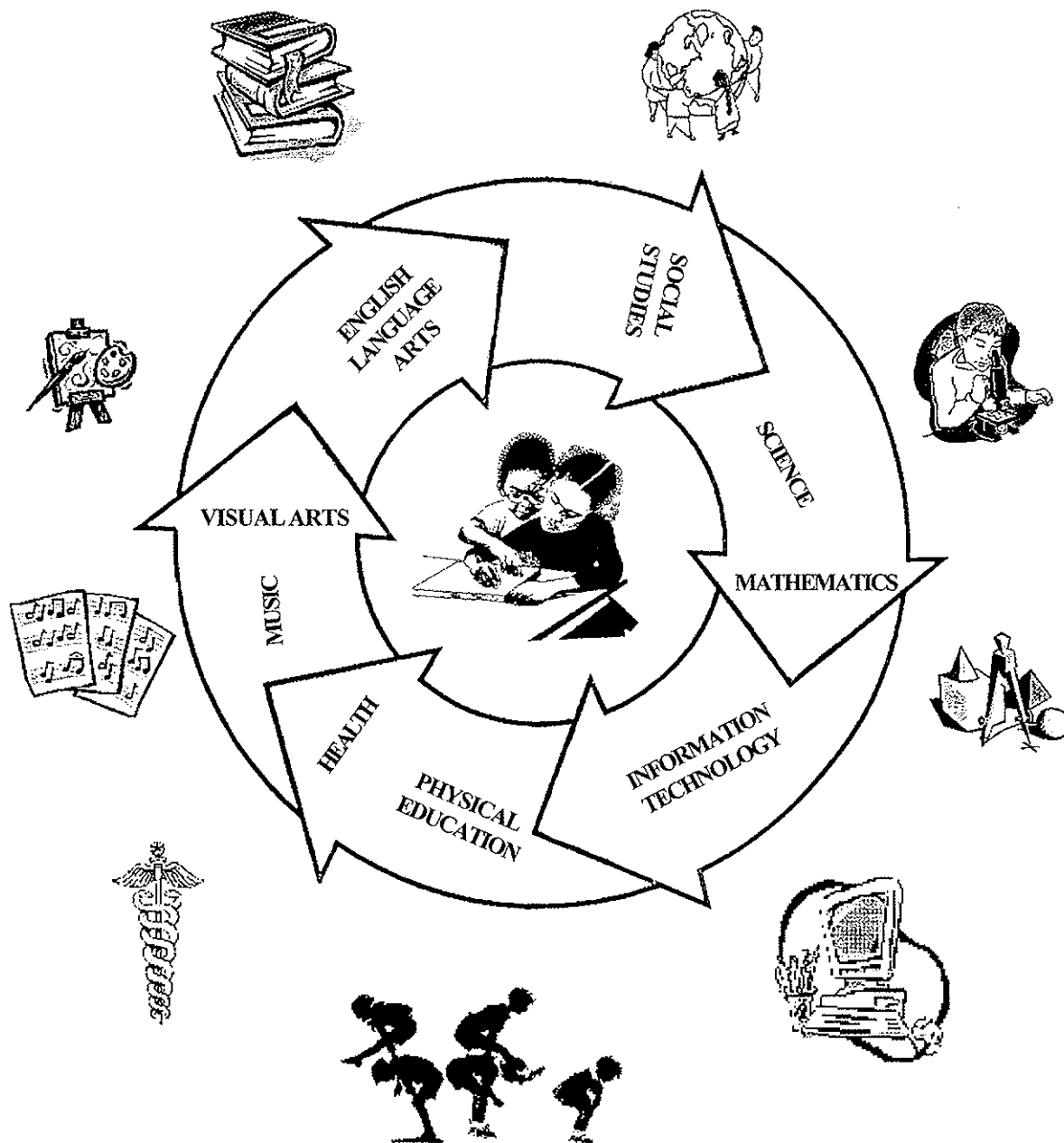
Module A

Module Title: FUNDAMENTAL MOVEMENT (Gymnastics)	Sequence Reference: P3 PE-A
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• individual and group instruction • have students invent sequences • explore themes • combine floor and apparatus work • set up stations/groups for problem-solving • follow-the-leader to practise variety of movement • provide movement skills to practise	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • use feedback, check if student improves and corrects skills • question and answer • peer evaluation using checklist • draw and explain their sequence • write or tell what they have improved, compare to teacher observation



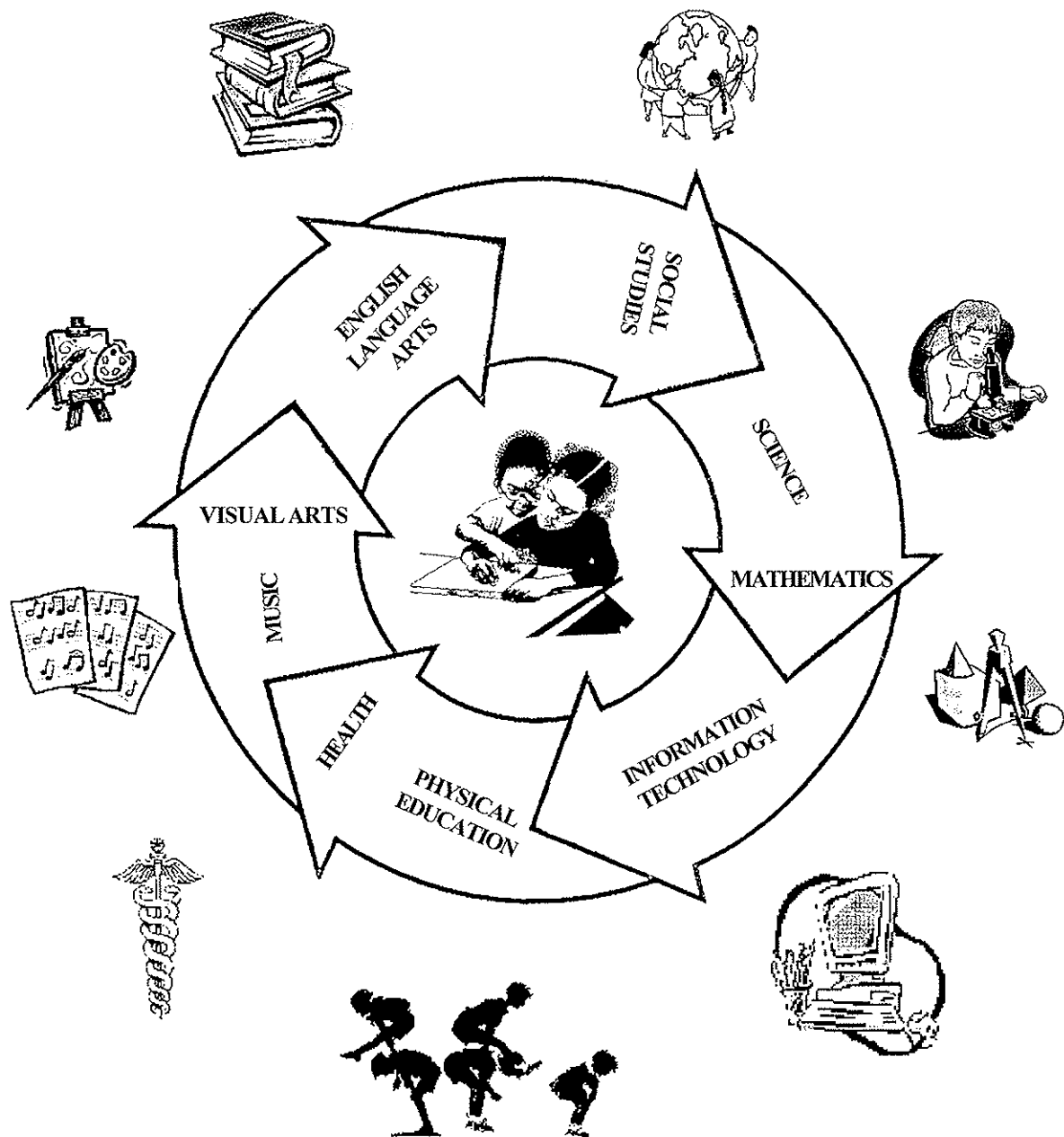
Module B1

Module Title: RHYTHMIC ACTIVITIES (1) (Creative Movement)	Sequence Reference: P3 PE-B1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• exploration • individual partner or group activities • flashcards • use of external stimuli • teacher demonstration • peer coaching • reflection writing • folk clubs	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • peer/teacher critique • reflection writing • teacher observation • video tape critique • discussion • checklist



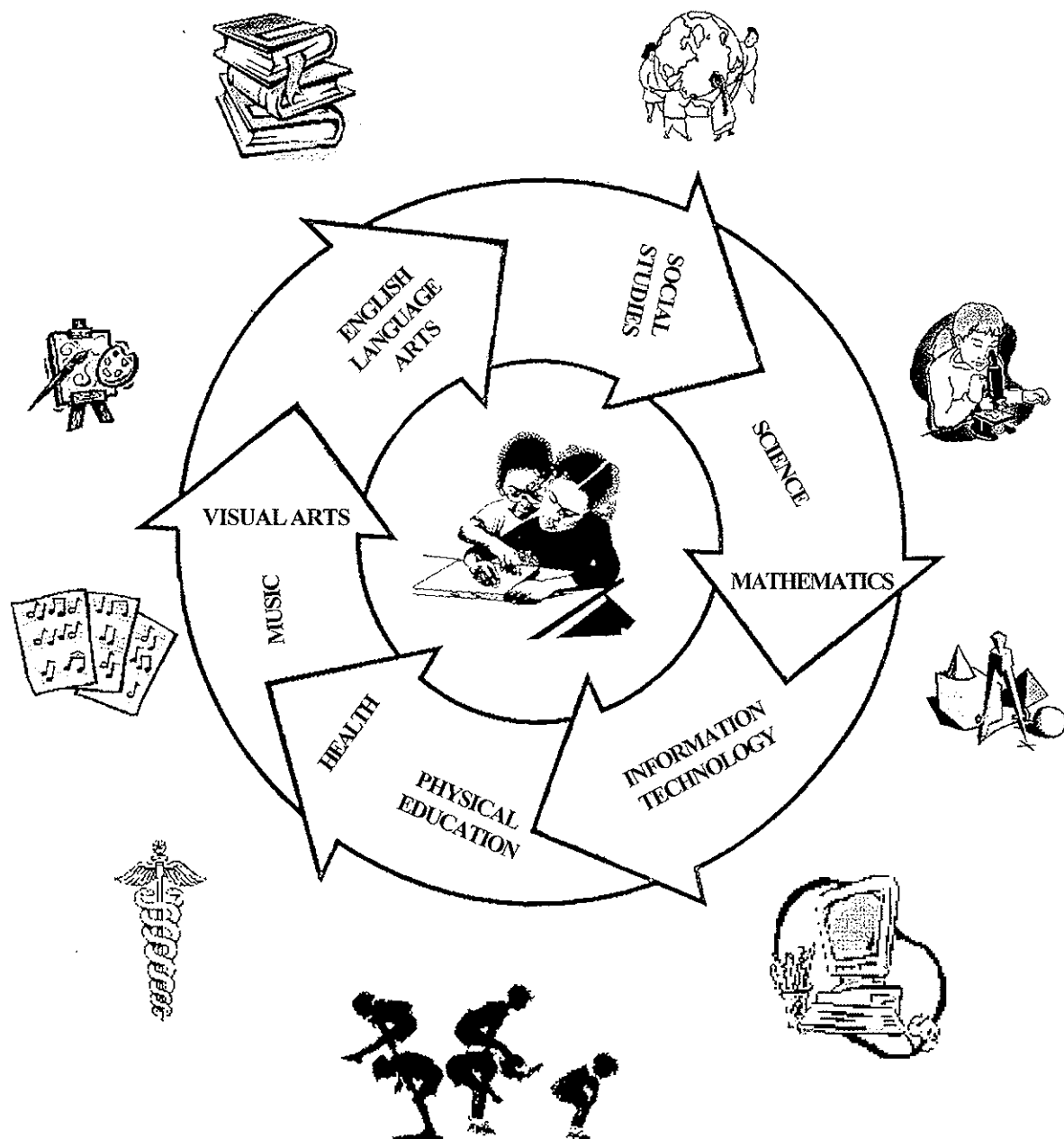
Module B2

Module Title: RHYTHMIC ACTIVITIES (2) (Rhythmic Gymnastic)	Sequence Reference: P3 PE-B2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• peer/teacher modelling • teacher guidance • flash cards • respond to a variety of stimuli • perform rhyming patterns • use individual moves in a pattern to create a sequence	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • teacher observation • reflection writing • teacher/student interview • checklist



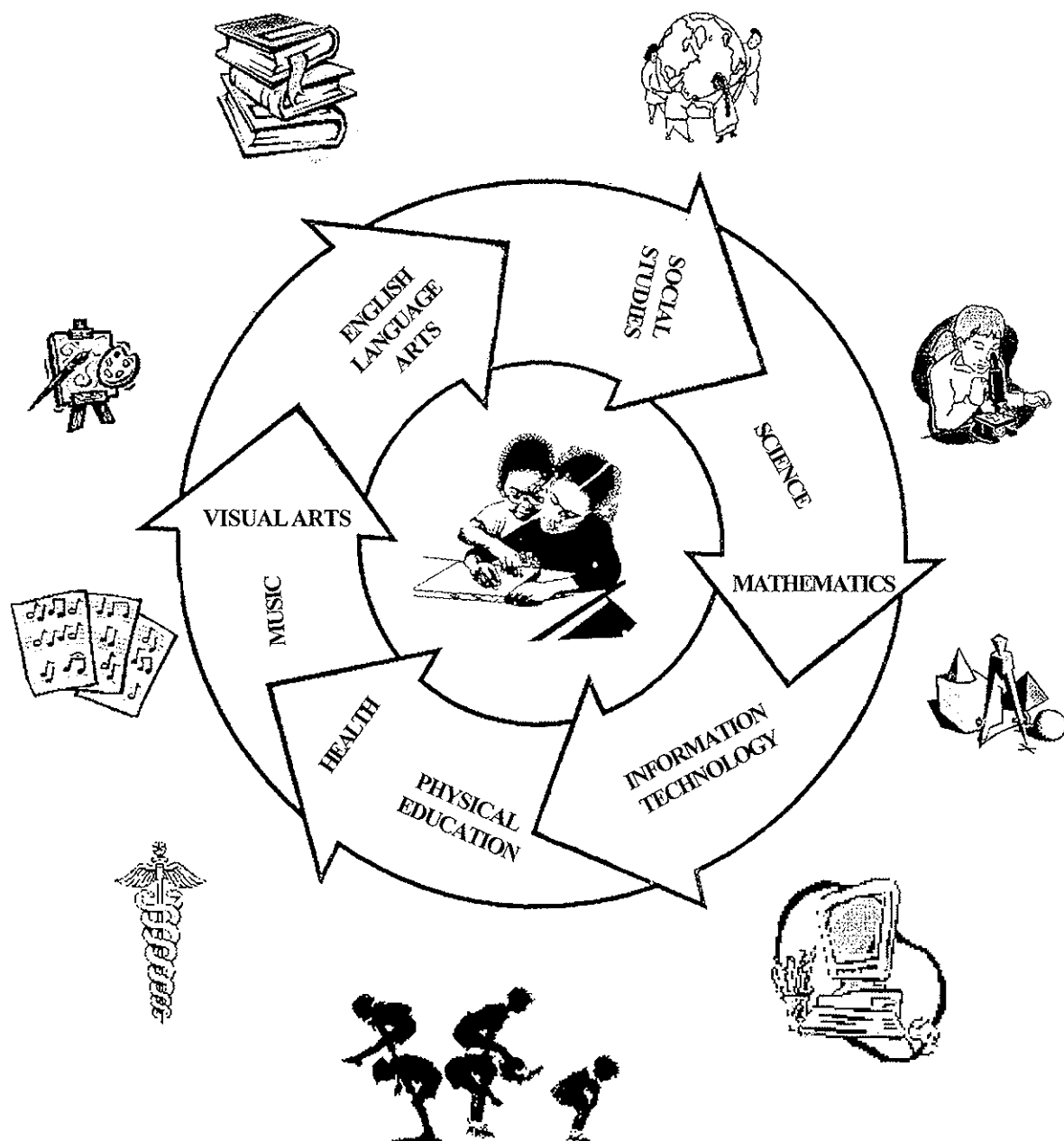
Module C1

Module Title: TEAM SPORTS (1) (Fundamental Skills)	Sequence Reference: P3 PE-C1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• problem-solving situations • variety of activity during lesson to develop both skill and game concepts • repetition of units throughout the year • individual, pair and small group work • game situations with simple rules and limited turns • head-up or modified game only	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • activity specific checklists • create own game using teacher set parameters • create own game include rules, area of play, scoring system, equipment • teacher observation and feedback • student records game in portfolio (writing, drawing or photos) • peer assessment



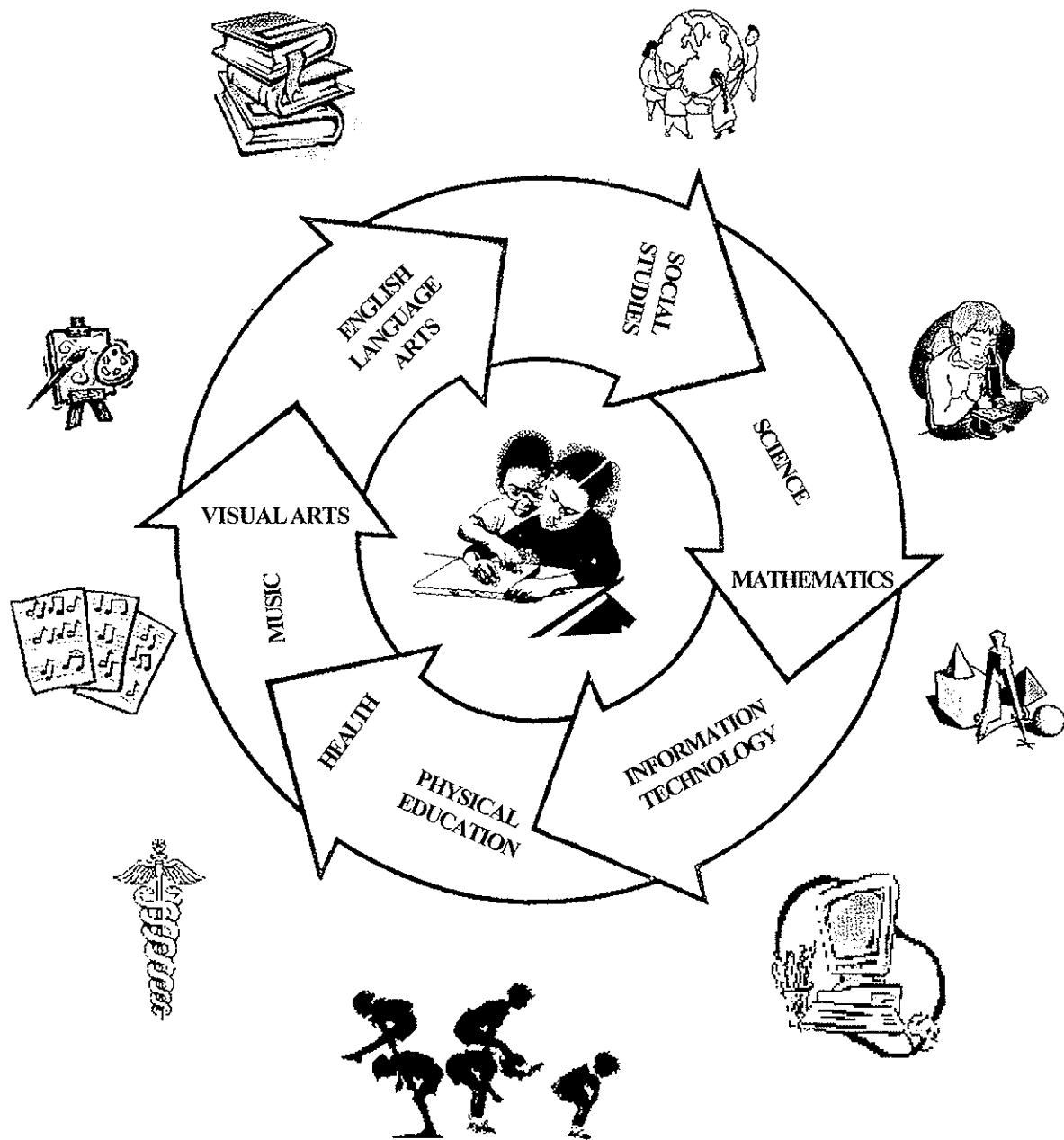
Module C2

Module Title: TEAM SPORTS (2) (Games)	Sequence Reference: P3 PE-C2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• practise throwing and catching with 2 hands, one hand to same hand, one hand to other hand and so on • bounce a ball with alternate hands, stationary and moving • use other manipulatives to throw and catch with • create simple co-operative games using equipment (e.g. cones, floor hockey, sticks, pouches, parachute) • play modified games to develop game skills • use games that provide them with practise in sending, receiving and protecting an object • play small-sided, low organized, co-operative games to practise a variety of skills	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observational record • skills checklist • students create and demonstrate a game • questioning



Module D

Module Title: AQUATICS (Beginners Swimming)	Sequence Reference: P3 PE-D
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• whole class instruction • individual instruction • “Adult in the Water” demonstrating • problem-based brainstorming	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • informal/formative • using question and answer • observation of student performance • keep attendance record



Module E

Module Title: FITNESS (Fundamental Concepts)	Sequence Reference: P3 PE-E
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• teacher coaching • peer coaching • teacher demonstration • video use • student-led exercises	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • fitness test • peer evaluation • teacher evaluation • checklists • rubrics • paper and pencil test • performance testing

Physical Education - P4

Level Code: P4 PE



MINISTRY OF EDUCATION

Bermuda
2001

**PRIMARY SCHOOL
PHASE B OVERVIEW**

Subject Title: Physical Education

Subject Code: P4 PE

Time Allotted: 120 min/wk

RATIONALE

Physical Education at the pre-school and primary school level is designed to develop the whole child and assist the development of physical wellbeing. The programme is outcome-based to help students gain knowledge and understanding of lifelong physical fitness, movement competencies. Emphasis is placed on wholesome attitudes and behaviours.

The instructional programme allows for the developmental needs of each child. Their natural enthusiasm and energy is channelled through a wide range of developmentally appropriate skills in aquatics, fundamental movement, individual, dual and team sport, rhythmic and fitness activities. Safety practices are taught. The activities are teacher and/or student directed. Movement exploration, problem solving and critical thinking skills are encouraged. Each student develops self-confidence and self-reliance from achieving the feeling of success. An appreciation for movement is acquired. Recognition of social and cultural differences is learned.

PRIMARY FOUR (P4) REQUIREMENTS

The requirements for this level are as follows:

• Performance Assessment - Participation 10% - Attendance - Punctuality - Appropriate Dress - Hygiene - Effort - Attitude Development 10% - Fitness - Movement - Self-concept - Acceptable Behaviour - Self-directing - Appreciating Differences - Skill Development (fitness & movement) 60% - Achievement - Improvement	80%
• Product Assessment	N/A
• Written Assessment - Knowledge - Written Assignments - Homework, Class work - Tests/Quizzes - Projects - Safety Procedures	20%
Total	100%

PRIMARY SCHOOL

check one: PS ☐ P1 ☐ P2 ☐ P3 ☐ P4 ☒ P5 ☐ P6 ☐

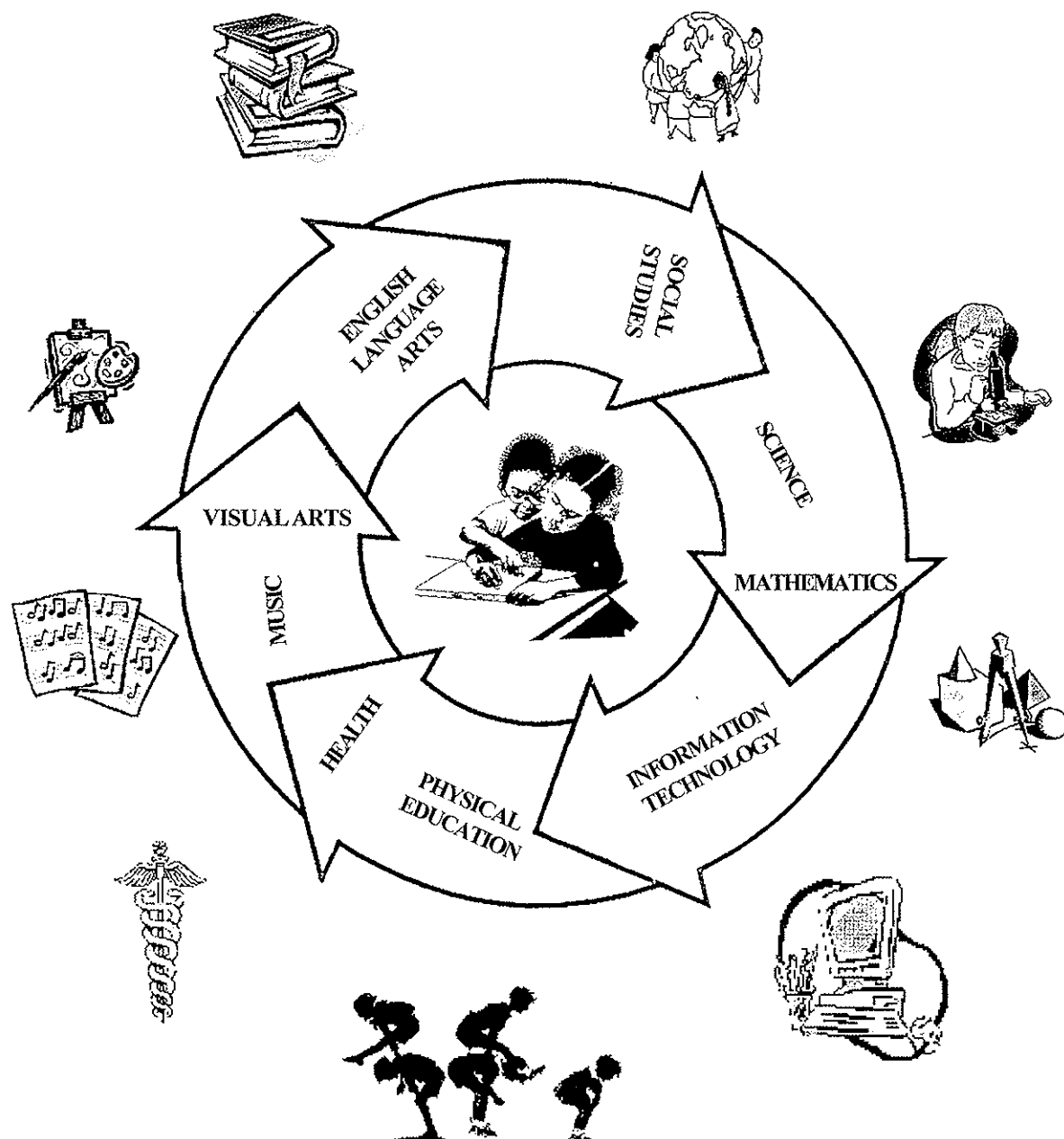
Physical Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Developing Physical Fitness	1.1	Level of fitness		x		x	
		1.2	Assess personal fitness				x	x
		1.3	Personal fitness plan					x
		1.4	Demonstrate proper posture	x				x
		1.5	Positive principle	x				x
		1.6	Fitness principle	x		x		x
		1.7	Goal setting					x
		1.8	Appreciate lifelong fitness					
		1.9	Manage success					
2	Developing Movement Skills	2.1	Perform activities	x	x	x	x	x
		2.2	Efficient movement	x	x	x	x	x
		2.3	Appreciate efficient movement	x	x	x	x	x
		2.4	Movement knowledge		x	x	x	
		2.5	Leisure time		x	x	x	
3	Developing Wholesome Attitudes And Behaviours	3.1	Positive self concept	x	x			
		3.2	Appropriate behaviours	x	x			
		3.3	Self directions	x	x			
		3.4	Appreciate differences	x	x			
		3.5	Interpersonal communication	x	x			
		3.6	Physical education career		x			x
CONTENT STRUCTURE		Aquatic Activities				x		
		Individual and Dual Sports					x	
		Team Sports			x			
		Fundamental Movement Activities						
		Rhythmic Activities		x				
		Recreational Activities						
		Physical Fitness Activities		x	x	x	x	x
		MODULES		A	B	C	D	E

MODULE KEY

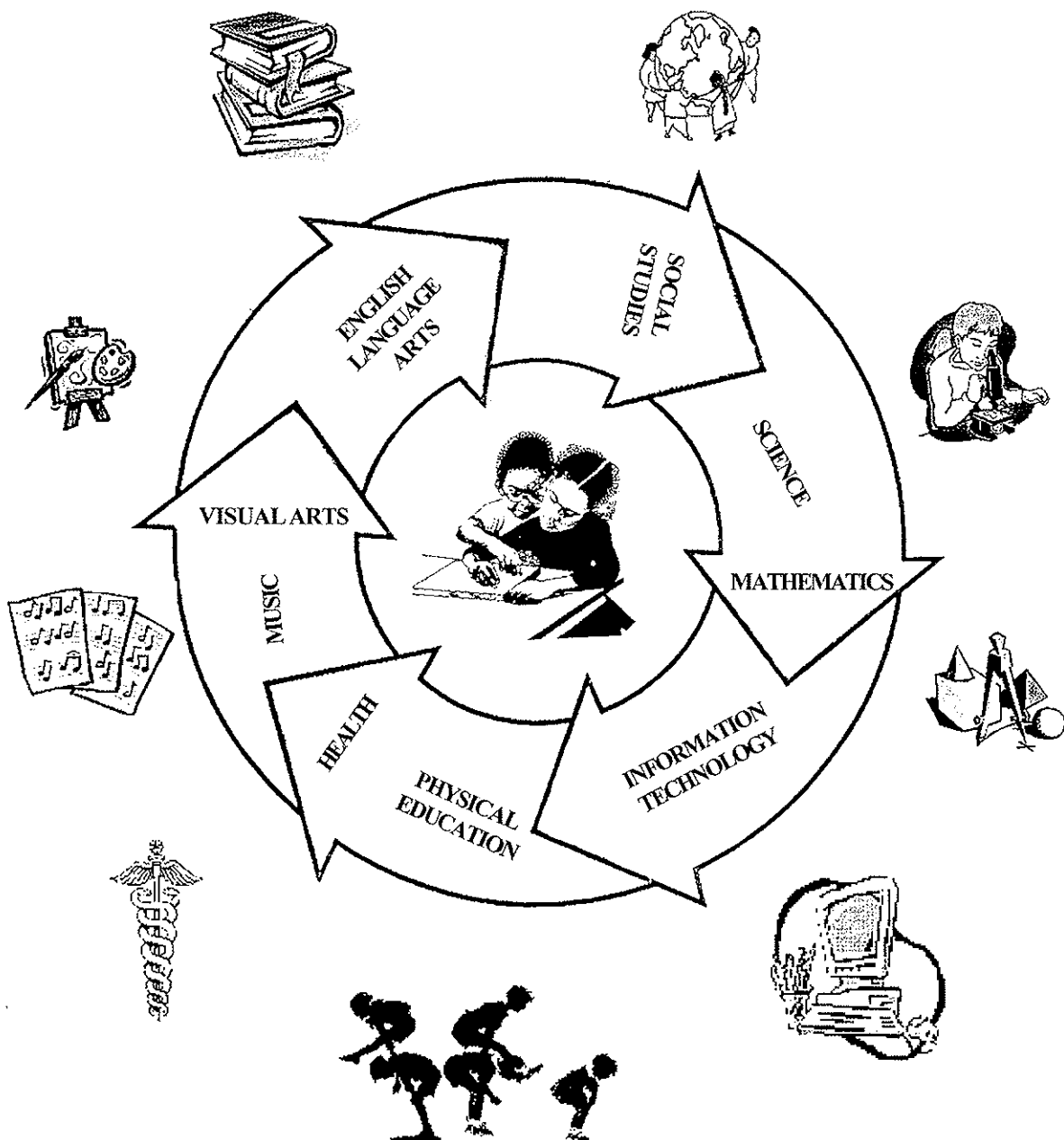
A - Rhythmic Activities
B - Team Sports
C - Aquatics

D - Individual and Dual Sports
E - Fitness



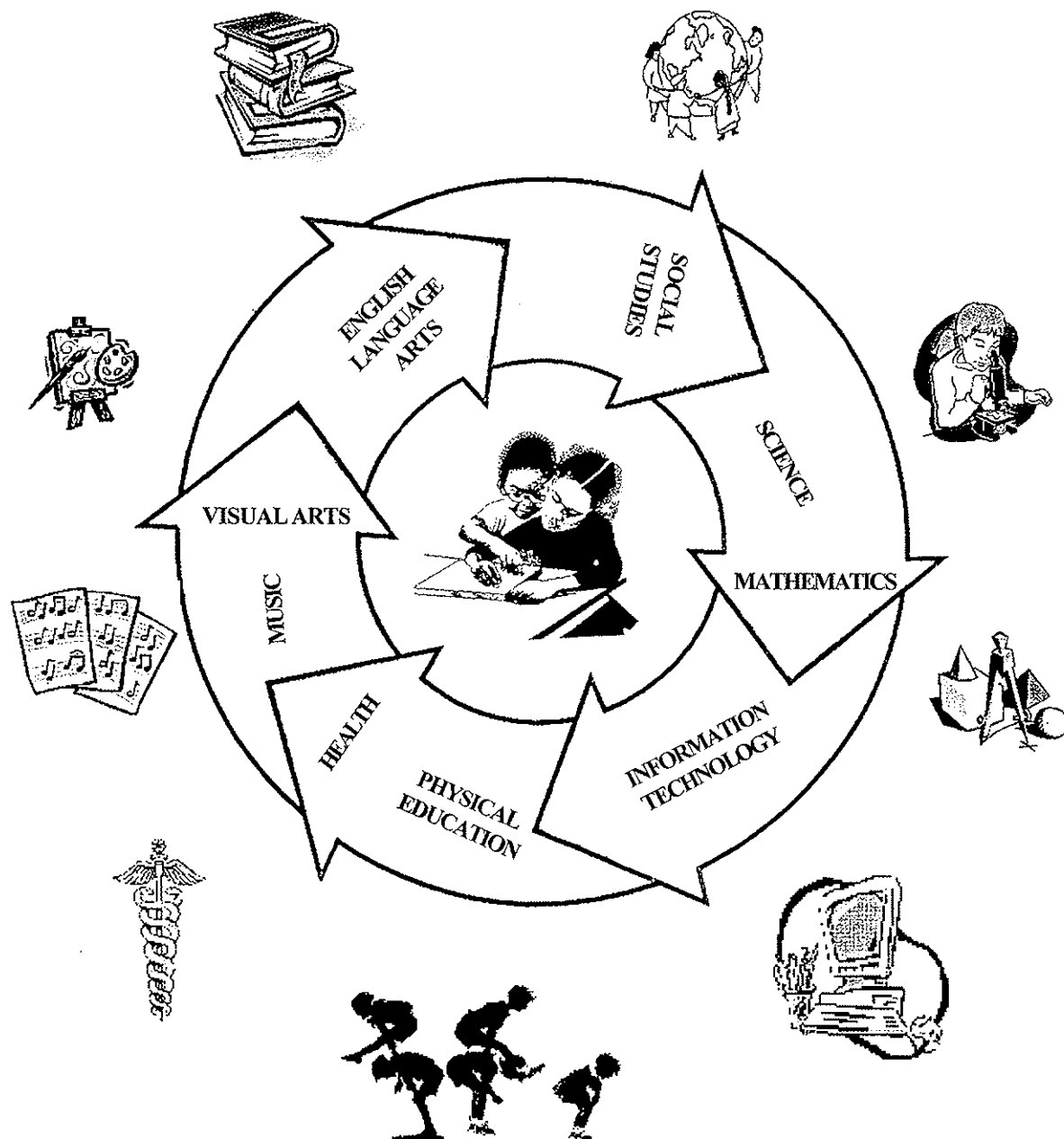
Module A1

Module Title: RHYTHMIC ACTIVITIES (1) (Rhythmic Gymnastics)	Sequence Reference: P4 PE-A1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• explore rhythmical patterns • teacher/peer create simple sequences to be repeated by other students • visual stimuli • create sequences that have a definite beginning and closing • video taping	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • checklists • student feed back • student participation



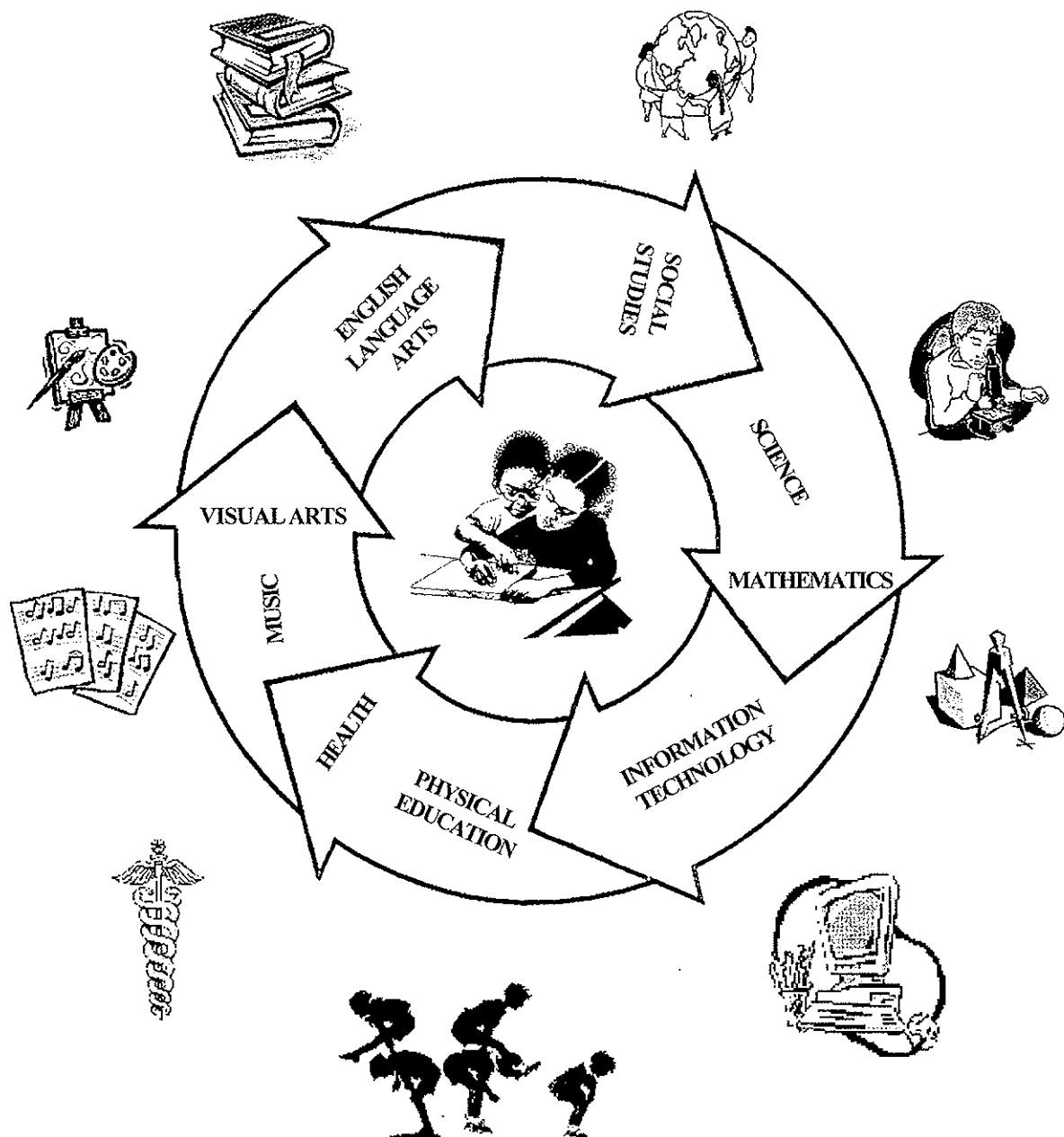
Module A2

Module Title: RHYTHMIC ACTIVITIES (2) (Creative Movement)	Sequence Reference: P4 PE-A2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• peer observation, peer coaching • demonstration by teacher, peers, professional • dramatization of topic/theme • seated on floor in small groups, clap the rhythm to music, snap fingers • use movement flash cards and ask students how they would move to each word (e.g. slink, creep, stretch, curl) • “show me different ways you can move to this music” • dance teachers from folk clubs	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • self-check list • video individual students or groups of students demonstrating or creating a variety of the aspects of dance. Collect data in the following categories: - someone who did not bump into anyone was - someone who moved to the music was - one time I moved safely was - one thing I noticed about myself was • have students work alone or with others to create a movement sequence. Look for pre-determined aspects • evaluation of social and emotional behaviour



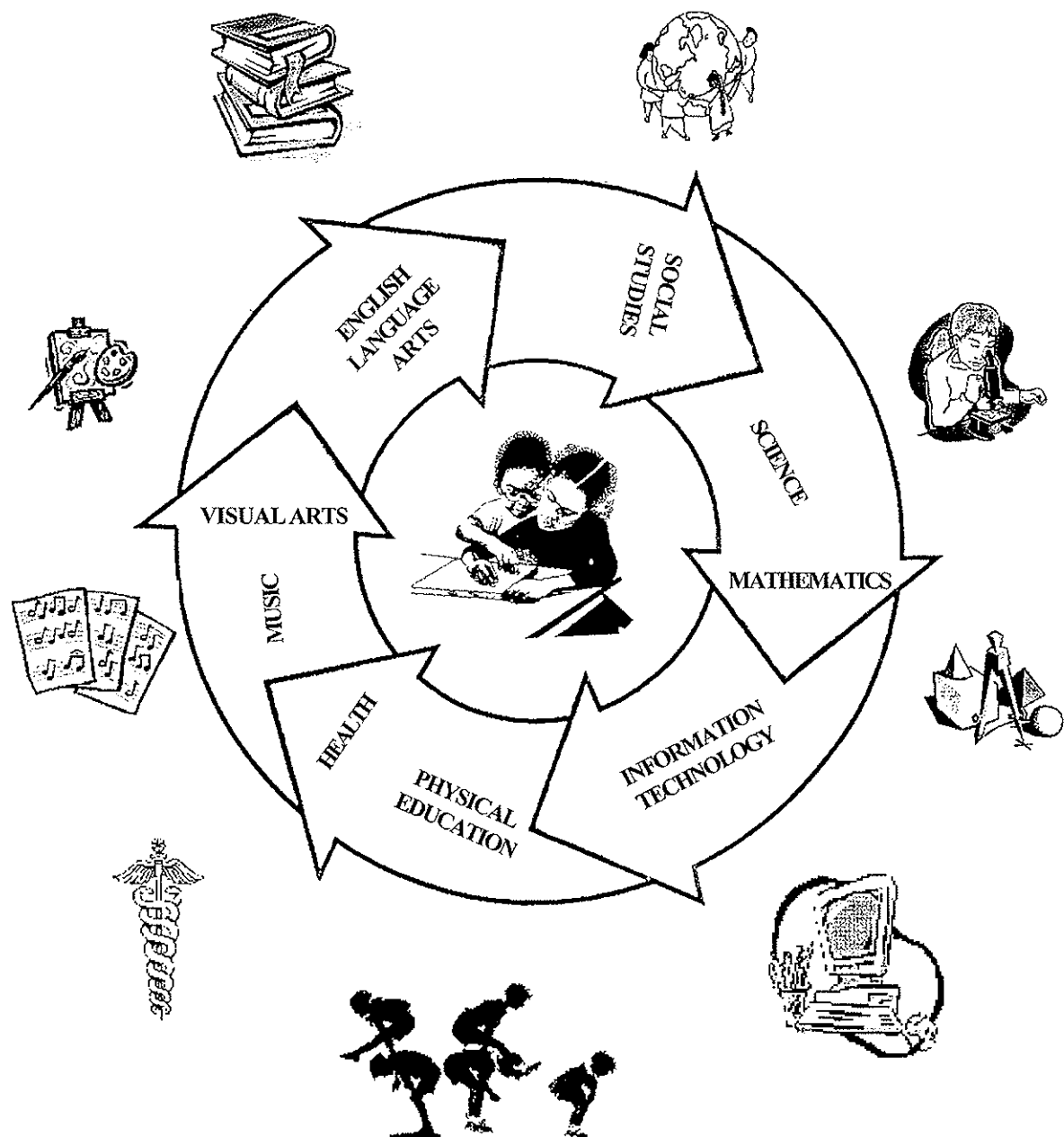
Module B1

Module Title: TEAM SPORTS (1) (Fundamental Concepts)	Sequence Reference: P4 PE-B1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• problem-solving situations • variety of activity during lesson to develop both skill and game concepts • repetition of units throughout the year • individual, pair and small group work • game situations with simple rules and limited turns • head-up or modified game only	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • activity specific checklists • create own game using teacher set parameters • create own game include rules, area of play, scoring system, equipment • teacher observation and feedback • student records game in portfolio (writing, drawing or photos) • peer assessment



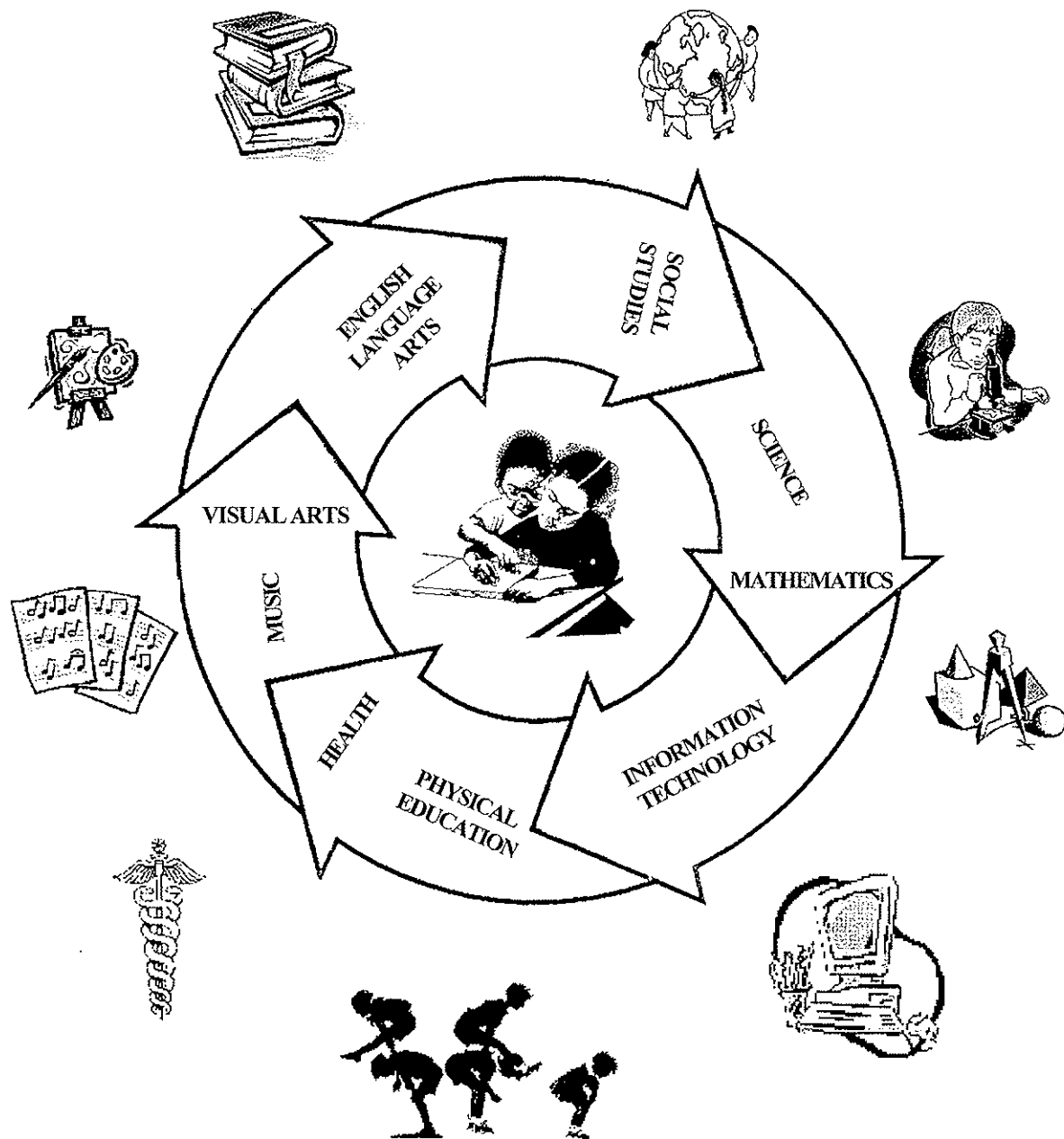
Module B2

Module Title: TEAM SPORTS (2) (Soccer)	Sequence Reference: P4 PE-B2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• individual and partner activities • relay activities • drills • small group activities • modified games • keep away • peer coaching • discussion • observation and answer questions on soccer games outside of school • have students work in groups to create own games including soccer skills • stations	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • rubrics • checklists • peer assessment • portfolio writing • reflections • teacher observation



Module B3

Module Title: TEAM SPORTS (3) (Softball)	Sequence Reference: P4 PE-B3
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• T-ball • kickball • other lead-up games • demonstration • limitation • question and answer • partners • small groups • whole class • individual ‘fine tune’	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • self-evaluation (written/oral) - How well did you do? • teacher checklist or skill chart for throwing, catching, pitching, hitting, fielding • teacher observation and feedback • quizzes • self-evaluation of behaviour (rubric)



Module B4

Module Title: INDIVIDUAL AND DUAL SPORTS (4) (Gymnastics)	Sequence Reference: P5 PE-D4
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. • Videotaping • Checklists • Rubrics • Conferencing	
Special Resources: (materials, equipment & community involvement)	
• gymnasium • mats • large apparatus • springboard • music	
References - Teacher:	References - Student:
• National Coaches • National Gymnastics • <u>Ready-to-Use P.E Activities</u> • Bermuda Gymnastics Association	• Video tapes
Glossary:	
• refer to text	

PHYSICAL EDUCATION

Module Title: INDIVIDUAL AND DUAL SPORTS (4)
(Gymnastics)

Sequence Reference: P5 PE-D4

Time allotted: 2 weeks

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

☐
☐
☐
☐
☐
☒
☐

Subgoal Emphasis:

- 1.4, 1.5, 1.7, 1.9 Physical Fitness
- 2.1 - 2.3 Movement Skills
- 3.1 - 3.5 Wholesome Attitudes and Behaviour

Content Focus:

- Individual and Dual Sports
- Physical Fitness Activities

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- apply appropriate safe spotting procedures for gymnastics activities
- demonstrate ways to travel, jump, land and roll over low equipment
- demonstrate a variety of rolls using correct technique
- move feet into a high level by placing weight on hands and landing with control
- demonstrate an appreciation for the ability of others
- create individually or with partners a gymnastic routine with three or four parts

- safety procedures
- spotting procedures
- appropriate warm-up and cool-down activities
- work individually on mats (e.g. rolls, cartwheels)
- large apparatus
- partner work
- supporting and balancing and tumbling
- springing and landing
- routine building
- tumbling continuity
- vaulting

Module Title: INDIVIDUAL AND DUAL SPORTS (3) (Jump Rope)	Sequence Reference: P5 PE-D3
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. • Skills tests • Sequence performance • Portfolio writing • Teacher evaluation	
Special Resources: (materials, equipment & community involvement)	
• bead ropes • speed ropes • space • long ropes • Bermuda Diabetic Association	
References – Teacher:	References - Student:
• Jump rope for Heart – February • Bermuda Diabetic Association • “<u>Ready-to-Use P.E. Activities</u>”	
Glossary:	
• refer to text	

PHYSICAL EDUCATION

Module Title: INDIVIDUAL AND DUAL SPORTS (3)
(Jump Rope)

Sequence Reference: P5 PE-D3

Time allotted: 2 weeks

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

☐
☐
☐
☐
☐
☒
☐

Subgoal Emphasis:

- 1.4, 1.5, 1.7, 1.9 Physical Fitness
- 2.1 - 2.3 Movement Skills
- 3.1 - 3.5 Wholesome Attitudes and Behaviour

Content Focus:

- Individual and Dual Sports
- Physical Fitness Activities

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- demonstrate understanding that skill development requires practice
- create a sequence using a variety of rope swings and jumps
- demonstrate knowledge of and perform a variety of single rope skills
- demonstrate knowledge of and perform the continuous turning of a long rope with a partner
- demonstrate the ability to enter and exit a moving long rope
- demonstrate understanding of rope jumping as a fitness activity that can develop cardio respiratory fitness, muscular strength and endurance
- demonstrate respect for the abilities and feelings of others

- single rope skills
 - hop, skip, jump, skier, crouch
 - forward, backward
 - fast, flow
 - partner rope jumping
- long rope turning
- long rope entry and exit
- monitor heart rate before, during and after activity
- discuss agility, aerobic endurance and leg strength
- identify interpersonal behaviours that create a positive attitude towards others

Module Title: INDIVIDUAL AND DUAL SPORTS (2) (Cross-Country)	Sequence Reference: P5 PE-D2
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. Log of cardio-vascular/respiratory) activities for e.g. length of unit/month. Including activity, time of participation and identify feelings. (see active living unit rubric in Nova Scotia curriculum)	
Special Resources: (materials, equipment & community involvement)	
- pop sickle stick - tape - cassette recorder/player - field/gym - Bermuda map - dot-to-dot picture	- jogging clubs - jump ropes - stop watch - pencils/paper/log book - rubrics
References - Teacher:	References - Student:
- Nova Scotia P.E. Curriculum (K-6) <u>Ready-to-Use P.E. Activity</u> (3-4) <u>"Teaching For Outcomes in Elementary P.E.</u> - P.E. Central – http://www.chre.vt.edu/v/P.E. Central/	N/A
Glossary:	
refer t to text	

PHYSICAL EDUCATION

Module Title: INDIVIDUAL/DUAL SPORTS (2)
(Cross-Country)

Sequence Reference: P5 PE-D2

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

Time allotted: 2 weeks

☐

☐

☐

☐

☐

☒

☐

Subgoal Emphasis:

- 1.4, 1.5, 1.7, 1.9 Physical Fitness
- 2.1 - 2.3 Movement Skills
- 3.1 - 3.5 Wholesome Attitudes and Behaviour

Content Focus:

- Individual and Dual Sports
- Physical Fitness Activities

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- correctly demonstrate knowledge of running, technique for cross-country
- explain resting, exercise and recovery heart rates
- maintain continuous aerobic activity for a set time
- identify the benefits of cross-country running
- demonstrate a willingness to participate in activities
- demonstrate a willingness to work with others of different abilities

- longer jogs/run
- warm-up importance – benefits
- cool-down activities
- cardio-vascular system structure and function
- time trials
- running technique
- pacing
- personal goal setting for improvement
- history for Bermuda day marathon derby
- define aerobic activity

Module Title: INDIVIDUAL AND DUAL SPORTS (1)
(Track and Field)

Sequence Reference: P5 PE-D1

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Skills questionnaire
- Checklists
- Performance standards to assess individual's improvement

Special Resources:

(materials, equipment & community involvement)

- standard size foam pits, sand pits
- high jump standards and crossbar
- long jump pits
- measuring tapes
- batons
- track
- utility balls
- B.T.F.A.
- P.E. Officer

References - Teacher:

- Ready to Use P.E. Activities (Skills Book)

References - Student:

- N/A

Glossary:

- scissors
- straddle
- laps
- visual tracking

PHYSICAL EDUCATION

Module Title: INDIVIDUAL AND DUAL SPORTS (1)
(Track and Field)

Sequence Reference: P5 PE-D1

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 2 weeks

Subgoal Emphasis:

- 1.4, 1.5, 1.7, 1.9 Physical Fitness
- 2.1 - 2.3 Movement Skills
- 3.1 - 3.5 Wholesome Attitudes and Behaviour

Content Focus:

- Individual and Dual Sports
- Physical Fitness Activities

Curriculum Objectives:

At the end of this module, students will:

- know start and finish techniques(standing and crouch)
- know baton, changing techniques
- knowing jumps and high jumps
- throwing for distance

Content Detail:

- running form
- starting command
- shuttle and curricular relap
- high jump styles
- running long jump components
- throwing technique for distance

Module Title: AQUATICS
(Instructional Swimming and Safety)

Sequence Reference: P5 PE-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Continuous swim 25 m. or more (own or teacher's choice of stroke)
- Demonstrate correct breathing technique in front crawl
- Tread water or float on back for one minute (or longer)

Special Resources:

(materials, equipment & community involvement)

- pool
- kickboards
- sinking objects
- achievement awards

References - Teacher:

- Water Safety Water Safety Council

References - Student:

- Water Safety

Glossary:

- push off
- glide
- sculling
- breathing coordination

PHYSICAL EDUCATION

Module Title: AQUATICS
(Instructional Swimming and Safety)

Sequence Reference: P5 PE-C

Time allotted: 5 weeks

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

☐
☐
☐
☐
☐
☒
☐

Subgoal Emphasis:

- 1.4, 1.5, 1.7, 1.9 Physical Fitness
- 2.1 - 2.3 Movement Skills
- 3.1 - 3.5 Wholesome Attitudes and Behaviour

Content Focus:

- Aquatic Activities
- Physical Fitness Activities

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- demonstrate survival skills appropriate to their competence in water
- evaluate their own abilities and limitations
- develop effective and efficient swimming strokes to swim 25 m.

- stroke drills and practice for kicking, pulling and swim
- breathing coordination
- survival feet first entry
- introduction to head first entry into water
- treading water
- retrieving objects from bottom of pool
- floating and sculling

Module Title: TEAM SPORTS (5) (Cricket)	Sequence Reference: P5 PE-B5
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. • Pencil and paper tests • Quiz • Portfolio • Teacher evaluation	
Special Resources: (materials, equipment & community involvement)	
• bats • rubber balls • helmets • pads • gloves	• wickets • cones • local clubs • BCBC
References - Teacher:	References - Student:
• <u>Cricket Coach's Manual</u> - NCCI	• N/A
Glossary:	
• refer to text	

PHYSICAL EDUCATION

Module Title: TEAM SPORTS (5)
(Cricket)

Sequence Reference: P5 PE-B5

Time allotted: 5 weeks 2 days

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

☐
☐
☐
☐
☐
☒
☐

Subgoal Emphasis:

- 1.4, 1.5, 1.7, 1.9 Physical Fitness
- 2.1 - 2.3 Movement Skills
- 3.1 - 3.5 Wholesome Attitudes and Behaviour

Content Focus:

- Team Sports
- Physical Fitness Activities

Curriculum Objectives:

At the end of this module, students will:

- demonstrate correct catching techniques
- demonstrate correct throwing techniques
- demonstrate correct fielding techniques
- demonstrate basic wicket keeping techniques
- demonstrate basic bowling technique
- demonstrate basic batting technique
- demonstrate and explain basic rules of the game
- demonstrate respect for others
- demonstrate proper use of equipment and safety but all done with greater accuracy and control

Content Detail:

- catching – above and below the chest
 - on the move, close, distant
 - ball that is struck
- throwing – underarm
 - overarm
 - target
 - distance
- fielding – stopping with two hands
 - stopping with one hand
 - body position
 - chasing/running to the ball
 - pick up
- wicket keeping – posture/stance
 - catch with gloves
 - moving from left to right
- bowling – overarm
 - standing, hand position
 - with run-up, line and length
 - target
 - follow through
- batting – stance
 - running with bat, grip, stroke
 - basic footwork
 - basic shots
 - pull
 - drive
- rules – rules
 - boundaries
 - fielding positions
 - scoring
 - basic terms
 - leg side
 - offside
- officials' terminology – no balls, wides

Module Title: TEAM SPORTS (4) (Tag Rugby)	Sequence Reference: P5 PE-B4
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. Quiz about game – Explain their understanding of the game. Response could be oral or written. Teacher evaluation of social/emotional behaviour	
Special Resources: (materials, equipment & community involvement)	
- tag belts - tag video - rugby balls - cones - area of play e.g. badminton court, field, grids	
References - Teacher:	References - Student:
<u>Tag Rugby Schools RFU Youth Development</u> County Hall, Exeter. EXC 4QD U.K. <u>Teaching for Outcomes in Elementary P.E</u>	N/A
Glossary:	
refer to text	

PHYSICAL EDUCATION

Module Title: TEAM SPORTS (4)
(Tag Rugby)

Sequence Reference: P5 PE-B4

Time allotted: 5 weeks 2 days

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

☐
☐
☐
☐
☐
☒
☐

Subgoal Emphasis:

- 1.4, 1.5, 1.7, 1.9 Physical Fitness
- 2.1 - 2.3 Movement Skills
- 3.1 - 3.5 Wholesome Attitudes and Behaviour

Content Focus:

- Team Sports
- Physical Fitness Activities

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- show improvement in passing, catching, support play
- demonstrate ways to avoid or catch an individual while travelling
- demonstrate safe play
- demonstrate ways to catch a ball while travelling
- identify positive behaviours that show respect for individuals

- variety of tag games
- passing and catching skill
- (a) standing
- (b) moving
- rules
- attack/defence strategies
- changes of speed – running
- changes of direction – running
- small games 4v2, 6v6
- safety e.g. no kicking, no contact, no diving on ball
- boundaries

Module Title: TEAM SPORTS (3) (Softball)	Sequence Reference: P5 PE-B3
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. Students write a description of a modified game with illustrations or photos.	
Special Resources: (materials, equipment & community involvement)	
- bats (junior) - balls – variety - bases - T-stand - cones	- quiz sheets - pencils/paper - self-evaluation sheets - checklist for skills
References – Teacher:	References – Student:
<u>Teaching for Outcomes in Elementary Physical Education</u>	N/A
Glossary:	
refer to text	

PHYSICAL EDUCATION

Module Title: TEAM SPORTS (3) (Softball) Time allotted: 5 weeks 2 days	Sequence Reference: P5 PE-B3						
	PHASE A				PHASE B		
	Pr	P1	P2	P3	P4	P5	P6
	☐	☐	☐	☐	☐	☒	☐
Subgoal Emphasis: 1.4, 1.5, 1.7, 1.9 Physical Fitness 2.1 - 2.3 Movement Skills 3.1 - 3.5 Wholesome Attitudes and Behaviour	Content Focus: - Team Sports - Physical Fitness activities						
Curriculum Objectives:				Content Detail:			
At the end of this module, students will: - demonstrate competency in basic skills - demonstrate understanding of playing positions - apply knowledge of rules to the game - demonstrate cooperation with others during participation - shows respect for equipment - knows the value of softball as a life long endeavour - demonstrate respect for the abilities and feelings of others - demonstrate an understanding of the basic rules of the game played in class				As primary 4 - ready position - overhand throw - consistent catching (a) fly ball (b) thrown ball - field (a) ground balls (b) fly balls - striking a ball - applying rules - equipment use - safety - modified games e.g. beat the ball, rounders - pitching accuracy - vocabulary - fielding positions - positive behaviours - sportsmanship			

Module Title: TEAM SPORTS (2) (Netball)	Sequence Reference: P5 PE-B2
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. • Performance assessment by student/teacher • Written skill development report to include netball specifics • Drawing of court and positions • Labelling	
Special Resources: (materials, equipment & community involvement)	
• netballs • netball posts and rings • netball courts • netball bibs • Bermuda Netball Association • videos	
References - Teacher:	References - Student:
• <u>Netball Rules Book</u> • Bermuda Netball Association	• N/A
Glossary:	
• stance • overhand throw • underhand throw • positions	

PHYSICAL EDUCATION

Module Title: TEAM SPORTS (2)
(Netball)

Sequence Reference: P5 PE-B2

Time allotted: 5 weeks 2 days

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

☐

☐

☐

☐

☐

☒

☐

Subgoal Emphasis:

- 1.4, 1.5, 1.7, 1.9 Physical Fitness
- 2.1 - 2.3 Movement Skills
- 3.1 - 3.5 Wholesome Attitudes and Behaviour

Content Focus:

- Team Sports
- Physical Fitness Activities

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- demonstrate dodging skills without contacting another student
- identify and demonstrate the techniques of basic game skills (e.g. throw, catch footwork, dodging and marking)
- demonstrate an understanding of the basic rules of the games played in class
- follow the rules of fair play in games and activities display good sports behaviour by maintaining self-control whether running or moving
- demonstrate respectful behaviour towards others in the group(e.g. speaking, refraining from harmful comments)

- use size 4 netballs to practise the skills of sending and receiving
- game skills: throwing, shooting, catching, pivoting, landing, dodging, marking
- games rules and safety
- communication skills
- player positions and rules
- defending and attacking

Module Title: TEAM SPORTS (1) (Soccer)	Sequence Reference: P5 PE-B1
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. • Pencil & paper test • Project • Teacher evaluation • Reflection writing • Checklist	
Special Resources: (materials, equipment & community involvement)	
• footballs • cones • bibs • field/gym • field markings • videos • checklists • rubrics • portfolios • targets • Bermuda Football Association • local clubs	
References - Teacher:	References - Student:
• <u>Teaching for Outcomes in Elementary Physical Education</u> • Bermuda Football Association • <u>Gym Dandies – Great Activities</u>	• N/A
Glossary:	
• refer to text	

'PHYSICAL EDUCATION

Module Title: TEAM SPORTS (I) (Soccer) Time allotted: 5 weeks 2 days	Sequence Reference: P5 PE-B1						
	PHASE A				PHASE B		
	PS	P1	P2	P3	P4	P5	P6
	☐	☐	☐	☐	☐	☒	☐
Subgoal Emphasis: 1.4, 1.5, 1.7, 1.9 Physical Fitness 2.1 - 2.3 Movement Skills 3.1 - 3.5 Wholesome Attitudes and Behaviour	Content Focus: - Team Sports - Physical Fitness Activities						
Curriculum Objectives:				Content Detail:			
At the end of this module, students will: - demonstrate basic skills with greater speed, accuracy and control - demonstrate ways to avoid or tackle an individual while travelling - demonstrate an understanding of the basic rules of the game - demonstrate ways to trap and pass a ball while travelling - demonstrate throw-in technique - demonstrate the dribbling of a ball while preventing an opponent from stealing the ball - demonstrate cooperation with others to keep the ball away from opponents (defensive/offensive strategies) - demonstrate an understanding of how to correctly perform the basic skills - apply and respect the rules of games and accept officials' decisions - demonstrate respect for opponents and give everyone an equal chance to participate - demonstrate knowledge of player positions and roles on the field - demonstrates acceptance of the skills and abilities of others through verbal and non-verbal behaviour				- target kicking/shooting - dodging - dribbling - passing - tackling - space awareness - basic rules - boundaries - throw-in - heading - player positions and roles - defence/offence roles - goalkeeping			

Module Title: RHYTHMIC ACTIVITIES (2) (Rhythmic Gymnastics)	Sequence Reference: P5 PE-A2
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. - Teacher observation - Rubrics - Reproduce a sequence	
Special Resources: (materials, equipment & community involvement)	
- manipulatives - flash cards - music - Tape/CD player	
References - Teacher:	References - Student:
<u>Ready-to-Use P.E. Activities</u> - Kimbo Educational Catalogue - Bermuda Gymnastics Association	N/A
Glossary:	
refer to text	

PHYSICAL EDUCATION

Module Title: RHYTHMIC ACTIVITIES (2)
(Rhythmic Gymnastics)

Sequence Reference: P5 PE-A2

Time allotted: 2 weeks

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

☐
☐
☐
☐
☐
☒
☐

Subgoal Emphasis:

- 1.4, 1.5, 1.7, 1.9 Physical Fitness
- 2.1 - 2.3 Movement Skills
- 3.1 - 3.5 Wholesome Attitudes and Behaviour

Content Focus:

- Rhythmic Gymnastics
- Physical Fitness Activities

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- demonstrate ways to follow different pathways and directions while moving
- take responsibility for the safety of oneself and others
- demonstrate rhythmic patterns whilst using manipulatives
- be able to create a rhythmic sequence with/without music
- create rhythm patterns with/without a partner and with a group

- move rhythmically with manipulatives: hop, jump, skip, change directions, vary pathways
- music with a different tempo
- rhythmical throwing, rolling, sequence-making, partner work
- partner and group work

Module Title: RHYTHMIC ACTIVITIES (Creative Movement)	Sequence Reference: P5 PE-A1
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. - Students develop moves that fit with the rhythm, music and lyrics. Look for evidence that students are able to: - create a series of movements to form a dance routine, alone or in small groups - perform specific steps of the dance, maintaining rhythm	
Special Resources: (materials, equipment & community involvement)	
- cultural music - Tape/CD player - Tapes/CD's - checklists - observation sheets - names/contact numbers for cultural groups	
References - Teacher:	References - Student:
<u>Teaching Children Dance</u> - Video: <u>"Teaching Children Dance"</u> - Kimbo Educational Catalogue <u>Ready-to-Use P.E. Activities</u> - Local dance teachers	N/A
Glossary:	
refer to text	

PHYSICAL EDUCATION

Module Title: RHYTHMIC ACTIVITIES (1)
(Creative Movement)

Sequence Reference: P5 PE-A1

Time allotted: 2 weeks

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

☐
☐
☐
☐
☐
☒
☐

Subgoal Emphasis:

- 1.4, 1.5, 1.7, 1.9 Physical Fitness
- 2.1 - 2.3 Movement Skills
- 3.1 - 3.5 Wholesome Attitudes and Behaviour

Content Focus:

- Rhythmic Activities
- Physical Fitness Activities

Curriculum Objectives:

At the end of this module, students will:

- demonstrate ways to travel, changing speed and direction in response to a variety of rhythms
- perform simple rhythmic actions to songs
- demonstrate ways to mirror and match the movements of a partner to form sequences and dances
- identify and compare the use of a variety of types of music used in dance and appreciate and respect the place of each

Content Detail:

- listening and moving to a variety of music (e.g. slow, moderate, fast, from different cultures)
- creating a dance of their own interpretation
- performing traditional dances individually, with a partner, or in small groups, using different formations (e.g. square, round, line)
- developing themes through dance

MATERIALS OF INSTRUCTION (Resource Materials)

Bross, Cindy, Fit to Try, Great Activities and Publishing Company, 1993.

Dauer, Victor P., and Robert P. Pangrazi, Dynamic Physical Education for Elementary School Children, Macmillan Publishing Company, 1989.

Landy, Joanne M., and Maxwell J. Parker, Ready-to-use P.E. Activities, Publishing Company, 1993.

Stillwell, Jim, Lois Fahrman, Christian Quentin, Jerry Stockard, Gym Dandies Series, Volume 2, Great Activities Publishing Company, 1988.

Wheeler, Keg. Otto H. Spilker, Physical Education Curriculum Activities Kit For Grade K-6. West Nyack, NY: Parker Publishing Co., 1991.

Whetlon, Pauline, Practical Guide To Physical Education, Scholastic Publishers, 1991.

PHASE B OUTLINE

P4 Module Titles A - E	P5 Modules Titles A - E	P6 Modules Titles A - E
A. Rhythmic Activities 4 - creative movement (A1) - rhythmic gymnastics (A2)	A. Rhythmic Activities 4 - creative movement (A1) - rhythmic gymnastics (A2)	A. Rhythmic Activities 4 - creative movement (A1) - rhythmic gymnastics (A2)
B. Team Sports 17 - concepts (B1) - soccer (B2) - softball (B3) - netball (B4) - cricket (B5) - tag rugby (B6)	B. Team Sports 17 - soccer (B1) - netball (B2) - softball (B3) - tag rugby (B4) - cricket (B5)	B. Team Sports 17 - soccer (B1) - netball (B2) - softball (B3) - tag rugby (B4) - cricket (B5)
C. Aquatics 5 - instructional swimming and safety	C. Aquatics 5 - instructional swimming and safety	C. Aquatics 5 - instructional swimming and safety
D. Individual and Dual Sports 8 - track and field (D1) - cross country (D2) - gymnastic (D3) - jump rope (D4)	D. Individual and Dual Sports 8 - track and field (D1) - cross country (D2) - gymnastic (D3) - jump rope (D4)	D. Individual and Dual Sports 8 - track and field (D1) - cross country (D2) - jump rope (D3) - gymnastics (D4)
E. Fitness (inclusive) - components	E. Fitness (inclusive) - components	E. Fitness (inclusive) - components
Subtotal 34 Optional Weeks 4 Total Weeks 38	Subtotal 34 Optional Weeks 4 Total Weeks 38	Subtotal 34 Optional Weeks 4 Total Weeks 38

Module Title: FITNESS	Sequence Reference: P4 PE-E
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades.	
• Fitness testing • Student demonstration and teacher observation • Teacher questioning	
Special Resources:	
(materials, equipment & community involvement)	
• fitness test • stopwatch • measuring tape	• teacher handbook • healthful living K-12 • North Carolina department of public instruction
References - Teacher:	References - Student:
• <u>Ready-to-Use P.E. Activities</u> • <u>Fit to Try</u> • <u>Dynamic Physical Education for Elementary School Children</u> • <u>Gym Dandies Series, Volume 2</u>	• N/A
Glossary:	
• refer to text	

PHYSICAL EDUCATION

Module Title: FITNESS Time allotted: (inclusive)	Sequence Reference: P4 PE -E						
	PHASE A				PHASE B		
	PS	P1	P2	P3	P4	P5	P6
	☐	☐	☐	☐	☒	☐	☐
Subgoal Emphasis: 1.2 – 1.7 Physical Fitness 2.1 - 2.3 Developing Movement Skills 3.6 Developing Wholesome Attitudes and Behaviour	Content Focus: Physical Fitness Activities						
Curriculum Objectives:				Content Detail:			
At the end of this module, students will: - be able to demonstrate strength and muscular endurance and demonstrate exercises that enhance strength and muscular endurance - be able to recognize two sites on the body to monitor the heart rate and recognize the concept of recovery heart rate - be able to demonstrate knowledge of flexibility and demonstrate exercises that enhance flexibility - be able to demonstrate proper body alignment while performing various exercises and body positions - be able to demonstrate a positive attitude toward regular involvement in fitness activities for self and others - be able to identify fitness components - be able to complete a personal fitness test and achieve fitness scores at an acceptable level				- flexibility exercises focus: - large muscle groups - jump rope - walk/jog - fitness stations - cardiovascular activities - muscular/strength endurance exercises - heart rate assessment			

Module Title: INDIVIDUAL AND DUAL SPORTS (4) (Jump Rope)	Sequence Reference: P4 PE-D4
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. • Skills tests • Sequence performance • Portfolio writing • Teacher evaluation	
Special Resources: (materials, equipment & community involvement)	
• bead ropes • speed ropes • space • long ropes • Bermuda Diabetic Association	
References – Teacher:	References - Student:
• <u>Jump rope for Heart – February</u> • <u>Bermuda Diabetic Association</u> • <u>Ready-to-Use P.E. Activities</u>	
Glossary:	
• refer to text	

PHYSICAL EDUCATION

Module Title: INDIVIDUAL AND DUAL SPORTS (4) (Jump Rope) Time allotted: 2 weeks	Sequence Reference: P4 PE-D4						
	PHASE A				PHASE B		
	PS	P1	P2	P3	P4	P5	P6
Subgoal Emphasis: 1.1, 1.2 Physical Fitness 2.1 – 2.5 Movement Skills	Content Focus: - Individual and Dual Sports - Physical Fitness Activities						
Curriculum Objectives:				Content Detail:			
At the end of this module, students will: - demonstrate understanding that skill development requires practice - create a sequence using a variety of rope swings and jumps - demonstrate knowledge of and perform a variety of single role skills - demonstrate knowledge of and perform the continuous turning of a long rope with a partner - demonstrate the ability to enter and exit a moving long rope - demonstrate understanding of rope jumping as a fitness activity that can develop cardio respiratory fitness, muscular strength and endurance - demonstrate respect for the abilities and feelings of others				- single rope skills - hop, skip, jump, skier, crouch - forward, backward - fast, flow - partner rope jumping - long rope turning - long rope entry and exit - monitor heart rate before, during and after activity - discuss agility, aerobic endurance and leg strength - identify interpersonal behaviours that create a positive attitude towards others			

Module Title: INDIVIDUAL AND DUAL SPORTS (3) (Gymnastics)	Sequence Reference: P4 PE-D3
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. • Participation checklist • Enjoyment checklist • Rubrics • Discussions	
Special Resources: (materials, equipment & community involvement)	
• mats • springboard • hoops • benches • gymnasium	
References - Teacher:	References - Student:
• <u>Ready-to-Use P.E. Activities</u> • level 1-6 gymnastics • National Coaches	• video tapes
Glossary:	
• refer to text	

PHYSICAL EDUCATION

Module Title: INDIVIDUAL AND DUAL SPORTS (3) (Gymnastics) Time allotted:	Sequence Reference: P4 PE-D3						
	PHASE A				PHASE B		
	PS	P1	P2	P3	P4	P5	P6
Subgoal Emphasis: 1.1, 1.2 Physical Fitness 2.1 – 2.5 Movement Skills	Content Focus: - Individual and Dual Sports - Physical Fitness Activities						
Curriculum Objectives: At the end of this module, students will: - demonstrate an understanding of safety rules specific to a gymnastic environment - demonstrate a willingness to take turns on equipment - experience and perform a variety of rolls (e.g. log, shoulder, forward) - perform a variety of sequences - demonstrate ways to jump and land using a variety of take-off and landing patterns (e.g. two feet to two feet, one foot to two feet)				Content Detail: - discuss safety procedures - warm-up and cool down activities - rolls (e.g. log, shoulder) - forward roll positions - forward roll sequences - lead-ups to back rolls - springing and landing - falls and landing - sequence building			

PHYSICAL EDUCATION

Module Title: INDIVIDUAL AND DUAL SPORTS (2)
(Cross-Country)

Sequence Reference: P4 PE-D2

Time allotted: 2 weeks

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

☐
☐
☐
☐
☒
☐
☐

Subgoal Emphasis:

- 1.1, 1.2 Physical Fitness
- 2.1 – 2.5 Movement Skills

Content Focus:

- Individual and Dual Sports
- Physical Fitness Activities

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- engage in moderate and vigorous physical activity
- knows that being active is important for the body
- develop awareness of changes in the heart rate and breathing during participation in physical activity
- demonstrates how to monitor heart rate
- demonstrate respect for ability and feelings of others

- walking, jogging, running technique
- warm up routines
- cool down activities
- listen and feel heart beat before and after activity
- fun runs e.g. straw walk using incentives
- talk about feelings
- physiological changes

Module Title: INDIVIDUAL AND DUAL SPORTS (2) (Cross-Country)	Sequence Reference: P4 PE-D2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• partner walk/run • imitation • demonstration – peer, teacher, expert • group work • circuits • fun runs • “treasure” hunts • observation	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • give examples of activities that make the heart stronger • draw a picture showing your feelings during the activity • discuss why the heart beats faster • portfolio • recorded distances • recorded times • teacher observation

Module Title: INDIVIDUAL AND DUAL SPORTS (1) (Track and Field)	Sequence Reference: P4 PE-D1
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. • Performance test • Teacher assessment • Rubric • Skills test	
Special Resources: (materials, equipment & community involvement)	
• high jump poles • high jump bar • high jump mat • long jump pit/board • lanes	• batons • video recorder
References - Teacher:	References - Student:
• <u>Ready-to-Use P.E. Activities</u>	• N/A
Glossary:	
• refer to text	

PHYSICAL EDUCATION

Module Title: INDIVIDUAL AND DUAL SPORTS (1)
(Track and Field)

Sequence Reference: P4 PE-D1

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 2 weeks

Subgoal Emphasis:

- 1.1, 1.2 Physical Fitness
- 2.1 – 2.5 Movement Skills

Content Focus:

- Individual and Dual Sports
- Physical Fitness Activities

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- demonstrate an overhand throw to cover distance
- explain and demonstrate good sprint running technique
- explain and demonstrate the starting positions for sprints (standing, kneeling)
- demonstrate good finishing technique
- demonstrate baton exchange technique
- explain and demonstrate the running long jump technique and components
- demonstrate scissors and flop-style high jumping
- explain and demonstrate event specific warm-up activities

- shoulder throw
 - body position
 - run-up
 - footwork
- running form
 - acceleration
- sprint starts-crouch-standing
- sprint finish
- baton exchanging
- lane running
- running long jump
 - approach
 - take-off
 - flight
 - landing
- scissors high jump
- flop-style high jump
- warm-up activities

Module Title: AQUATICS (Instructional Swimming and Safety)	Sequence Reference: P4 PE-C
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. • Student constructs a safety booklet using pictures and simple sentences (cross-curriculum activity) • Student swims 10 metres demonstrating correct use of arms and legs for propulsion	
Special Resources: (materials, equipment & community involvement)	
• deeper water or pool • kickboards • floatation devices • teacher qualified in life-saving NB 15 students per qualified “swim” teacher	
References - Teacher:	References - Student:
• <u>Water Safety</u> Water Safety Council Book:	• <u>Water Safety</u>
Glossary:	
• prone • supine • scissor action	

PHYSICAL EDUCATION

Module Title: AQUATICS (Instructional Swimming and Safety) Time allotted: 5 weeks	Sequence Reference: P4 PE-C						
	PHASE A				PHASE B		
	PS	P1	P2	P3	P4	P5	P6
Subgoal Emphasis: 1.6 Physical Fitness 2.1 - 2.5 Movement Skills	Content Focus: - Aquatic Activities - Physical Fitness Activities						
Curriculum Objectives:				Content Detail:			
At the end of this module, students will: - execute a beginner form of various swim strokes on front and back - learn about safe/unsafe places to swim in their parish in order to develop correct attitudes about personal safety				- safety at the beach - safety at a dock (boating) - safety at a pool - body position for front crawl, back crawl, breaststroke - propulsion and coordination for each stroke - breathing technique for each stroke			

Module Title: TEAM SPORTS (6) (Tag Rugby)	Sequence Reference: P4 PE-B6
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades.	
Student's participation in a tag rugby game/tournament. Performance is compared to established criteria	
Special Resources: (materials, equipment & community involvement)	
- tag belts - tag video - rugby balls - cones - area of play e.g. badminton court, field, grids	
References - Teacher:	References - Student:
<u>Tag Rugby in Schools RFU Youth Development</u> <u>Teaching for Outcomes in Elementary P.E.</u>	<u>Tag Rugby</u>
Glossary:	
- forward pass - penalty - knock-on - offside - free pass - tags (tackles) - advantage - out-of-play	

PHYSICAL EDUCATION

Module Title: TEAM SPORTS (6) (Tag Rugby) Time allotted: 2 weeks	Sequence Reference: P4 PE-B6						
	PHASE A				PHASE B		
	PS	P1	P2	P3	P4	P5	P6
Subgoal Emphasis: 1.1 Physical Fitness 2.1 - 2.5 Movement Skills 3.1 - 3.6 Wholesome Attitudes and Behaviour	Content Focus: - Team Sports - Physical Fitness Activities						
	☐	☐	☐	☐	☒	☐	☐
Curriculum Objectives:				Content Detail:			
At the end of this module, students will: - demonstrate an understanding of the different roles in tag rugby - recognise the importance of co-operation in attack and defence situations - demonstrate dodging skills to catch and throw in a small group - demonstrate and promote fair play				- tag games e.g. "Cat and Mouse", "Crows and Cranes" - ball handling – throw – catch - moving with the ball - small groups' work - passing – direction - methods of scoring - method of tagging - safety e.g. no kicking, no contact, no diving on ball - vocabulary and rules <u>optional</u> content - Line out - Scrum - Mini maul			

Module Title: TEAM SPORTS (5) (cricket)	Sequence Reference: P4 PE-B5
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. - pencil and paper tests - quiz - portfolio - teacher evaluation	
Special Resources: (materials, equipment & community involvement)	
- bats - rubber balls - helmets - pads - gloves - wickets - cones - local clubs - BCBC	
References - Teacher:	References - Student:
Cricket Coach's Manual - NCCI	N/A
Glossary:	
refer to text	

PHYSICAL EDUCATION

Module Title: TEAM SPORTS (5)
(Cricket)

Sequence Reference: P4 PE-B5

Time allotted: 3 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Subgoal Emphasis:

- 1.1 Physical Fitness
- 2.1 - 2.5 Movement Skills
- 3.1 - 3.6 Wholesome Attitudes and Behaviour

Content Focus:

- Team Sports
- Physical Fitness Activities

Curriculum Objectives:

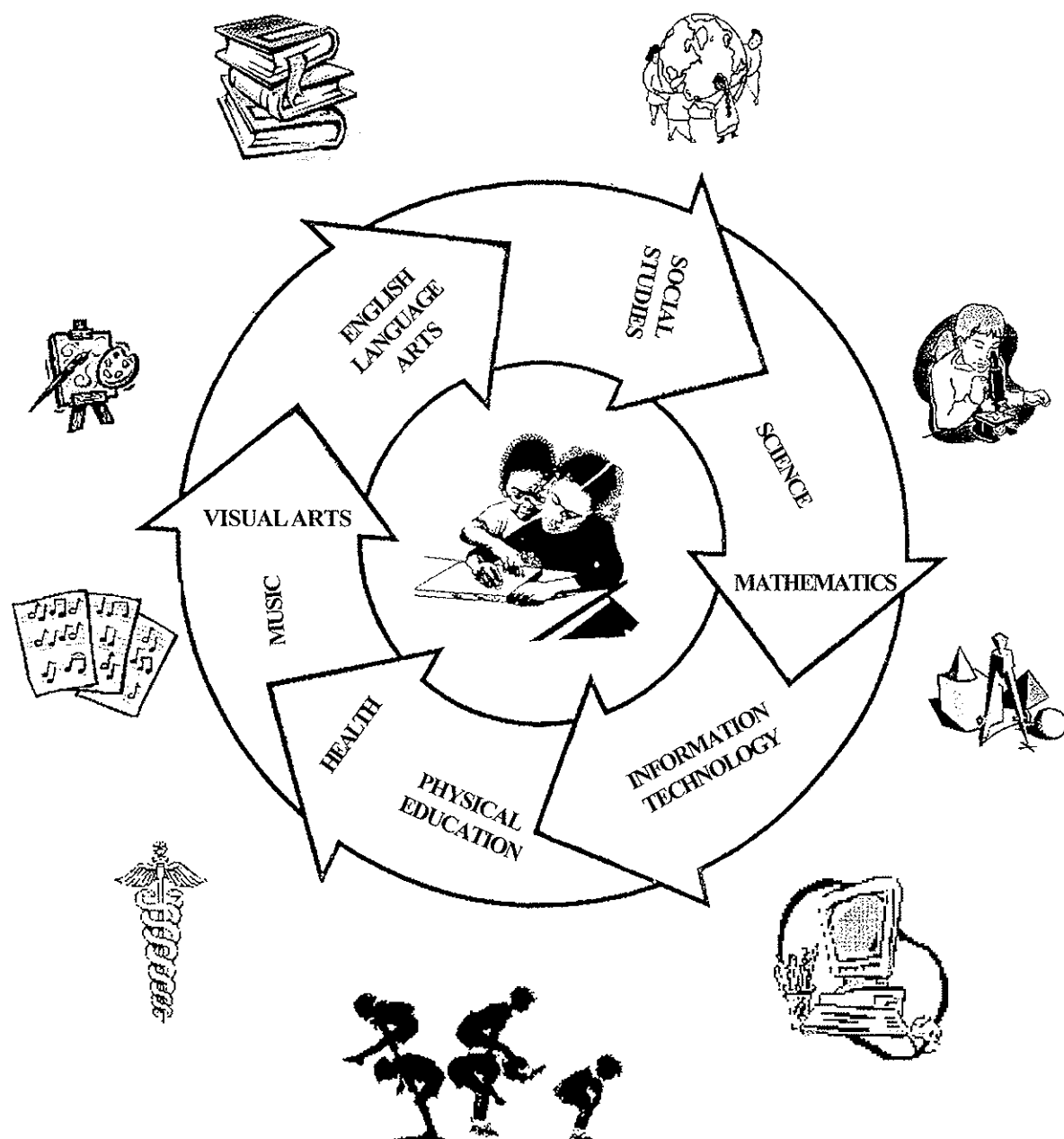
At the end of this module, students will:

- demonstrate correct catching techniques
- demonstrate correct throwing techniques
- demonstrate correct fielding techniques
- demonstrate basic wicket keeping techniques
- demonstrate basic bowling technique
- demonstrate basic batting technique
- demonstrate and explain basic rules of the game
- demonstrate respect for others
- demonstrate proper use of equipment and safety rules

Content Detail:

- catching – above and below the chest
 - on the move
 - close
 - distant
- throwing - underarm
 - over arm
 - target
- fielding – stopping with two hands
 - stopping with one hand
 - body position
 - chasing/running to the ball
 - pick up
- wicket keep – posture/stance
 - catch with gloves
- bowling – over arm
 - standing
 - hand position
 - with run-up
 - length
 - target
 - follow thru
- batting – stance
 - running with bat
 - grip
 - stroke
 - basic footwork
- rules – basic rules
- sportsmanship - respect

Module Title: TEAM SPORTS (4) (Netball)	Sequence Reference: P4 PE-B4
Summative Assessment:	
Assessments given at the end of a module where the data is used to generate grades. Skills test e.g. quizzes, self assessment, monthly/end of term reviews, student reports to family (see Appendix)	
Special Resources: (materials, equipment & community involvement)	
- video - balls - scarves - cones - parachute - Bermuda Netball Association - cassette/CD player - log book	
References - Teacher:	References - Student:
<u>Teaching for Outcomes in Elementary P.E.</u> <u>Great Activities Newspaper</u> - Bermuda Netball Association	N/A
Glossary:	
refer to text	



Module E

Module Title: FITNESS (Fundamental Concepts)	Sequence Reference: P5 PE-E
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• teacher coaching • peer coaching • teacher demonstration • video use • student-led exercises	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • fitness test • peer evaluation • teacher evaluation • checklists • rubrics • paper and pencil test • performance testing

Physical Education - P6

Level Code: P6 PE



MINISTRY OF EDUCATION

Bermuda
2001

**PRIMARY SCHOOL
PHASE B OVERVIEW**

Subject Title: Physical Education

Subject Code: P6 PE

Time Allotted: 120 min/wk

RATIONALE

Physical Education at the pre-school and primary school level is designed to develop the whole child and assist the development of physical wellbeing. The programme is outcome-based to help students gain knowledge and understanding of lifelong physical fitness, movement competencies. Emphasis is placed on wholesome attitudes and behaviours.

The instructional programme allows for the developmental needs of each child. Their natural enthusiasm and energy is channelled through a wide range of developmentally appropriate skills in aquatics, fundamental movement, individual, dual and team sport, rhythmic and fitness activities. Safety practices are taught. The activities are teacher and/or student directed. Movement exploration, problem solving and critical thinking skills are encouraged. Each student develops self-confidence and self-reliance from achieving the feeling of success. An appreciation for movement is acquired. Recognition of social and cultural differences is learned.

PRIMARY SIX (P6) REQUIREMENTS

The requirements for this level are as follows:

• Performance Assessment - Participation 10% - Attendance - Punctuality - Appropriate Dress - Hygiene - Effort - Attitude Development 10% - Fitness - Movement - Self-concept - Acceptable Behaviour - Self-directing - Appreciating Differences - Skill Development (fitness & movement) 60% - Achievement - Improvement	80%
• Product Assessment	N/A
• Written Assessment - Knowledge - Written Assignments - Homework, Class work - Tests/Quizzes - Projects - Safety Procedures	20%
Total	100%

PRIMARY SCHOOL

check one: PS ☐ P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☒

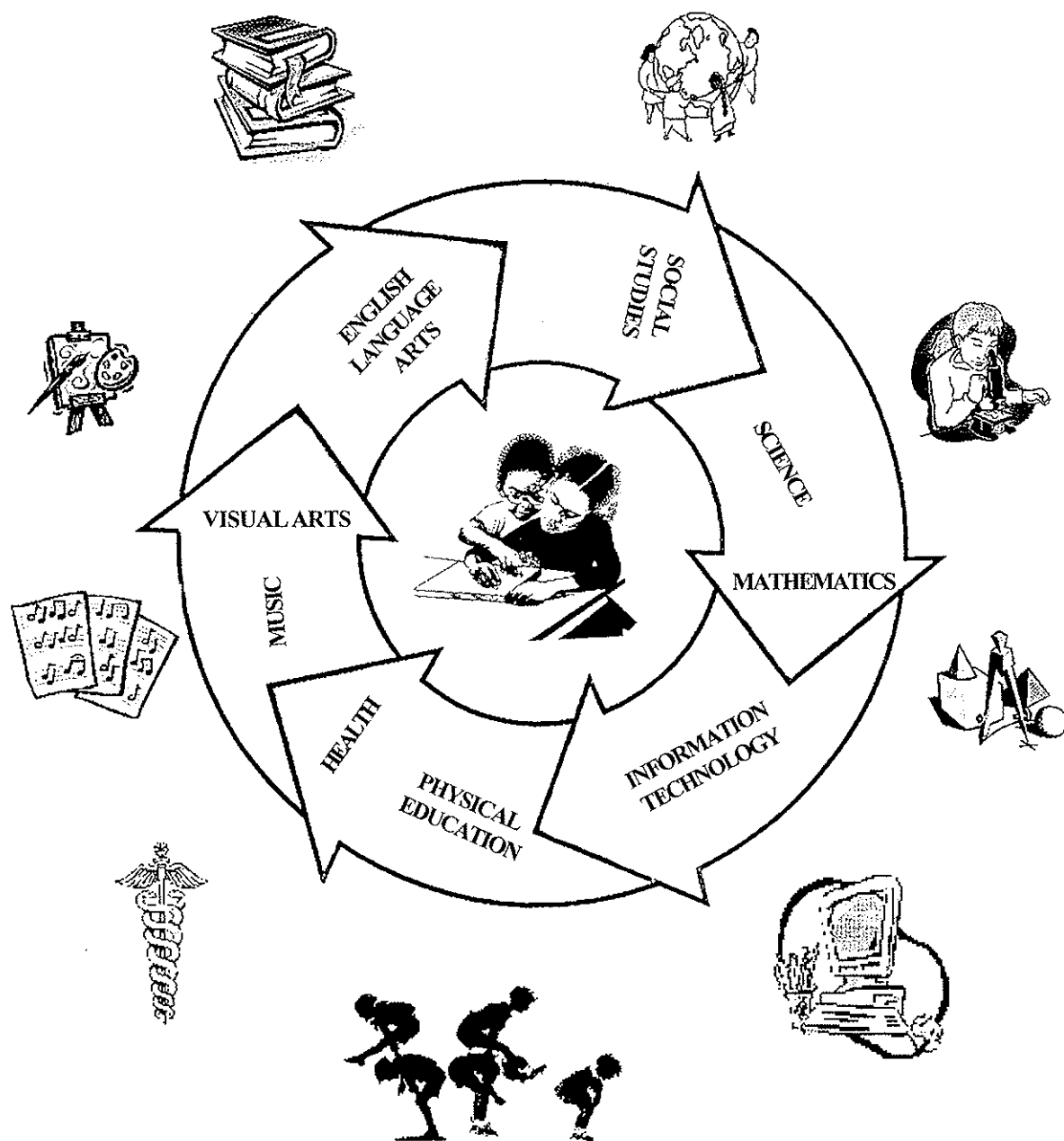
Physical Education

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
1	Developing Physical Fitness	1.1	Level of fitness					
		1.2	Assess personal fitness					
		1.3	Personal fitness plan					
		1.4	Demonstrate proper posture	x	x	x	x	x
		1.5	Positive principle	x	x	x	x	x
		1.6	Fitness principle					x
		1.7	Goal setting	x	x	x	x	x
		1.8	Appreciate lifelong fitness					
		1.9	Manage success	x	x	x	x	x
2	Developing Movement Skills	2.1	Perform activities	x	x	x	x	x
		2.2	Efficient movement	x	x	x	x	x
		2.3	Appreciate efficient movement	x	x	x	x	x
		2.4	Movement knowledge	x	x	x	x	x
		2.5	Leisure time					
3	Developing Wholesome Attitudes And Behaviours	3.1	Positive self concept	x	x	x	x	x
		3.2	Appropriate behaviours	x	x	x	x	x
		3.3	Self directions	x	x	x	x	x
		3.4	Appreciate differences	x	x	x	x	x
		3.5	Interpersonal communication	x	x	x	x	x
		3.6	Physical education career					
CONTENT STRUCTURE		Aquatic Activities				x		
		Individual and Dual Sports					x	
		Team Sports			x			
		Fundamental Movement Activities						
		Rhythmic Activities		x				
		Recreational Activities						
		Physical Fitness Activities		x	x	x	x	x
		MODULES		A	B	C	D	E

MODULE KEY

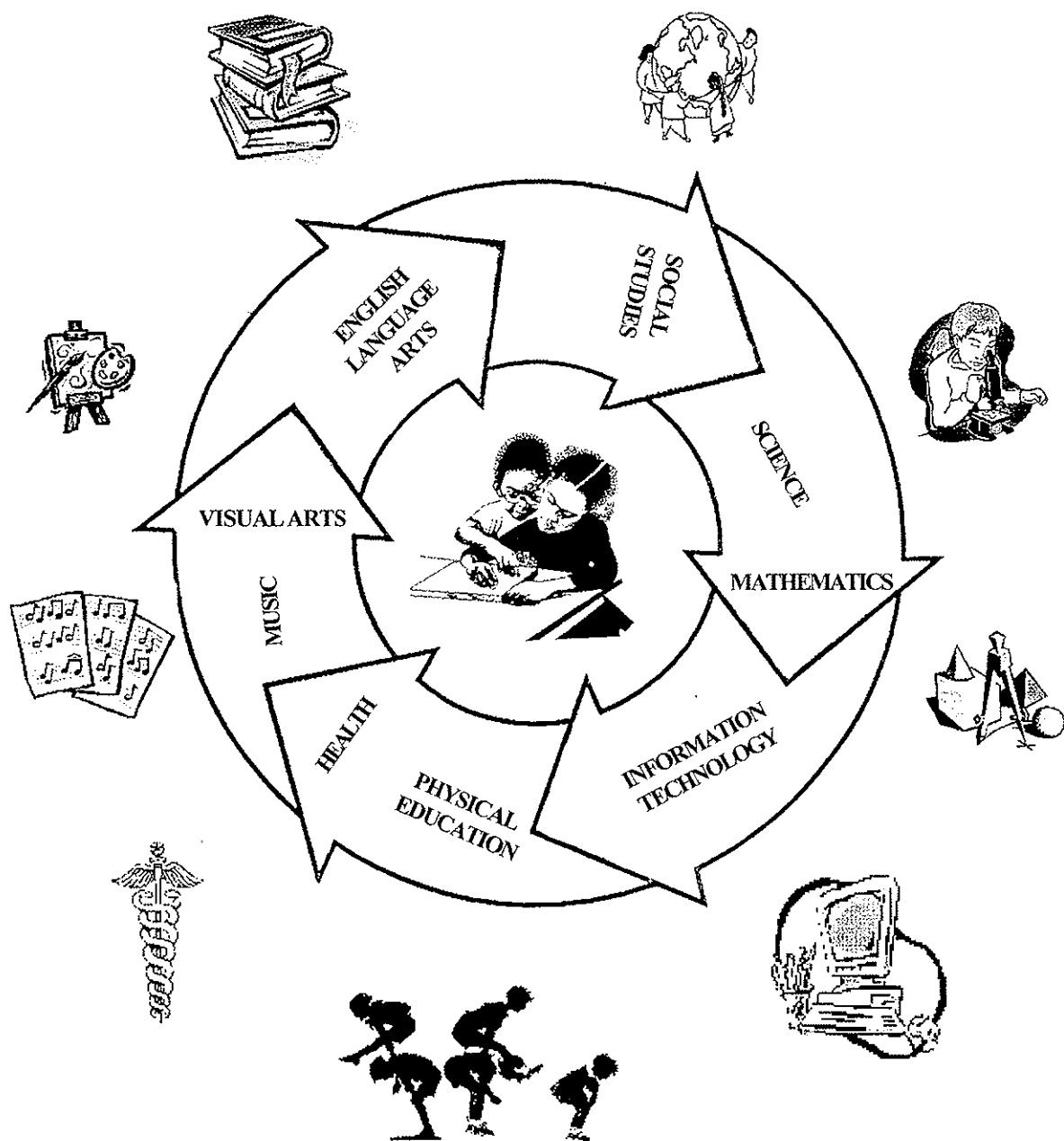
A - Rhythmic Activities
B - Team Sports
C - Aquatics

D - Individual and Dual Sports
E - Fitness



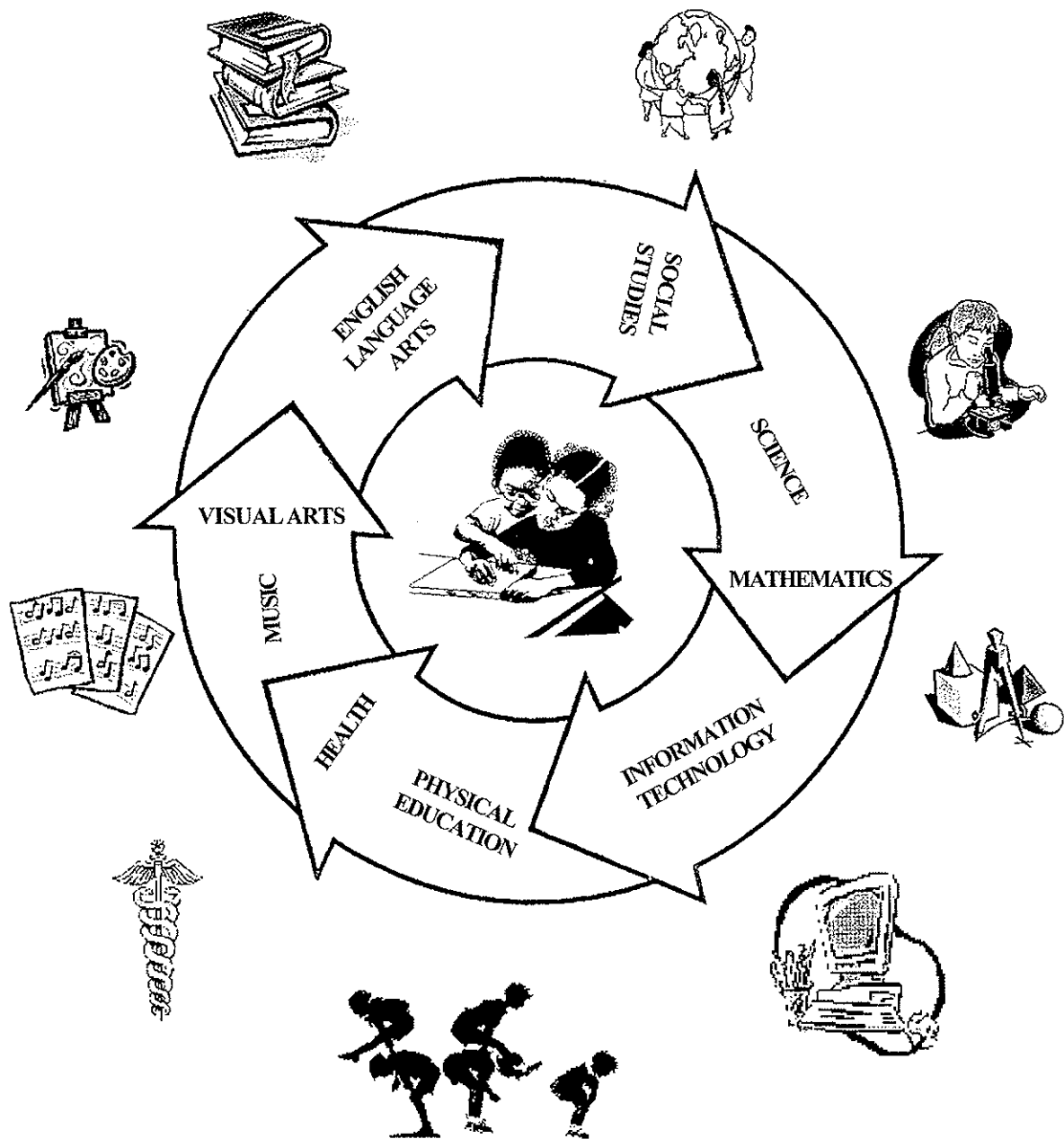
Module A1

Module Title: RHYTHMIC ACTIVITIES (1) (Rhythmic Gymnastics)	Sequence Reference: P6 PE-A1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• teacher guidance • peer observation • peer coaching • focus on manipulative skills • create routines individually or with partners (with music or without) • investigate ways to use manipulatives	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • students working in groups create and teach a routine to others • student feedback • journal writing



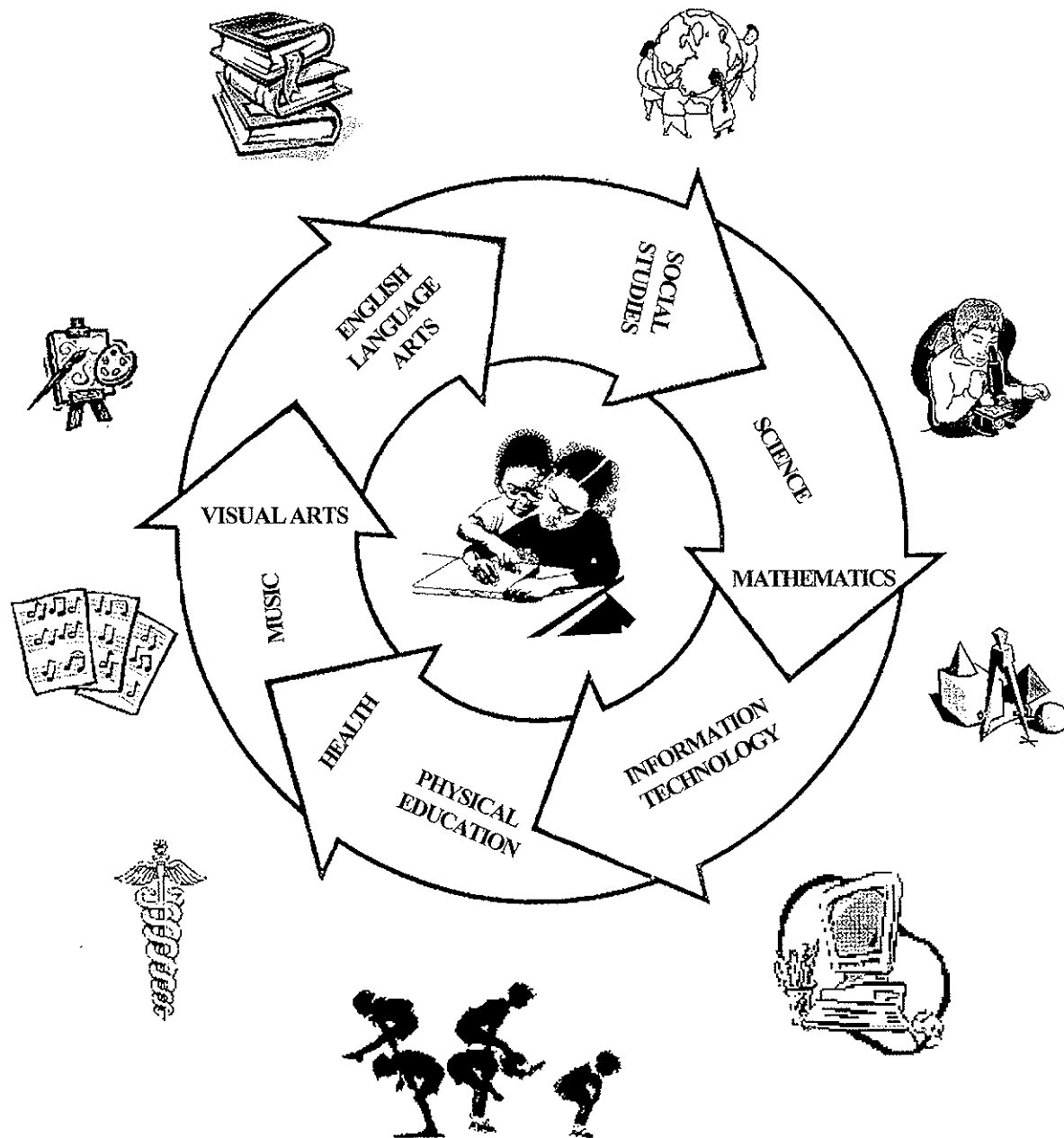
Module A2

Module Title: RHYTHMIC ACTIVITIES (2) (Creative Movement)	Sequence Reference: P6 PE-A2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• invite performers to present various dances (e.g. step, hip-hop, line) • practise a specific dance and present it to a school assembly, P.T.A. • include dance as part of a Bermuda day school presentation • make use of local Folk groups	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • look for evidence that students are able to: - change direction without interruption in rhythm or footwork - perform a dance sequence with a group - use changes of levels and directions • engage students in developing criteria for a dance routine presentation, notice and provide positive feedback on - the number of different steps - the difficulty of the steps - the extent to which the students develop moves that fit with the rhythm, music/lyrics • evaluation of social and emotional behaviour



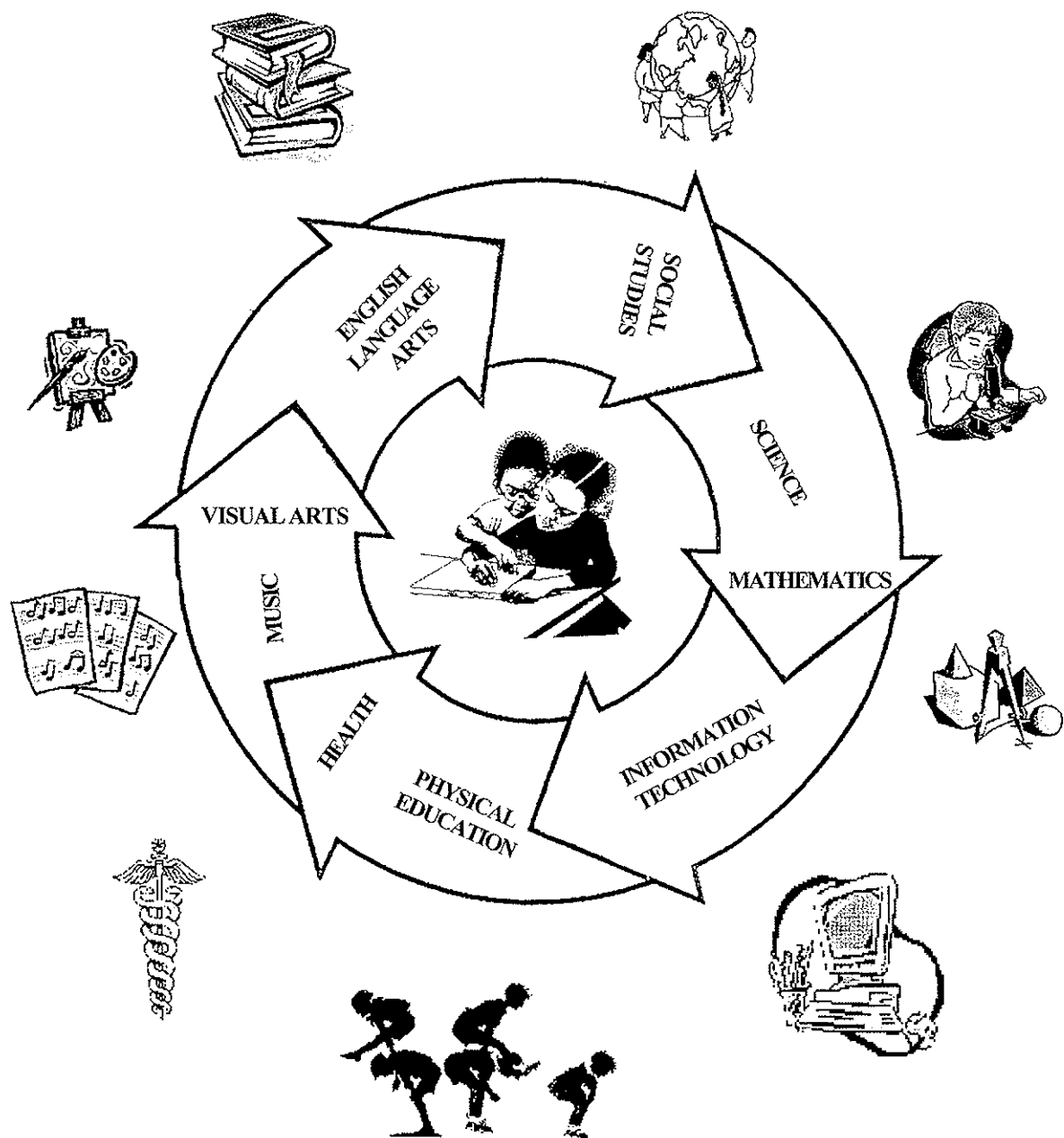
Module B1

Module Title: TEAM SPORTS (1) (Soccer)	Sequence Reference: P6 PE-B1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• individual, partner • small group activities • drills • modified games • small sided games • 1v1, 2v1, 2v2 games • tag games • discussions • video critiquing • written assignments • peer coaching • demonstration • 9 a side game	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • skills checklist • teacher observation • rubrics • verbal questioning • quizzes • portfolio writing • worksheets • personal logs • peer assessment



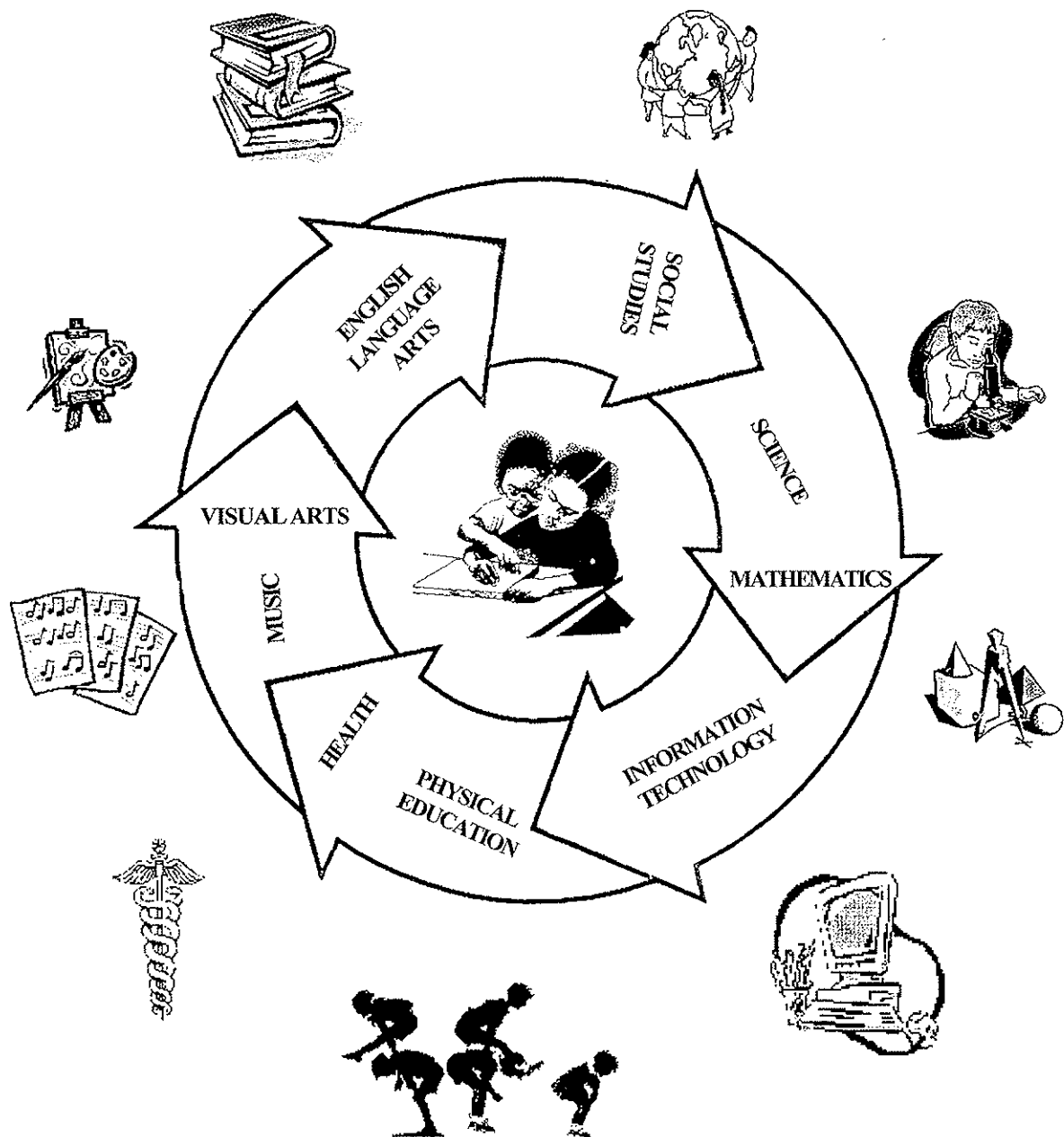
Module B2

Module Title: TEAM SPORTS (2) (Netball)	Sequence Reference: P6 PE-B2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• play a variety of small games • practice a variety of ways of sending, receiving and travelling with a partner or group • full court games • observe and discuss games • demonstrations by peer, teacher, professional • peer coaching • drills • relay activities	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • peer assessment: giving constructive comments on others work (oral or written) • critique an observed netball game • chart affective behaviour • quizzes



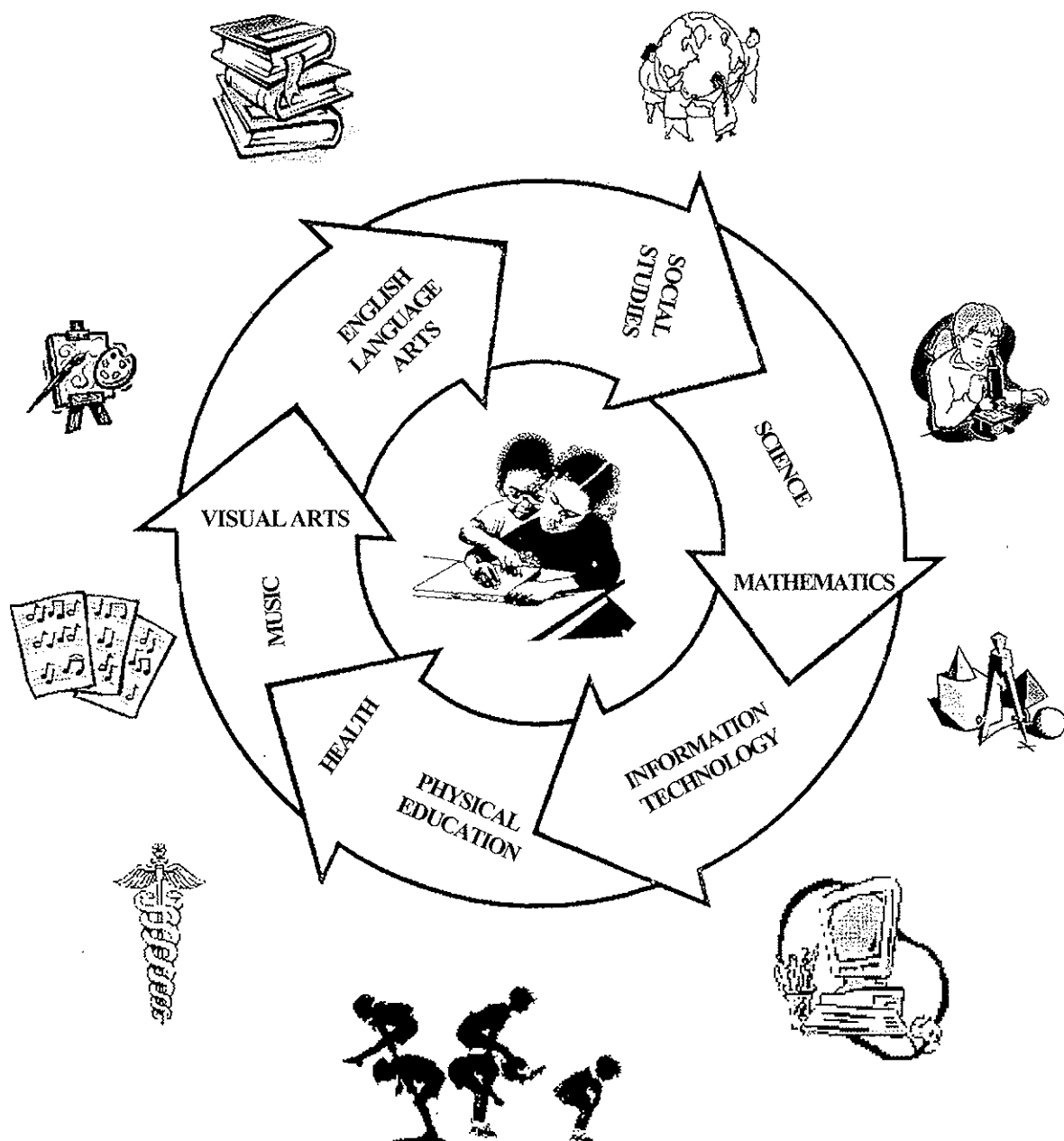
Module B3

Module Title: TEAM SPORTS (3) (Softball)	Sequence Reference: P6 PE-B3
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• demonstrations • imitation of peer/teacher • individual correction pairs • small group work • whole class instructions • quizzes (Q & A) • discussions • T-ball • beat-the-ball • other games	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • observation sheets • goal setting sheet • checklists of basic skill • assess use of descriptive language to explain rules, purpose, procedures for softball



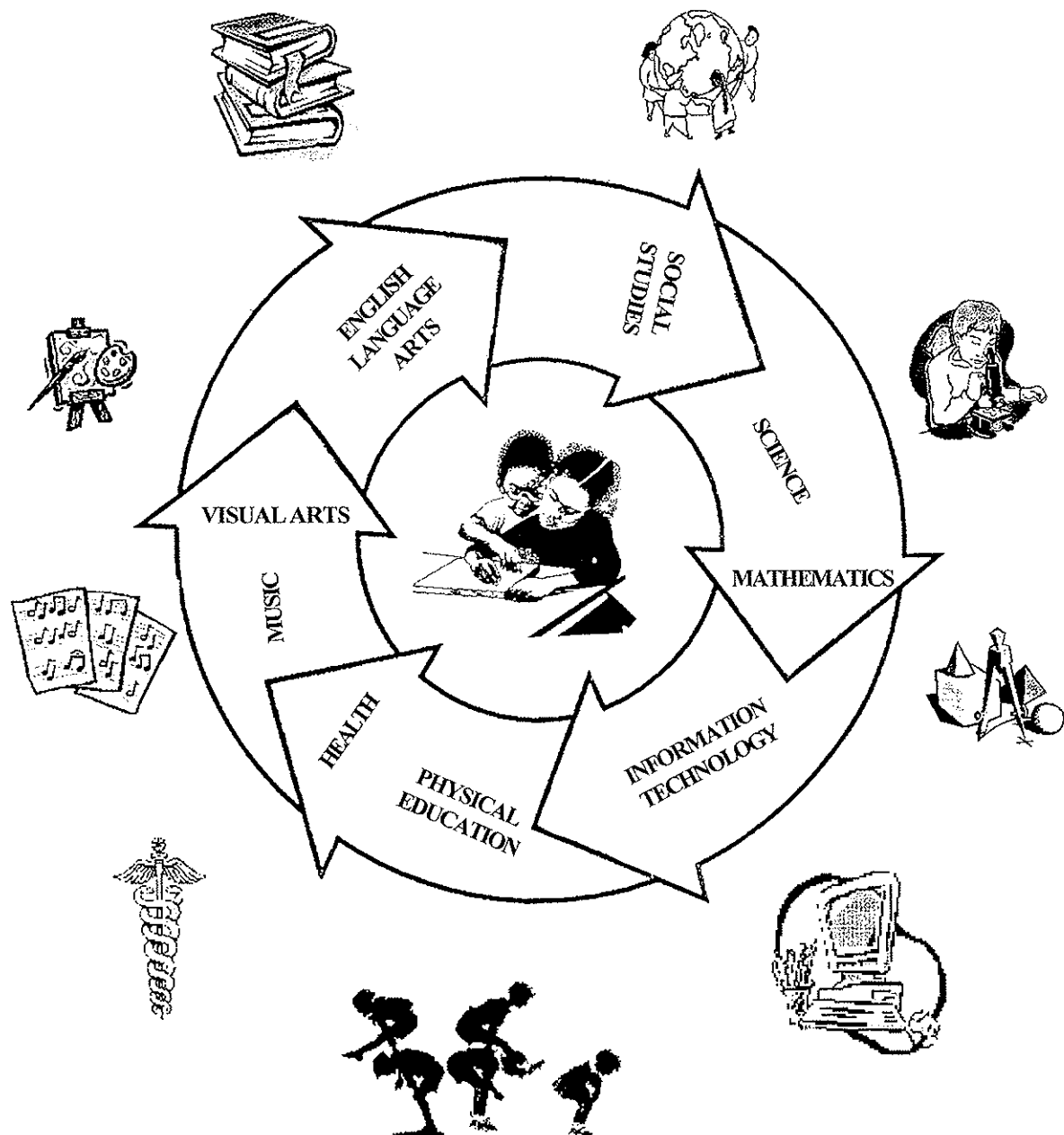
Module B4

Module Title: TEAM SPORTS (4) (Tag Rugby)	Sequence Reference: P6 PE-B4
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• work in pairs to improve skill level • work in small groups 2v2, 4v4, 6v6 to improve defense/attack strategy • coaching game/individuals • set critical thinking problem-solving tasks/situations • question and answer	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • research of history of rugby football • observation based on skill criteria • self-reflection – log/chart e.g. I plan to improve my performance in the following ways I learned to . . . • skill assessment chart



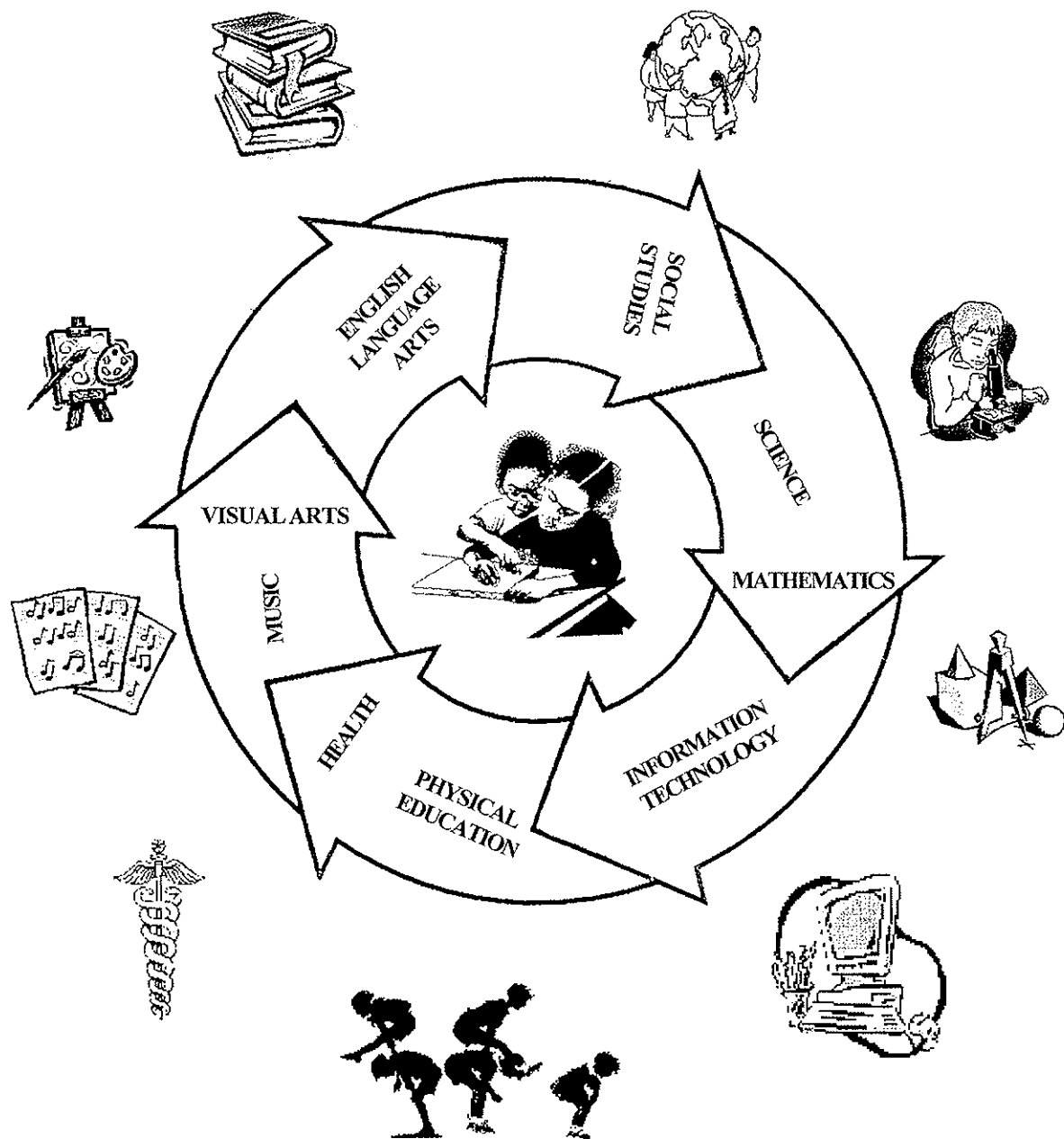
Module B5

Module Title: TEAM SPORTS (5) (Cricket)	Sequence Reference: P6 PE-B5
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• peer coaching • demonstration • drills • individual/partner/group activities • video critiquing	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • checklists • peer/teacher assessment • skill tests • quizzes • portfolio



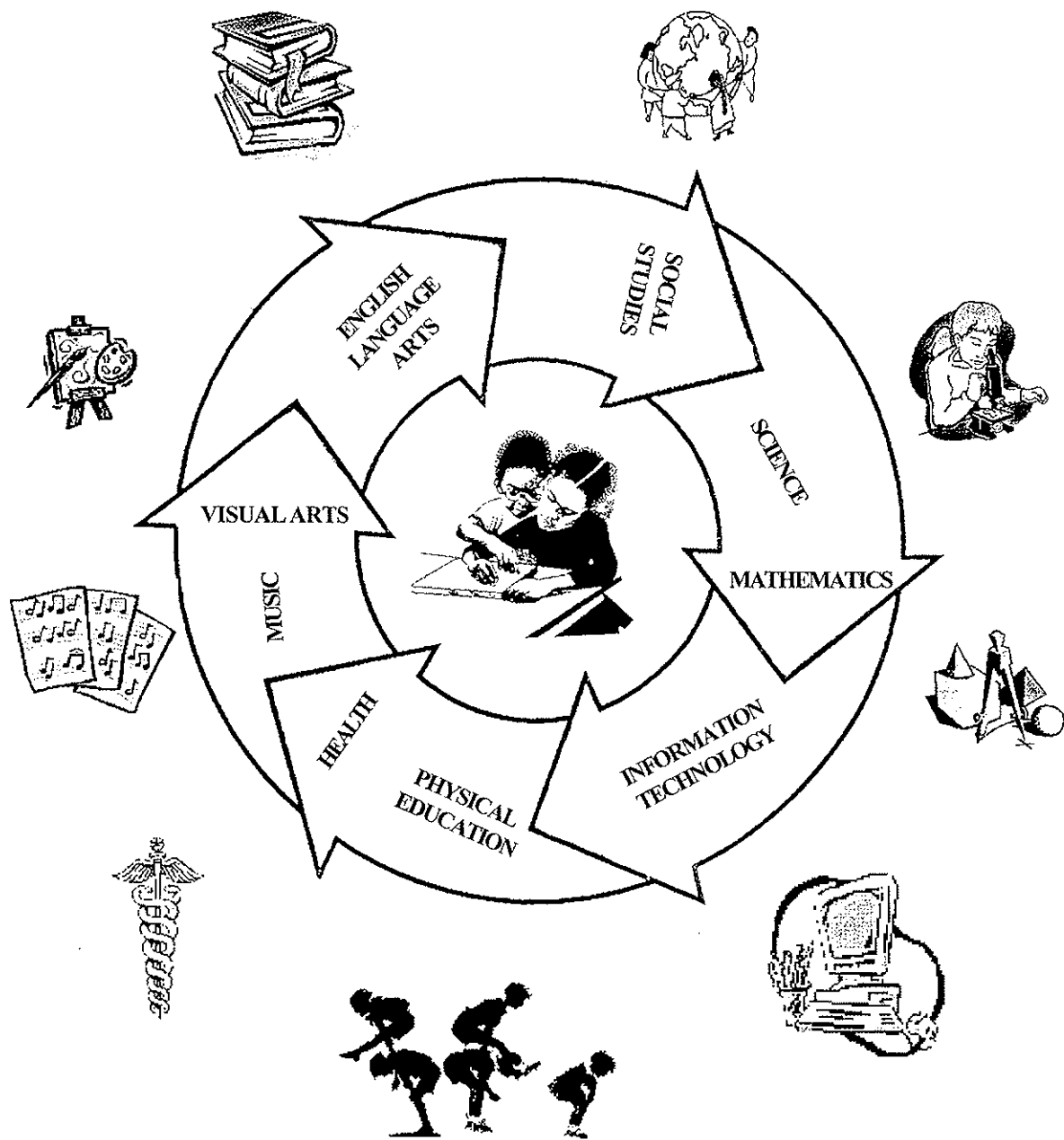
Module C

Module Title: AQUATICS (Instructional Swimming and Safety)	Sequence Reference: P6 PE-C
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• swim in waves • ability groups • whole class instruction • audio/video instruction • photographs • individual instruction	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • informal and formal methods: - observation - student interviews - practical test and rewards - student self-evaluation (e.g. speed and distance based) • student project



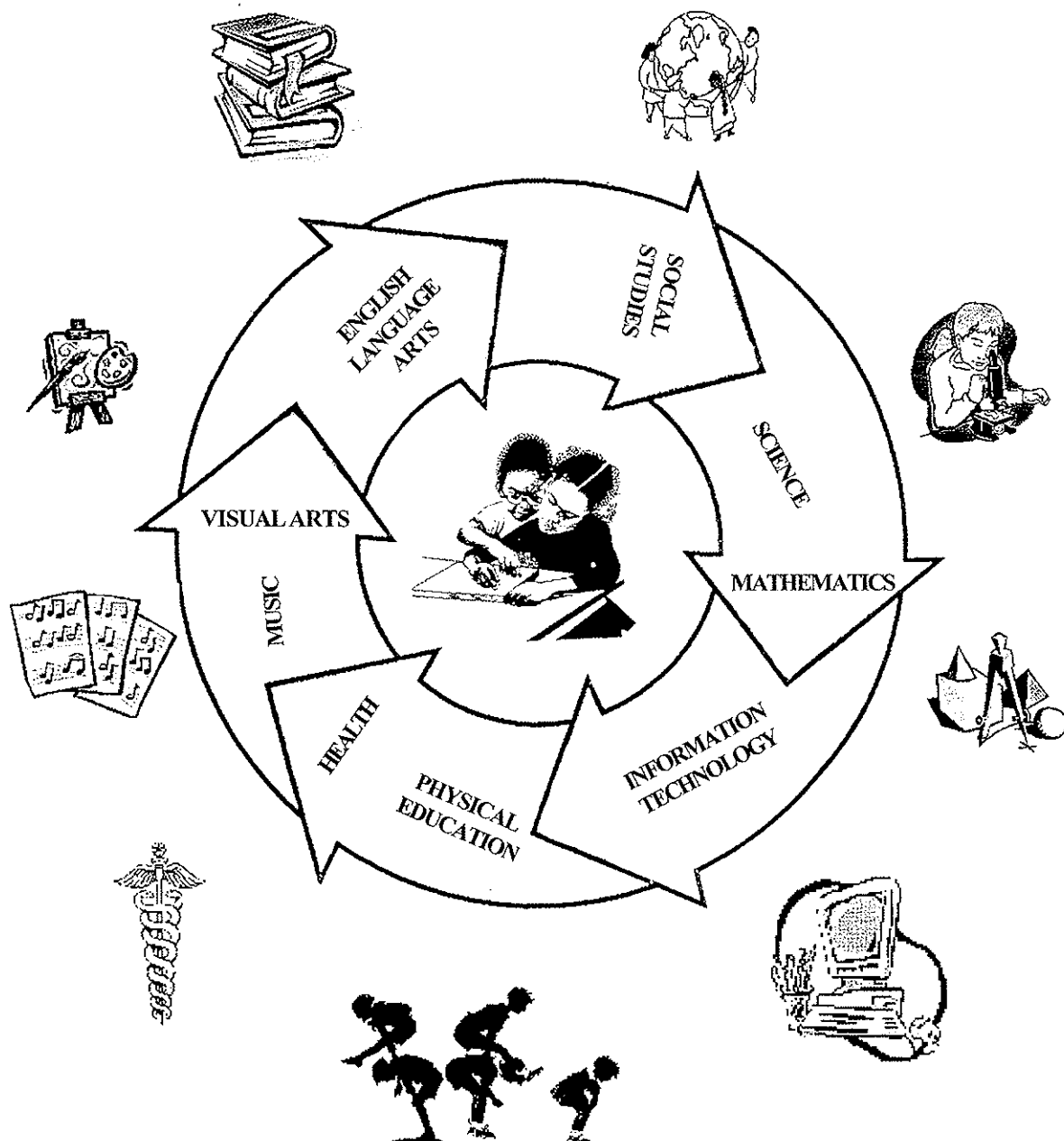
Module D1

Module Title: INDIVIDUAL AND DUAL SPORTS (1) (Track and Field)	Sequence Reference: P6 PE-D1
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• drills • individual, partner • group activities • relays • teacher demo • peer coaching • video taping/critiquing • checklists	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • checklist • peer assessment • teacher observation • questionnaires • rubrics • skills test



Module D2

Module Title: INDIVIDUAL AND DUAL SPORTS (2) (Cross-Country)	Sequence Reference: P6 PE-D2
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• group runs • discussion • demonstrations • peer coaching • individual/self evaluation using rubrics • IT programme • use of instruction cassettes (beep test) • fun runs with incentives e.g. pop sickle sticks • fun across Bermuda • team runs	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • “beep” run • mile test • step/bench test • question and answers • write to show how cross-country can help physical fitness • jogging rubric and criteria (Nova Scotia curriculum) • set goals, in a journal to improve physical fitness • written work about the Bermuda marathon • completion of map distances • evidence of improved recovery heart rate (logs)



Module D3

Module Title: INDIVIDUAL AND DUAL SPORTS (3)
(Jump Rope)

Sequence Reference: P6 PE-D3

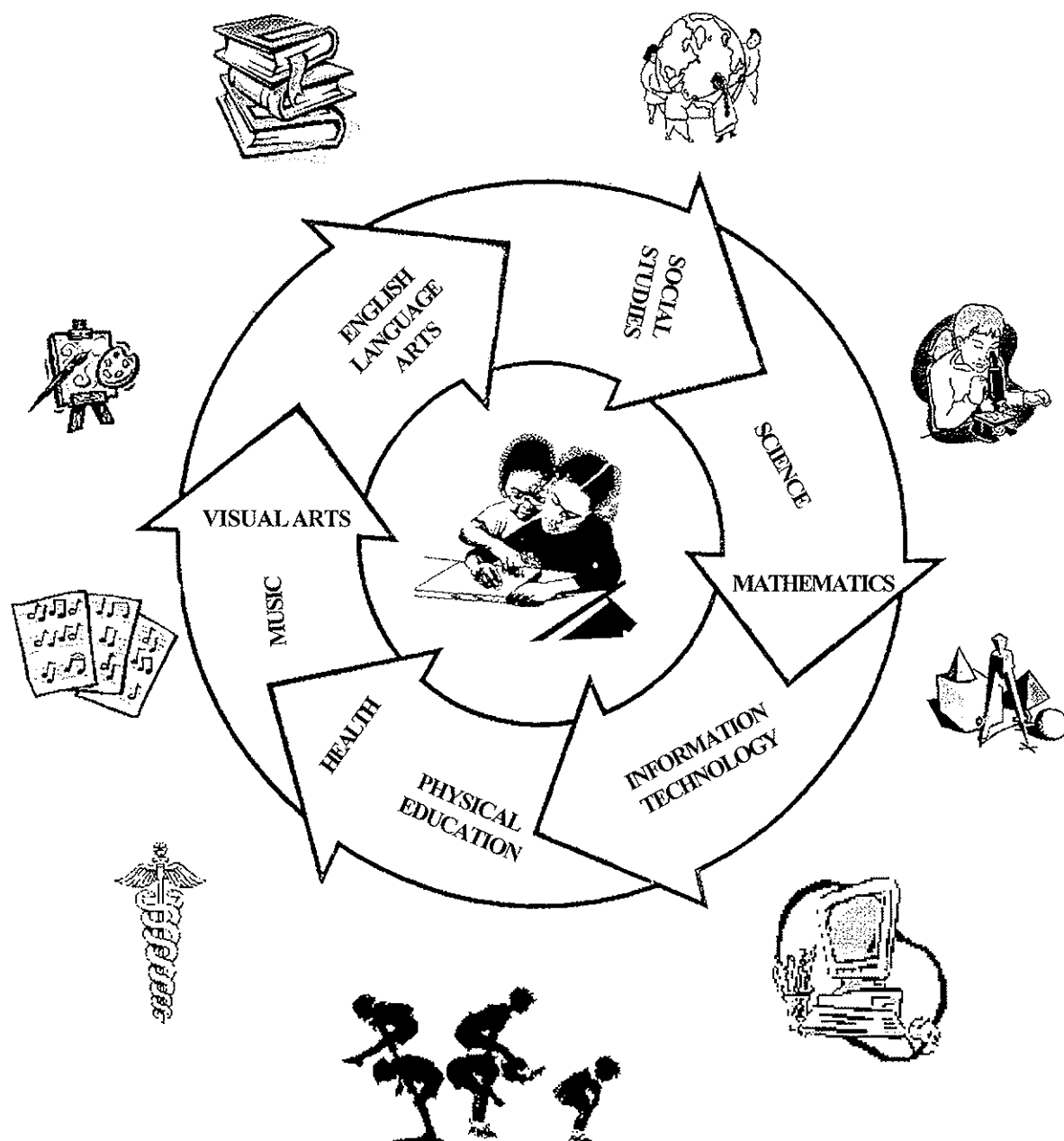
**Recommended
Instructional Strategies:**

- individual and partner
- activities/practice
- drills
- peer coaching
- stations
- demonstration
 - peer
 - teacher
 - professional
- group work
- video critiquing
- challenges
- rhythmic jumping
 - music
 - rhymes

**Recommended Formative
Assessment Strategies:**

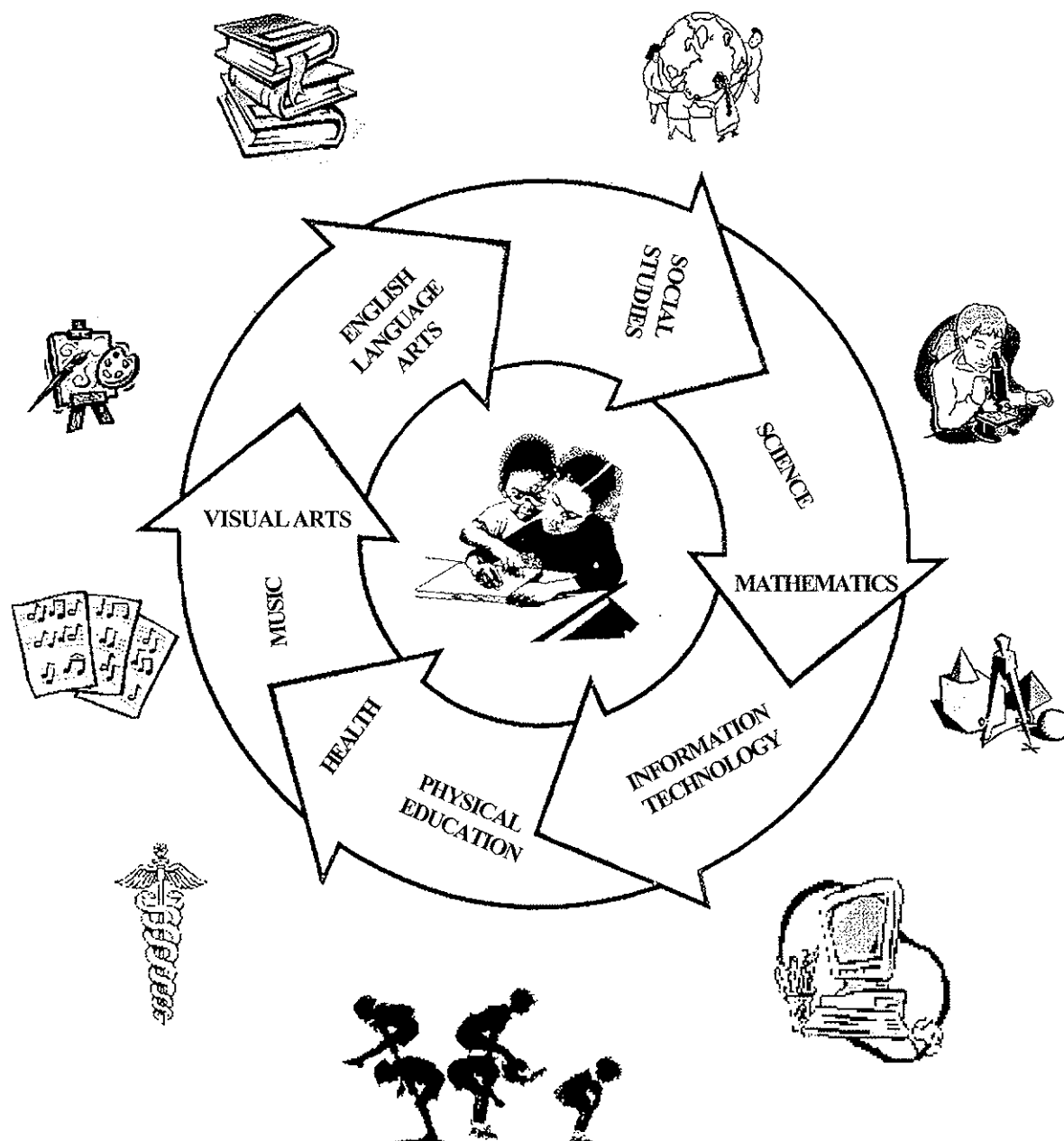
Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- checklists
- rubrics
- teacher observation
- peer assessment
- reflection writing
- portfolio writing



Module D4

Module Title: INDIVIDUAL AND DUAL SPORTS (4) (Gymnastics)	Sequence Reference: P6 PE-D4
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• whole class instructions • individual • demonstration by older children • video tapes • national coaches	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • informal assessment by teacher through observation • checklists designed by the teacher



Module E

Module Title: FITNESS (Components)	Sequence Reference: P6 PE-E
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
• teacher coaching • peer coaching • teacher demonstration • video use • student-led exercises	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding. • fitness test • peer evaluation • teacher evaluation • checklists • rubrics • paper and pencil test • performance testing

ADAPTED PHYSICAL EDUCATION

This overview of the adapted physical education programme is designed to provide physical education practitioners with an understanding of their role as a supporter in the delivery of a comprehensive adapted curriculum for those students with psychomotor movement problems. With careful planning and flexible application, adapted physical education activities should enable students to utilize their bodies efficiently in approaching and maximizing their potential in the cognitive, affective and psychomotor domains. Early diagnosis and intervention, combined with sound programming and periodic evaluation, should increase the opportunity for optimal success in each student's remediated physical education programme.

The Nature of Adapted Physical Education

Adapted physical education is a programme in which there is an adjustment of activities suited to the interests, capacities (cognitive) and limitations (physical) of the student who may not safely or successfully participate in the regular physical education programme. This programme will provide a carefully planned sequence of learning experiences designed to assist students in fulfilling their physical growth, social development and behavioural needs. A primary objective in the design of the adapted physical education programme is to correlate the key competencies as closely as possible to the competencies indicated in the regular physical education programme.

The Rationale for Adapted Physical Education

Most students acquire functional psychomotor ability in their normal growth and development. However, some other students exhibit developmental delays in this area. Given that individual students will appear on a developmental scale at different and specific points, optimal growth for these students displaying developmental delays can only proceed if appropriate adapted activities are individually prescribed and added to existing psychomotor structures. Age appropriate activities are developed through teacher competences which adapt curriculum, equipment and methods of instruction to meet individual needs.

Eligibility for Adapted Physical Education

Students are referred to the Department of Education's Referral Team after it has been established at the student's school based Team Meeting that the student may require additional remedial services. At this point, the Referral Team determines the identification of the existence of a handicapping condition and a recommendation made for an assessment. The adapted physical education teacher based on the results of the Motor Skills Assessment then makes the determination of the need for specialized service. Services will then be put in place to address the student's special needs.

Special needs students are those students who have been identified as a result of the assessment as having a temporary or long-term need arising from cognitive, affective or

SAFETY AT SCHOOLS

The Ministry of Labour and Home Affairs, Health and Safety at Work Act, 1982 provides standards for Safety at School. As developed by the Advisory Council for Health and Safety, these guidelines and similar ones developed in the future are of paramount importance to the well-being of our staff and students. It is expected that all staff members will follow these written guidelines. These are written in the following three documents:

- HSG7 General Advice
- HSG9 Safety in Practical Subjects
- HSG10 Safety in Science Laboratories

These documents suggest safety precautions for all those who work in or attend schools. It is important that teachers, administrators and other users of present school facilities be aware of the dangers, which can arise from the incorrect use of materials and equipment.

In the primary school, no activity should be undertaken unless it can be made reasonably safe. If the resources are not available to ensure safety, then that activity should not be continued and some other means found to safely provide the necessary educational experience. It is expected that teachers of physical education pay particular attention to advice for safety guidelines.

Specific Safety Guidelines:

- Provide adequate space beyond the finish line for gradual stopping
- Prohibit diving into the landing pits or using unrelated equipment to elevate oneself
- Designate a specific and appropriate waiting area at each station
- Keep the discus and shot put areas clearly marked and away from other areas, and develop a system for the safe throwing and retrieving of the implements
- Keep the horizontal jump landing pits soft and raked
- Use only foam landing pits for the high jump
- Progress by degrees, especially in the hurdles, high jump and distance runs
- Provide more than one take-off mark for the horizontal jumps to accommodate individual differences and varied skill levels

NB: Pole vault, javelin and hammer throw are not part of the physical education instructional programme.

**PRESCHOOL (PS) PHYSICAL EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A1. FUNDAMENTAL (BASIC) MOVEMENT (1) <i>(Locomotor Skills)</i> ☐ show travelling in different ways ☐ demonstrate a variety of special relationships ☐ explain action of self ☐ identify and move on different body parts ☐ create and play simple games A2. FUNDAMENTAL MOVEMENT <i>(Non-Locomotor)</i> ☐ demonstrate transfer of body weight from one part to another ☐ show increasing control of the body through stillness ☐ follow instructions A3. FUNDAMENTAL MOVEMENT (3) <i>(Manipulative)</i> ☐ demonstrate basic skills with greater speed, accuracy and control ☐ demonstrate offensive and defensive strategies ☐ demonstrate an understanding and application of the rules of the game and accept officials' decisions ☐ demonstrate knowledge of player positions and roles during the game			B. RHYTHMIC ACTIVITIES <i>(Creative Movement)</i> ☐ demonstrate ability to move on straight, curved and zigzag pathways ☐ demonstrate ways to express, rhythmically, the four basic themes of movement awareness ☐ respond to even and uneven rhythms ☐ create rhythmic movement sequences ☐ interact in singing movement, songs		

**PRIMARY TWO (P2) PHYSICAL EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A1. FUNDAMENTAL MOVEMENT <i>(Games Activities)</i> ☐ play games involving chasing, dodging and show awareness of space and others ☐ demonstrate and follow games with simple rules and objectives			B2. RHYTHMIC ACTIVITIES <i>(Rhythmic Gymnastic)</i> ☐ demonstrate an understanding of safety rules specific to gymnastic environment ☐ demonstrate ways to follow different pathways and directions while moving with scarves and ribbons ☐ demonstrate ability to move to music with manipulatives ☐ create simple sequences/patterns to music with or without a partner ☐ demonstrate movement awareness		
A2. FUNDAMENTAL MOVEMENT <i>(Gymnastics)</i> ☐ ways and on different body parts ☐ be able to plan and repeat a sequence of different movements ☐ operate equipment safely ☐ mirror a partner			C. TEAM SPORTS <i>(Games)</i> ☐ demonstrate an understanding of fair play principles ☐ demonstrate an understanding of the difference between right and left ☐ catch a softly thrown ball at different levels using properly positioned hands ☐ strike a lightweight ball with at least 3 different body parts (e.g. knee, foot, elbow) ☐ demonstrate techniques for throwing (e.g. stance, step, follow-through) ☐ bounce a ball using 2 hands ☐ demonstrate ways to bounce and catch using 2 hands using a variety of balls (e.g. sponge, tennis) ☐ kick a ball at a large target (e.g larger ball, hoop, partner) ☐ throw various objects at targets and play target games (e.g. bag, ball, frisbee)		
B1. RHYTHMIC ACTIVITIES <i>(Creative Movement)</i> ☐ experience the enjoyment of participating alone and with others ☐ select and respond to music of different tempos and cultures ☐ experience moving on straight, curved and zigzag pathways ☐ perform simple sequences that focus on changes in direction, level, pathway and shape ☐ develop themes through dance					

**PRIMARY FOUR (P4) PHYSICAL EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A1. RHYTHMIC ACTIVITIES <i>(Rhythmic Gymnastics)</i> ☐ demonstrate ways to follow different pathways and directions while moving ☐ take responsibility for the safety of oneself and others ☐ demonstrate rhythmic patterns whilst using manipulatives ☐ be able to create a rhythmic sequence with/without music ☐ create rhythm patterns with/without a partner and with a group A2. RHYTHMIC ACTIVITY <i>(Creative Movement)</i> ☐ experience dancing to a variety of music with varying tempos or speeds ☐ experience using different body shapes and movements to creatively express the various qualities of effort (e.g. force, speed) ☐ perform dance sequences that focus on changes in direction, level, pathway and shape (separately or combined) ☐ demonstrate ways to create a still life and slow motion ☐ demonstrate an understanding of the origin of dances taught in class and explore the cultures from which these dances originate B1. TEAM SPORTS <i>(Concepts)</i> ☐ participate in invasion games, net/wall games, striking/fielding games ☐ show ways to work co-operatively with others ☐ demonstrate problem-solving and decision making ☐ develop social behaviour skills by helping others			B2. TEAM SPORTS <i>(Soccer)</i> ☐ demonstrate an understanding of the significance of boundaries used in soccer ☐ demonstrate a respect for the abilities and feelings of others ☐ recognize that skill development requires practice ☐ demonstrate the dribbling of a ball ☐ demonstrate using the inside of the foot to send and collect a ball ☐ demonstrate kicking the ball using the inside and instep of the foot ☐ demonstrate goalkeeping technique ☐ demonstrate an understanding of fair-play principles B3. TEAM SPORTS <i>(Softball)</i> ☐ know the basic skills needed to play fast pitch softball ☐ know the rules to play a lead-up version of softball ☐ demonstrate an understanding that skill development requires practice ☐ demonstrate respect for the feelings and abilities of others ☐ demonstrate an understanding of boundaries used in game situations ☐ use an overhand throw so that the ball travels in different pathways in the air and covers different distances ☐ will strike a ball with a bat from a tee or cone, using the correct grip and side orientation		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
D3. INDIVIDUAL AND DUAL SPORTS (Cont'd) <i>(Gymnastics)</i> ☐ demonstrate an understanding of safety rules specific to a gymnastic environment ☐ demonstrate a willingness to take turns on equipment ☐ experience and perform a variety of rolls (e.g. log, shoulder, forward) ☐ perform a variety of sequences ☐ demonstrate ways to jump and land using a variety of take-off and landing patterns (e.g. two feet to two feet, one foot to two feet)			E. FITNESS (Cont'd) ☐ be able to demonstrate proper body alignment while performing various exercises and body positions ☐ be able to demonstrate a positive attitude toward regular involvement in fitness activities for self and others ☐ be able to identify fitness components ☐ be able to complete a personal fitness test and achieve fitness scores at an acceptable level ☐ demonstrate proper use of equipment and safety rules		
D4. INDIVIDUAL AND DUAL SPORTS <i>(Jump Rope)</i> ☐ demonstrate understanding that skill development requires practice ☐ create a sequence using a variety of rope swings and jumps ☐ demonstrate knowledge of and perform a variety of single role skills ☐ demonstrate knowledge of and perform the continuous turning of a long rope with a partner ☐ demonstrate the ability to enter and exit a moving long rope ☐ demonstrate understanding of rope jumping as a fitness activity that can develop cardio respiratory fitness, muscular strength and endurance ☐ demonstrate respect for the abilities and feelings of others					
E. FITNESS ☐ be able to demonstrate strength and muscular endurance and demonstrate exercises that enhance strength and muscular endurance ☐ be able to recognize two sites on the body to monitor the heart rate and recognize the concept of recovery heart rate ☐ be able to demonstrate knowledge of flexibility and demonstrate exercises that enhance flexibility					

**PRIMARY FIVE (P5) PHYSICAL EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A1. RHYTHMIC ACTIVITIES <i>(Creative Movement)</i> ☐ demonstrate ways to travel, changing speed and direction in response to a variety of rhythms ☐ perform simple rhythmic actions to songs ☐ demonstrate ways to mirror and match the movements of a partner to form sequences and dances ☐ identify and compare the use of a variety of types of music used in dance and appreciate and respect the place of each A2. RHYTHMIC ACTIVITIES <i>(Rhythmic Gymnastic)</i> ☐ demonstrate ways to follow different pathways and directions while moving ☐ take responsibility for the safety of oneself and others ☐ demonstrate rhythmic patterns whilst using manipulatives ☐ be able to create a rhythmic sequence with/without music ☐ create rhythm patterns with/without a partner and with a group B1. TEAM SPORTS <i>(Soccer)</i> ☐ demonstrate basic skills with greater speed, accuracy and control ☐ demonstrate ways to avoid or tackle an individual while travelling ☐ demonstrate an understanding of the basic rules of the game ☐ demonstrate ways to trap and pass a ball while travelling ☐ demonstrate throw-in technique ☐ demonstrate the dribbling of a ball while preventing an opponent from stealing the ball			B1. TEAM SPORTS (Cont'd) <i>(Concepts)</i> ☐ demonstrate cooperation with others to keep the ball away from opponents (defensive/offensive strategies) ☐ demonstrate an understanding of how to correctly perform the basic skills ☐ apply and respect the rules of games and accept officials' decisions ☐ demonstrate respect for opponents and give everyone an equal chance to participate ☐ demonstrate knowledge of player positions and roles on the field ☐ demonstrates acceptance of the skills and abilities of others through verbal and non-verbal behaviour B2. TEAM SPORTS <i>(Netball)</i> ☐ demonstrate dodging skills without contacting another student ☐ identify and demonstrate the techniques of basic game skills (e.g. throw, catch footwork, dodging and marking) ☐ demonstrate an understanding of the basic rules of the games played in class ☐ follow the rules of fair play in games and activities display good sports behaviour by maintaining self-control whether running or moving ☐ demonstrate respectful behaviour towards others in the group (e.g. speaking, refraining from harmful comments)		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
D3. INDIVIDUAL AND DUAL SPORTS <i>(Jump Rope)</i> ☐ demonstrate understanding that skill development requires practice ☐ create a sequence using a variety of rope swings and jumps ☐ demonstrate knowledge of and perform a variety of single role skills ☐ demonstrate knowledge of and perform the continuous turning of a long rope with a partner ☐ demonstrate the ability to enter and exit a moving long rope ☐ demonstrate understanding of rope jumping as a fitness activity that can develop cardio respiratory fitness, muscular strength and endurance ☐ demonstrate respect for the abilities and feelings of others			E. FITNESS <i>(Fundamental Concepts)</i> ☐ be able to demonstrate strength and muscular endurance and demonstrate exercises that enhance strength and muscular endurance ☐ be able to recognize two sites on the body to monitor the heart rate and recognize the concept of recovery heart rate ☐ be able to demonstrate knowledge of flexibility and demonstrate exercises that enhance flexibility ☐ be able to demonstrate proper body alignment while performing various exercises and body positions ☐ be able to demonstrate a positive attitude toward regular involvement in fitness activities for self and others ☐ be able to identify fitness components ☐ be able to complete a personal fitness test and achieve fitness scores at an acceptable level		
D4. INDIVIDUAL AND DUAL SPORTS <i>(Gymnastics)</i> ☐ apply appropriate safe spotting procedures for gymnastics activities ☐ demonstrate ways to travel, jump, land and roll over low equipment ☐ demonstrate a variety of rolls using correct technique ☐ move feet into a high level by placing weight on hands and landing with control ☐ demonstrate an appreciation for the ability of others ☐ create individually or with partners a gymnastic routine with three or four parts			3 of 3		

**PRIMARY SIX (P6) PHYSICAL EDUCATION
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A1. RHYTHMIC ACTIVITY <i>(Rhythmic Gymnastics)</i> ☐ demonstrate creative expression through rhythmic movement ☐ demonstrate equipment manipulation during rhythmical movement ☐ create rhythm routines using manipulatives ☐ demonstrate increased efficiency in movement awareness ☐ demonstrate respect for others' differences A2. RHYTHMIC ACTIVITIES <i>(Creative Movement)</i> ☐ demonstrate and participate in a variety of dance steps (e.g. promenade, grapevine) ☐ create, perform and teach a simple dance of his/her choice (e.g. line, folk, modern) ☐ demonstrate an understanding of the roles of boys and girls in the world of dance ☐ demonstrate an appreciation of ways to use the body and movement activities to communicate ideas and feelings ☐ appreciate and demonstrate respect for dance patterns from other cultures B1. TEAM SPORTS <i>(Soccer)</i> ☐ demonstrate basic skills with greater speed, accuracy and control ☐ demonstrate offensive and defensive strategies ☐ demonstrate an understanding and application of the rules of the game and accept officials' decisions ☐ demonstrate knowledge of player positions and roles during the game			B1. TEAM SPORTS (Cont'd) <i>(Soccer)</i> ☐ demonstrate cooperation with others during unit and games ☐ demonstrate respect for opponents and give everyone an equal chance to participate ☐ demonstrate an understanding of fair-play principles ☐ demonstrate respect for opponents and give everyone an equal chance to participate ☐ demonstrate knowledge of player positions and roles on the field ☐ demonstrates acceptance of the skills and abilities of others through verbal and non-verbal behaviour B2. TEAM SPORTS <i>(Netball)</i> ☐ catching (size 4 ball) ☐ know and execute player roles ☐ Know the rules of the game and the scoring system ☐ know when and where to pass in conditioned practices and games ☐ follow the rules of fair play ☐ display respectful behaviour towards others in the group (e.g. speaking kindly, refraining from harmful comments) ☐ recognise that time and effort are prerequisites for skill improvement ☐ demonstrate a willingness to apply and respect the rules of the game and accept officials' decisions		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
D3. INDIVIDUAL AND DUAL SPORTS <i>(Jump Rope)</i> ☐ demonstrate the concepts of self-space and general space ☐ will demonstrate a variety of non-locomotor skills ☐ will create a simple routine D4. INDIVIDUAL AND DUAL SPORTS <i>(Gymnastics)</i> ☐ demonstrate an understanding that skill development requires practice ☐ create a sequence using a variety of rope swings and jumps ☐ demonstrate knowledge of and perform the continuous turning of a long rope ☐ demonstrate and name basic short rope tricks ☐ identify and demonstrate intermediate rope tricks ☐ demonstrate basic partner jumping ☐ demonstrate knowledge of basic group jumping ☐ demonstrate entry and exit of a moving long rope ☐ demonstrate knowledge of basic double dutch rope turning jumps ☐ demonstrate respect for the abilities and feelings of others			E. FITNESS <i>(Components)</i> ☐ be able to demonstrate strength and muscular endurance and demonstrate exercises that enhance strength and muscular endurance ☐ be able to recognize two sites on the body to monitor the heart rate and recognize the concept of recovery heart rate ☐ be able to demonstrate knowledge of flexibility and demonstrate exercises that enhance flexibility ☐ be able to demonstrate proper body alignment while performing various exercises and body positions ☐ be able to demonstrate a positive attitude toward regular involvement in fitness activities for self and others ☐ be able to identify fitness components ☐ be able to complete a personal fitness test and achieve fitness scores at an acceptable level		
3 of 3					

ASSESSMENT

SUPPORTS LEARNING

IN

BERMUDA SCHOOLS

CURRICULUM, INSTRUCTION & EVALUATION
Department of Education

BERMUDA

OUR BELIEFS ABOUT ASSESSMENT

Assessment strategies are the plans that teachers use to collect evidence about students' achievement in school. When teachers have a good understanding of how far students have come, then teachers are in a better position to guide them, as they become more able learners.

When teachers collect assessment information they may have different purposes in mind, but learning is the primary focus. There are seven basic assessment guidelines for educators:

1. The primary purpose of assessment is to improve student learning.
2. Assessment practices and policies are fair to all students.
3. Assessment supports learning even when it is designed for other purposes, such as accountability.
4. Teachers support learning by working together to improve assessment.
5. Community representatives participate in developing assessments.
6. There is a schedule to communicate clear assessment information.
7. Educators review progress toward assessment goals along with community people.

EXEMPLAR SCORING GUIDE*
Primary Levels 3-6
(0 - 4 Scale)

Level	Definition	EQUIVALENT	
		Letter	% mark
4	A very good performance • focuses on the purpose of the task • meets or exceeds all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes appropriate detail to support ideas or conclusions • demonstrates creativity, originality and/or initiative	A (VG)	80-100
3	A good performance • focuses on purpose of the task • meets all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes some detail to support ideas or conclusions	B (G)	70-79
2	A satisfactory performance • has some awareness of the purpose of the task • meets most of the requirements of the task • organizes content and ideas in a logical way • presents information in an understandable way • may not include significant details to support ideas or conclusions	C (S)	60-69
1 (R)	A fair performance • does not fit the purpose of the task • does not meet the requirements of the task • presents information in an unorganized or confused way • does not include details to support ideas or conclusions • Remediation required	D (NI)	50-59
0 (R)	An unscorable performance • does not demonstrate the required knowledge, skills or capabilities • is not understandable, is incomplete or 'defiant' (e.g. "I won't do this"). • Extensive remediation is required.	F (NI)	Below 50

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.

An '0' student may be one who refuses to work or needs specialist help.

* Adapted from British Columbia

ASSESSMENT IN THE CLASSROOM

Assessment drives instruction. We must devise procedures and instruments which are "intelligence-fair" and which allow us to look directly at the kinds of learning in which we are interested.

- Howard Gardner

A. Developing and Choosing Appropriate Assessment Methods

Valid assessments provide students with achievement information that enables them to monitor their own progress toward learning objectives. Experienced educators develop their assessment plans at the same time that they plan how to teach. This coordinated planning helps ensure that the assessment methods chosen match both the instruction and the purpose.

- **Assessment methods selected should connect directly to students' knowledge, skills, behaviour, and attitudes.**
- **Assessments should be clearly related to the goals and objectives of instruction, and be compatible with instructional strategies.**
- **Teachers consider possible consequences when they choose or develop an assessment.**
- **Differentiating instruction means that teachers use more than one assessment method to indicate student progress.**
- **Assessment methods match students' heritage, their learning style, and learning experiences.**
- **Assessments chosen avoid language and content that express bias.**
- **When teachers borrow a method from some other context or location they have evidence that the assessment will be valid for Bermudian students.**

C. Evaluating and Scoring Student Performance

Procedures to evaluate and score student performance should match the assessment method and educators should monitor these procedures to ensure that they are applied consistently. The best way to ensure students will feel that they have been treated fairly and consistently is to integrate assessment planning with instructional strategies. This plan will detail procedures for how the evidence will be scored so that students are aware of the contribution that each portion of their work will make towards a final grade.

- **Scoring procedures should be developed before the assessment method is used.**
- **Students should be told about how the scoring will proceed to allow them to prepare for the assessment.**
- **Relevant factors are included in scoring.**
- **Students need to be able to understand any comments included as feedback.**
- **Scoring procedures should be changed when faults are detected in the initial system.**
- **A written appeal process should be explained to students at the start of each year.**

*"I want to be evaluated on what
I can do,
not on what someone else
can do better"*

-- Middle School Student

E. Reporting Assessment Findings

Clarity and accuracy are necessary for quality assessment reports, but educators who write these documents should also think how the reader will use the information. Consider the audience for the assessment report, so that these people can use your report to guide their interpretations of student learning. Since the primary purpose of assessment is to improve student achievement, the primary audience for the report is the student. Students, and their parents interpret the information in their report to make decisions about themselves, their capabilities, their achievements, and their potential achievements.

- **Write a school assessment policy that guides reporting.**
- **Describe instructional objectives used as standards for reports, written and oral.**
- **Describe strengths and weaknesses completely in reports.**
- **Provide conferences for parents.**
- **Define and describe appeal procedures to students and parents each year.**
- **Ensure that appropriate people have access to assessment information.**
- **Ensure that reports are secure when transferred.**

*“The key question is -
What information provides the
most accurate depiction of students’
learning at this time?”
-- Tom Guskey*

Assessment Activity	Description
Records over time: • Journals • Diaries • Learning Logs	• Recordings that reflect students' perceptions of their progress, difficulties, understanding and feelings
Computer Assisted Learning	• Using carefully selected software to lead students from one level of difficulty to another, building on what they know and as they are tested.
Demonstrations • Live • Video • Multimedia	• Opportunities for students to display knowledge, skills and attitudes
Discussions • Small or large group • Panel	• Oral representations
Conversations and Conferences • Teacher/Student • Student/other person	• Verbal exchanges to uncover/clarify what a student has learned or understands that might not have been demonstrated through other means of assessment.
Pictorial Displays • Posters • Photographs • Collages, picture collections, scrap-books	• Visual presentations
Laboratory • Application • Laboratory Projects • Experimental	• Hands-on experiences that allow students to experiment, replicate, produce, and/or create.

Self/Peer Checklist for Students
HUMAN AND SOCIAL DEVELOPMENT STUDENT PROFILE

PROFILE OF: _____

COMPILED BY: _____ DATE: _____

1. Never	2. Seldom	3. Occasionally	4. Usually	5. Frequently	6. Always	1	2	3	4	5	6
1. I am able to form an opinion about what I am asked to consider.											
2. I am able to express my opinion about what I am asked to consider.											
3. I can interpret and appreciate what I know in different ways.											
4. I want to learn more about things and issues that I don't know.											
5. I accept and appreciate other people's ideas.											
6. I am able to make connections between ideas and things that contribute to larger issues.											
7. I am able to see my personal strengths and work toward increasing them.											
8. I am able to see my personal weaknesses and work toward decreasing them.											
9. I am able to evaluate objectively and accurately.											
10. I am able to take an unpopular stand without fear of ridicule by my peers.											
11. I am able to balance the demands of my life and school without feeling overwhelmed.											
12. I am able to identify and understand other students' situations.											
13. I am able to actively support others.											
14. I am able to accept and appreciate other students' values, expression and capabilities.											
15. I am able to function as a contributing member of a working group.											
16. I am able to make and maintain friendships without difficulty.											
17. I am able to take responsibility for my actions.											
18. I am able to see the consequences of my actions.											
19. I am able to approach problems calmly and realistically.											
20. I am able to handle conflicts in a mature and responsible manner.											
21. I am able to consult with others when I need help or support.											
22. I am able to function effectively as a member of a democratic society.											
23. I am able to see how my actions affect our environment and our world.											
24. I am able to see how the actions of others affect our environment and our world.											
25. I am able to apply my knowledge and understandings to my life away from school.											
26. I am curious about and willing to use new technologies when searching for information.											
27. I am able to consider and weigh the implications of potential change.											
28. I am flexible and able to adapt to change.											
29. I am an open-minded listener.											
30. I am a good citizen.											

PLANNING FOR INTEGRATED CURRICULUM IN THE PRIMARY SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impact on you at once and you make the experience into a meaningful whole.

"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."

*By Susan Krog,
Professor of Education
Western Washington University*

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

Simplest Stage: Parallel teachers realign content so that related topics are taught concurrently.

More Ambitious Stage: Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

Most Ambitious Stage: Teachers create interdisciplinary modules that focus on a theme or project.

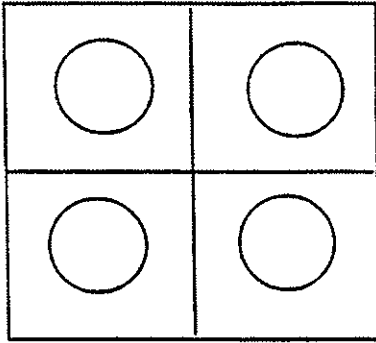
The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development; perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

Design options for curriculum might include:

Disciplined-based

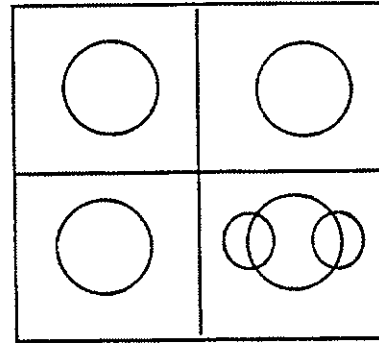


Description

The traditional model of separate and distinct disciplines which fragments the subject areas.

Example

Teacher applies this view in mathematics, science and social studies, etc.



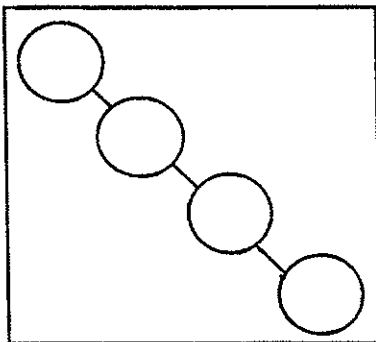
Description

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to the next and relates idea(s) explicitly

Example

Teacher relates the concept of fractions to decimals, which in turn relates to money, grades, etc.

Parallel Disciplines

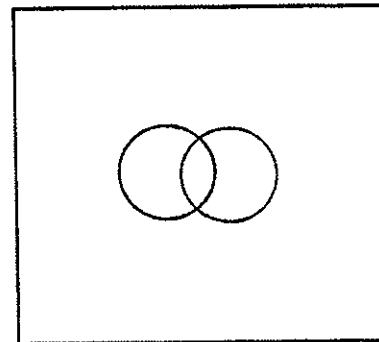


Description

The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

Example

Teaching staff targets prediction in reading, mathematics and science experiments while teaching social studies the teacher targets forecasting current events and thus threads the skill (prediction) across all disciplines.



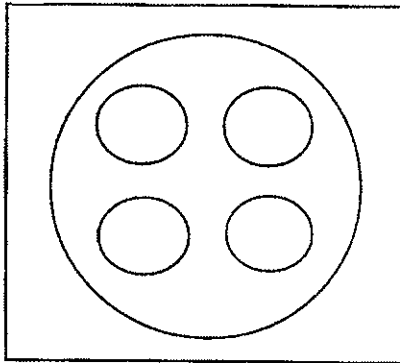
Description

Shared planning and teaching take place in two disciplines in which over-lapping concepts or ideas emerge as organizing elements

Example

Science and mathematics teachers use data collection, charting and graphing as shared concepts that can be team-taught.

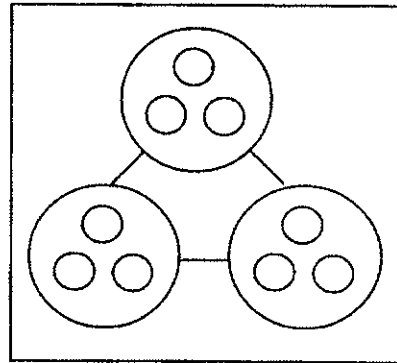
Immersed



Description

The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.

Networked



Description

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of primary schools, four disciplines have been identified as core subjects:

- English Language
- Mathematics
- Science
- Social Studies

Year level teachers, along with teachers of other discipline areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that primary school teachers keep abreast of current research and trends on integrating curriculum. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

Teachers should:

- take inventory of what is already being done - writing across the curriculum, etc.
- design a curriculum map by listing the content of all subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

PROFESSIONAL ASSOCIATIONS

PHYSICAL EDUCATION

Name: American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

Address: 1900 Association Drive
Reston, VA 22091-9989
U. S. A.

Telephone: (703) 476-3400
Fax: (703) 476-9527

E-mail: Evp@aahperd.org

American Association for Health, Physical Education, Recreation and Dance (AAHPERD) Conference Dates:

Year	Date	Place
2001	March 27 – 31	Cincinnati, OH
2002	April 16 – 20	San Diego, CA
2003	April 1 – 5	Philadelphia, PA
2004	March 30 – April 3	New Orleans, LA

Name: National Association of Sports and Physical Education (NASPE)

Address: 1900 Association Drive
Reston, VA 22091
U. S. A.

Telephone: (703) 476-3410

Name: National Federation of State High School Association

Address: 11724 NW Plaza Circle
Kansas City, MS 64195-0626
U. S. A.

Telephone: (816) 464-5400
Fax: (816) 464-5571

CURRICULUM ABBREVIATIONS

School Level Abbreviations

Preschool	PS
Primary School	P1-P6
Middle School	M1-M3
Senior School	S1-S4

Subject Area Abbreviations

Business Studies	BS
Dance	DN
Design & Technology	DT
English Language Arts	EL
Family Studies	FM
Foreign Languages	FL
Health Education	HE
Information Technology	IT
Mathematics	MT
Music	MU
Physical Education	PE
Science	SC
Social Studies	SS
Theatre	TH
Visual Arts	VR

Subject Code

e.g. PreSchool English Language Arts
 PS EL-B

Year Level	Subject Area	Module Sequence
(PS-P6) representing PreSchool to Primary Six	abbreviated subject area	(A-G) representing sequence of module at any level
PS	EL	B
PreSchool	English Language Arts	(2 nd module in the sequence of 7 modules)