

# Hockey Skills 10L

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*Locally Developed Course*



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## Introduction

Physical education is a Required Area of Study in Saskatchewan's Core Curriculum. Quality daily physical education, as part of the entire learning experience concerned with educating the whole person, will support students in developing a solid foundation for a balanced life.

This curriculum provides the intended learning outcomes that Grade 10 students are expected to achieve in Hockey Skills 10 by the end of the year. Indicators are included to provide the breadth and depth of learning required by the outcomes.

## Broad Areas of Learning

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

### Building Lifelong Learners

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

### Building a Sense of Self and Community

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

### Building Engaged Citizens

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

## Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. The following competencies have been adapted from Physical Education 9 curricula and reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

## Developing Thinking

Learners construct knowledge to make sense of the world around them. Their understanding develops through thinking contextually, creatively, and critically. In Hockey Skills 10, students will create, examine, express, analyze, and apply deeper understandings of skillful physical movement, active living, and relationships and the interconnectedness of the three as they relate to the sport of Hockey Skills. Students will begin to think contextually about movement and how it applies to, and varies during, different experiences.

## Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed world. To achieve this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. In Hockey Skills 10, students will develop and implement plans to grow physically, socially, mentally, and spirituality. This will extend to supporting the growth of others in both cooperative and supportive ways.

## Developing Literacies

Literacies are multi-faceted and provide a variety of ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and to communicate meaning. Hockey Skills 10 students will use literacies to support their deeper understanding of self – physically, emotionally, mentally, and spiritually.

## Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and contributing to the well-being of others and the natural world. In Hockey Skills 10, enhancing socially responsible skills will be an area of focus as students reflect on their own behaviour and make plans to grow in ways that will strengthen their ability to make connections to others.

## Aim and Goals of K-12 Physical Education

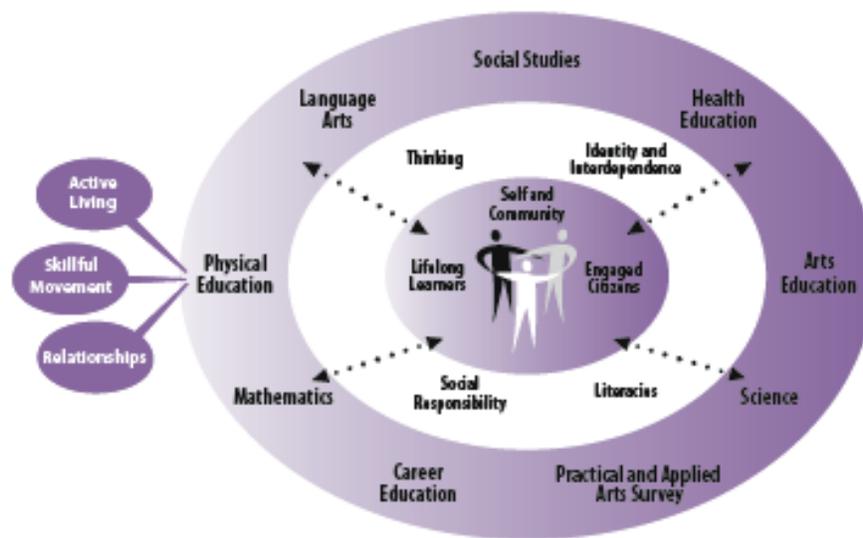
The K-12 **aim** of the physical education curriculum is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle. Hockey Skills 10 supports this aim, as well as the three goals of physical education.

**Goals** are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular area of study. The goals of physical education **are interdependent and are of equal importance.**

The three goals for students from Kindergarten to Grade 12 are:

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

These goals, while reflecting what is important in physical education, also provide “throughlines” to the Cross-curricular Competencies and Broad Areas of Learning. Teachers need to ensure that the “throughlines” from each subject area are reflected when planning and teaching.



## An Effective Hockey Skills Program

There are six characteristics emphasized in the Physical Education curriculum that apply to a Hockey Skills program. Student learning is supported by a program that:

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

## Developing Physical Literacy

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

An individual who is physically literate:

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

## Constructing Understanding through Inquiry

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

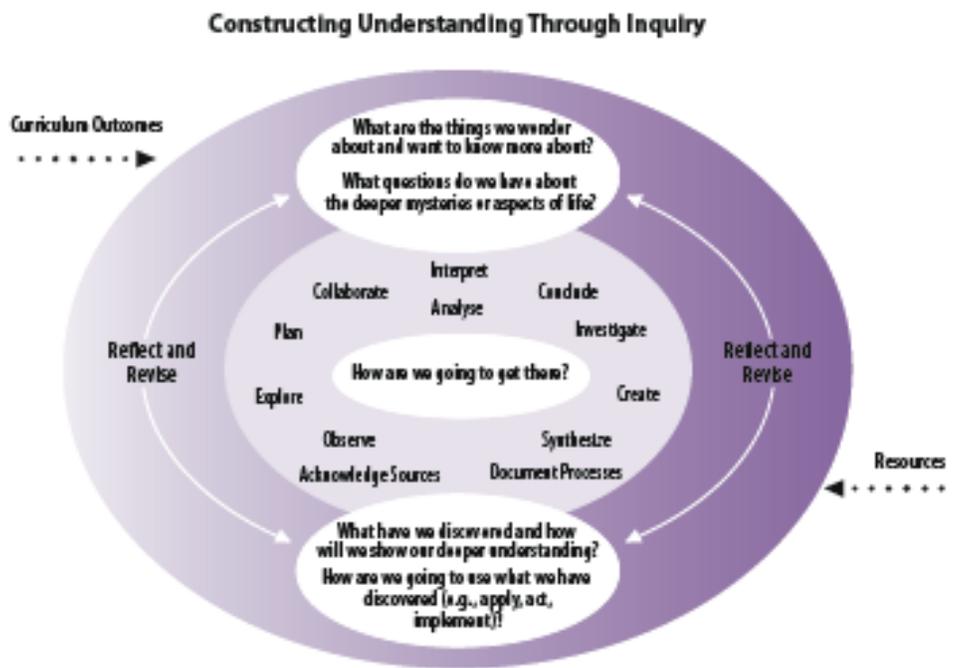
Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding.

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

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

(Based on Kuhlthau & Todd, 2008, p. 1)

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



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

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

### **Creating Questions for Inquiry in Physical Education**

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

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

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

In Hockey Skills 10, effective questions are the key to fostering students' critical thinking and problem solving. Questions such as "What must I do to succeed in this situation?", "Which choice is the safest and which is the most risky?", and "When might the riskiest choice be the best choice?" are all examples of questions that will lead to deeper understanding. Questioning should also be used to encourage students to reflect on how their actions and behaviours affect and are affected by others. Questions could be "Is your level of personal fitness anyone else's concern?" and "Is anyone else's level of fitness your concern?". Examples of questions appear throughout the indicators related to different outcomes to support students' deeper understanding. Effective questioning is essential for student learning and these questions should be an integral part of teacher planning.

### **Learning through Critical, Creative, and Powerful Strategies**

Critical and creative thinking is a central component of learning. Within physical education, one focus should be on "reflective thinking that is used to make reasonable and defensible decisions about movement tasks or challenges" (McBride, 1991, p. 115). More importantly, students need to experience opportunities to use critical and creative thinking within movement performance to understand more deeply the hows and whys of movement. Teachers should plan for authentic learning experiences that

will support students in questioning, reflecting, and making decisions to develop deeper understanding that will lead to the transfer of learning to new situations.

## Meeting the Needs of All Students

An inclusive physical education environment is one which provides the opportunity for students of all abilities and interests to participate in physical education. Inclusive physical education recognizes the inherent value of each student, the right to take risks and make mistakes, the need for independence and self-determination, and the right to choice. A student with a disability benefits from a quality physical education program as much as any other student. In an inclusive program:

- activities are modified and individualized **as necessary**
- expectations are **realistic yet challenging**
- assistance is provided **only to the degree required**
- risk taking and availability of choices are **respected and fostered.**

Students without a disability can learn about the talents and abilities of classmates with a disability. They learn to appreciate that individual differences exist between people, and they learn that participating in an activity in a different way does not lessen its value. Inclusion recognizes the inherent value, dignity, and worth of each student, and reduces perceived differences among students. The process of identifying each student's needs and accommodating them in a dignified and effective manner is the key to ensuring full and meaningful participation.

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

The process of developing an inclusive program will involve the following steps:

- obtaining information about the disability
- using a team approach
- determining safety concerns
- assessing present skill level
- contributing to the Personal Program Plan
- setting realistic expectations
- determining program modifications

- implementing program evaluation.

## Planning

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

## Year Planning

Hockey Skills 10 is based on the following assumptions and recommendations:

- Hockey Skills 10 is scheduled for at least 60 minutes a day, every day throughout one semester.
- Hockey Skills 10 classes require access to a Hockey Skills facility, but classes will take place in other locations such as the classroom, community facilities, and beyond.
- All outcomes will be addressed initially by the teacher with the teacher planning to set the context for learning so as to engage the students in the learning process. To support students in achieving the outcomes, teachers will also need to plan extending and applying/challenging learning experiences.

## Lesson Planning

The prerequisite of a meaningful learning experience is a well-planned physical education lesson. A possible organizing structure for physical education lessons is the opening, body, and closure format. These three sections are described below. Although described separately, these sections are interconnected.

### Opening:

- Should begin with a variety of warm-up activities and/or exercises, both teacher-selected and student-determined, which focus on the indicators associated with one or a few different outcomes.
- Should set the stage for the flow of the lesson and be based on a connected whole-part-whole approach as opposed to teaching from the parts (e.g., skills) to the whole (e.g., game play) or teaching disconnected pieces.

### Body:

- Should flow naturally from the learning experiences that were the focus of the warm-up.
- Should engage students in outcome-driven learning opportunities that support the students in achieving the outcomes and reflect the representative list of indicators.
- Should be designed to keep active learning time to a maximum.
- Should identify method to distribute equipment efficiently (at least one object for every two students).

- Should incorporate opportunities for students to be involved in initiating the design of the learning experiences. (This will see the students as seekers of meaning with the teacher as their guide.)

**Closure:**

- Should provide a chance for discussion and/or additional reflection, thus encouraging the students to make meaning of the learning experience. In this way, students can further develop deeper understandings and teachers can gain insight as to the success of the lesson and possible direction for subsequent lessons.

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

Teachers should plan for learning to continue beyond the actual scheduled physical education class. This will provide opportunities for students to develop independent learning skills and to take responsibility for learning. This will also support the teacher in achieving maximum activity time during the instructional time while still supporting students in achieving the learning outcomes of the curriculum.

## Achieving Grade Specific Curricular Outcomes

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

Learning outcomes are ultimately the subject of evaluation. Attaining a learning outcome may take several forms or be described at several levels of performance. The level of detail suggested or prescribed by an outcome should always allow for the professional judgement of teachers (e.g., providing a series of more specific indicators, or by breaking down a single outcome into a number of statements which describe increasingly complex levels to ultimately reach the outcome).

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

## Grade 10 Hockey Skills Outcomes

The outcomes for Hockey Skills 10 make direct connection to all three physical education goals of Active Living, Skillful Movement, and Relationships. Not only do students need to move, they need to understand the 'hows, whats, wheres, and whys' of movement. In the following list of Hockey Skills 10 outcomes and indicators, all three goals are listed above the outcome, with one, two, or all three of the goals in boldface font. All three goals are reflected in each outcome, with the words in boldface font

indicating a stronger connection. These goals are interconnected aspects of learning that address the whole person in physical education and focus on creating a balanced self.

The outcomes in physical education focus on the important aspects of learning for Grade 9 students in this area of study. No single outcome, however, can stand alone as a learning focus for a period of instruction. Teachers should integrate learning experiences related to more than one outcome into every lesson.

## Hockey Skills 10 Outcomes and Indicators

<b>Outcomes</b> (What students are expected to know and be able to do.)	<b>Indicators</b> (Students who have achieved this outcome should be able to:)
<b>Goals: Active Living, Skillful Movement, Relationships</b>	
10.1 Examine and apply personal action that focus on the improvement and/or maintenance of self-selected components of health-related fitness and hockey specific skills.	<ol style="list-style-type: none"> <li>a. Apply an understanding of the principles of training while participating in movement activities that focus on challenging one or more components of health-related fitness and hockey specific skills.</li> <li>b. Assess personal level of hockey skills using Hockey Canada’s Player Evaluation.</li> <li>c. Implement personal plans for improvement of a self-selected skill-related component of fitness as it applies to complex movement skills used in hockey skills (e.g., power in the legs to increase speed).</li> <li>d. Assess personal fitness including strength, flexibility, endurance, and body composition using various fitness assessments.</li> <li>e. Appraise various exercise routines (e.g., yoga, aquatics, running) that focus on the development and maintenance of fitness.</li> <li>f. Explore psychological factors that affect performance (e.g., stress, anxiety, arousal, focus, etc.) and strategies and tools (e.g., self-talk, visualization, goal setting, etc.) to support positive outcomes.</li> <li>g. Provide feedback to support others (e.g., classmate, team mate) in making improvements to personal fitness and/or hockey skills.</li> <li>h. Reflect on and incorporate feedback from others related to personal fitness and/or hockey skills.</li> <li>i. Express insights in response to questions such as “What is your plan for remaining active for the rest of your life?”, “How do you know if you are in ‘good enough’ shape?”, and “How might your level of fitness affect your preferred future?”</li> </ol>
<b>Goals: Active Living, Skillful Movement, Relationships</b>	
10.2 Make informed decisions regarding personal healthy eating practices to maximize training and performance.	<ol style="list-style-type: none"> <li>a. Examine the various nutrients (e.g., protein, fibre, calcium, omega-3 fat, vitamins) that should be considered for optimal well-being.</li> <li>b. Analyze nutritional factors (e.g., hydration, pre-activity meal, sustainable eating habits) that affect optimal performance.</li> <li>c. Explore some of the controversy that surrounds healthy eating practices and beliefs (e.g., nutrition supplements, recovery drinks, carbohydrate loading, protein shakes).</li> </ol>

	<ul style="list-style-type: none"> <li>d. Assess personal food choices.</li> <li>e. Express insights in response to questions such as “How can we determine if something is really beneficial or, conversely, potentially dangerous to our physical well-being?”</li> </ul>
<p><b>Goals: Active Living, Skillful Movement, Relationships</b></p>	
<p>10.3 Build skills towards proficiency in skating including:</p> <ul style="list-style-type: none"> <li>• Acceleration</li> <li>• Speed</li> <li>• Agility</li> <li>• Crossovers</li> <li>• Pivots</li> <li>• Control</li> <li>• Pace</li> </ul>	<ul style="list-style-type: none"> <li>a. Implement visual and oral strategies (e.g., sketch movement patterns, verbalize performance of skill while performing it) to support skill development.</li> <li>b. Identify skills that are at a level of automation (i.e., can perform with control, smoothly and without hesitation) and demonstrate the ability to perform these skills while participating in game situations.</li> <li>c. Create and implement plans to improve performance.</li> <li>d. Use feedback from classmates, teacher, and self-assessment strategies (e.g., video, checklists) to determine strengths and weaknesses in performance.</li> <li>e. Apply the biomechanical principles of selected skills to correct errors in skill performance as identified by self and/or others.</li> <li>f. Identify both the health-related components of fitness and the skill-related components of fitness that are the significant influences on the performance of particular skills.</li> <li>g. Assess level to which proficiency of performance of complex movement skills has been attained after repeated participation in the movement activities that incorporate the skills.</li> <li>h. Willingly engage in opportunities for improvement by initiating and taking responsibility for learning how to build proficiency in skating.</li> </ul>
<p><b>Goals: Active Living, Skillful Movement, Relationships</b></p>	
<p>10.4 Build skills towards proficiency in puck handling, passing, receiving and shooting.</p>	<ul style="list-style-type: none"> <li>a. Implement visual and oral strategies (e.g., sketch movement patterns, verbalize performance of skill while performing it) to support skill development.</li> <li>b. Identify skills that are at a level of automation (i.e., can perform with control, smoothly and without hesitation) and demonstrate the ability to perform these skills while participating in game situations.</li> <li>c. Create and implement plans to improve performance.</li> <li>d. Use feedback from classmates, teacher, and self-assessment strategies (e.g., video, checklists) to determine strengths and weaknesses in performance.</li> <li>e. Apply the biomechanical principles of selected skills to correct errors in skill performance as identified by self and/or others.</li> </ul>

	<ul style="list-style-type: none"> <li>f. Assess level to which proficiency of performance of skills has been attained after repeated participation in the movement activities that incorporate the skills.</li> <li>g. Willingly engage in opportunities for improvement by initiating and taking responsibility for learning how to build proficiency in skating.</li> </ul>
<p><b>Goals: Active Living, Skillful Movement, Relationships</b></p>	
<p>10.5 Assess and use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others.</p>	<ul style="list-style-type: none"> <li>a. Participate, at moderate to vigorous levels, in a variety of game situations and alternate environments (e.g., long ball) to practice the application of tactics, strategies, rules, and skills of play.</li> <li>b. Consider tactical and strategic options, made alone and with others, as well as appropriate application of the rules and skills of the games, both full and lead-up.</li> <li>c. Demonstrate a willingness to discuss with teammates and coach to make group decisions regarding options for tactics and strategies to be used in game situations.</li> <li>d. Demonstrate a personal understanding of effective tactical and strategic decisions to be used in given game situations.</li> <li>e. Identify effective and ineffective tactics and strategies demonstrated in a variety of hockey games through history.</li> <li>f. Work towards a level of automation (i.e., can perform with control, smoothly and without hesitation) in the application of some self-specified, team-specified, and/or teacher-specified tactical decisions while participating in game situations.</li> </ul>
<p><b>Goals: Active Living, Skillful Movement, Relationships</b></p>	
<p>10.6 Demonstrates knowledge of the game of hockey.</p>	<ul style="list-style-type: none"> <li>a. Identify and apply rules of the game.</li> <li>b. Identify role of players and positions.</li> <li>c. Compare the past and present game of hockey and offer insight into the future of the game.</li> <li>d. Identify the various mediums through which our understanding, beliefs, and attitudes regarding hockey are influenced.</li> <li>e. Analyze the influences of mass media and other sources to determine their impact on the sport of hockey (e.g., game and special events coverage, documentaries, news reports).</li> <li>f. Conduct an inquiry into possible careers associated with the game of hockey.</li> <li>g. Participate in an officiating clinic.</li> </ul>
<p><b>Goals: Active Living, Skillful Movement, Relationships</b></p>	
<p>10.7 Plan, participate in, and lead,</p>	<ul style="list-style-type: none"> <li>a. Self-analyze and communicate personal skills that one</li> </ul>

<p>with others, a hockey related activity event (e.g., a tournament, a skating clinic, a practice) to engage others (e.g., peers, classmates, younger students, community members).</p>	<p>can contribute to the group process for organizing and running a hockey event.</p> <ul style="list-style-type: none"> <li>b. Express insights into how personal skills related to planning and leading an activity might impact career choices in the future.</li> <li>c. Follow through with a personal commitment to carrying out an aspect of organizing and running an event.</li> <li>d. Brainstorm potential supports in the school and community for establishing partnerships to develop and promote hockey.</li> <li>e. Collaborate with others (e.g., peers, other classes, other schools, community members) in organizing, promoting, and running an activity event.</li> </ul>
<p><b>Goals: Active Living, Skillful Movement, Relationships</b></p>	
<p>10.8 Apply an understanding of how to prevent (e.g., using proper technique) and care for a variety of hockey -related injuries (e.g., sprains, breaks, concussions).</p>	<ul style="list-style-type: none"> <li>a. Identify and apply the biomechanical concepts of efficient movement (e.g., centre of gravity, body alignment) that are important for safe exercising in lifting and carrying activities (e.g., bend knees, hold object close to body, avoid twisting positions, keep head position neutral) to prevent injury while participating in movement activities.</li> <li>b. Respond appropriately to a variety of role-played and/or ‘teachable moment’ situations (e.g., injured teammate who has “rolled an ankle”) using basic first-aid procedures and techniques.</li> <li>c. Propose options for how to support injured joints (e.g., tensor wrapping, taping) and practice applying options available.</li> <li>d. Make connections between the understanding and skills that are being developed and career options that are associated with the prevention and care of activity-related injuries that result from participation in movement activities.</li> </ul>
<p><b>Goals: Active Living, Skillful Movement, Relationships</b></p>	
<p>10.9 Demonstrate an understanding of and incorporate positive social behaviours into all aspects of personal involvement in hockey, in the context of a participant, official and spectator.</p>	<ul style="list-style-type: none"> <li>a. Analyze the impact that various issues associated with participation in hockey have on society in general, and personal social behaviours specifically, including but not limited to violence and aggression in sport by athlete and spectators, abuse of officials, drug use including steroids and intravenous drugs, tobacco and alcohol sponsorship, and gambling.</li> <li>b. Demonstrate and apply understanding of Hockey Canada’s Code of Ethics.</li> <li>c. Suggest alternate solutions when self or others demonstrate lack of fair play or positive social behaviour.</li> <li>d. Describe the characteristics of specific positive role</li> </ul>

	<p>models, locally, provincially, and globally, who are involved in hockey.</p> <ul style="list-style-type: none"><li>e. Examine leadership roles within the game of hockey (e.g., team mate, captain, coach, manager, etc.).</li><li>f. Demonstrate a personal commitment to positive social behaviour while participating in and watching hockey.</li><li>g. Present personal reflective opinions on highly publicized ethical controversies (e.g., steroid use by professional athletes, criminal charges against athletes as the result of actions during sporting competitions, fan abuse of or attacks on athletes and/or officials, gambling related inappropriate behaviours of athletes and/or officials) that have influenced societal thinking regarding social behaviour related to hockey.</li><li>h. Express insights in response to questions such as “Why is there a shortage of minor officials and coaches in almost all sports played in Saskatchewan?” and “Do I ever do anything that would make someone else want to quit being involved in movement activities?”</li></ul>
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## Assessment and Evaluation of Student Learning

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

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

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

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

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

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

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

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

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

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

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussion on placement or promotion.

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

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