



**M:** Course Objectives / Learning Outcomes

Upon completion of this course students will be able to:

1. develop an annual physical education plan,
2. develop a comprehensive unit plan including:
  - 2.1. learning outcomes
  - 2.2. equipment needs
  - 2.3. safety considerations
  - 2.4. planned activities
  - 2.5. assessment techniques
  - 2.6. evaluation criteria
  - 2.7. reporting considerations
3. critically compare assessment and evaluation techniques to select the best alternative,
4. determine appropriate evaluation criteria for selected activities,
5. demonstrate cohesive integration of planning, assessing, evaluating and reporting,
6. demonstrate inclusive and developmentally appropriate planning, assessment, and evaluation practices.

**N:** Course Content:

1. Annual planning
  - 1.1. school-based scheduling
  - 1.2. ministry requirements
  - 1.3. sequencing
  - 1.4. seasonal considerations
  - 1.5. planning formats
  - 1.6. planning resources
2. Functional unit planning
  - 2.1. selecting appropriate learning outcomes
  - 2.2. assessing resource needs and availability
  - 2.3. safety considerations
  - 2.4. selecting activities
  - 2.5. functional assessment technique selection
  - 2.6. integrating evaluation and reporting elements
3. Unit planning considerations
  - 3.1. personal and social responsibility
  - 3.2. developmentally appropriate activities
  - 3.3. inclusion of students with disabilities
  - 3.4. gender issues
4. Assessment types
  - 4.1. formative and summative
  - 4.2. authentic assessment
  - 4.3. teacher/peer/self assessment
5. Managing assessment
  - 5.1. Assessment techniques and tools
    - 5.1.1. feedback loop – “positive specific feedback”
    - 5.1.2. skill and fitness testing
    - 5.1.3. observation – direct and video
    - 5.1.4. worksheets
    - 5.1.5. rubrics
    - 5.1.6. checklists
    - 5.1.7. technology assisted assessment
  - 5.2. Assessment domains
    - 5.2.1. affective
      - 5.2.1.1. measuring attitudes – pros and cons
      - 5.2.1.2. personal and social responsibility
    - 5.2.2. physical – motor skill and fitness domains

<ul style="list-style-type: none"> <li>5.2.3. cognitive <ul style="list-style-type: none"> <li>5.2.3.1. tactical and strategic thinking</li> <li>5.2.3.2. problem solving ability</li> <li>5.2.3.3. understanding of rules and regulations</li> <li>5.2.3.4. critical thinking</li> </ul> </li> <li>6. Evaluation and reporting <ul style="list-style-type: none"> <li>6.1. using developmentally appropriate standards (individualized)</li> <li>6.2. national and provincial standards (standardized age/grade level)</li> <li>6.3. class specific standards – creating, teaching and reporting</li> <li>6.4. reporting issues</li> </ul> </li> <li>7. Practical component of the course: <ul style="list-style-type: none"> <li>Participation in group activities is required to demonstrate application of:</li> <li>7.1. authentic inclusion</li> <li>7.2. authentic assessment</li> <li>7.3. integration of personal and social responsibility</li> <li>7.4. the feedback loop</li> </ul> </li> </ul>										
<p><b>L</b> Methods of Instruction</p> <p>Lecture  Discussion groups  Practical application  Field observation and/or video observation</p>										
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>A list of recommended textbooks and materials is provided on the <i>Instructor's Course Outline</i>, which is available to students at the beginning of each semester.</p>										
<p>Means of Assessment</p> <p>The selection of evaluation tools for this course is based upon:</p> <ol style="list-style-type: none"> <li>1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations.</li> <li>2. A developmental approach to evaluation that is sequenced and progressive.</li> <li>3. Evaluation is used as a teaching tool for both students and instructors.</li> <li>4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation.</li> </ol> <p>The following is presented as an example assessment format for this course</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Annual Plan</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Unit Plan</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Practical assignment</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Thought Questions</td> <td style="text-align: right;"><u>25%</u></td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </table>	Annual Plan	25%	Unit Plan	25%	Practical assignment	25%	Thought Questions	<u>25%</u>		100%
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	100%									
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Yes</p>										

Brian Storey

Course Designer(s)

Education Council / Curriculum Committee Representative

Des Wilson

Dean / Director

Registrar