

## Sample Planning Sheet - Canoeing

Foundational Objective	Specific Learning Objective (Verb)	Instructional Strategy	Instructional Method	Teacher Notes	Assessment Technique	Adaptations	C.E.L.s
Students will <b>identify</b> and <b>demonstrate</b> basic movement patterns and performance cues and <b>explain</b> how they relate to the development of canoeing skills.	Students will be able to <b>apply</b> their knowledge about balance, weight transfer and rotation learned during gymnastics and racquet sports to canoeing.	Direct Instruction Interactive Instruction Experiential Learning	Mastery Lecture Compare and Contrast Discussion Simulation		Rating Scale  Checklist (presentation) Checklist Self-Assessment and Peer Assessment		
Students will <b>examine</b> how the behaviour of one individual can affect the quality of an experience for others.	Students will <b>display</b> an understanding of the etiquette of canoeing and how it influences participants' behaviour.  Students will be able to <b>justify</b> the rationale for specified rules relating to canoeing.	Interactive Instruction  Independent Learning  Interactive Instruction	Peer Practice Problem Solving Circle of Knowledge Tutorial Groups  Research Project Essay/Report Assigned Questions Learning Activity Package  Report/Essay Circle of Knowledge Didactic		Observation Checklists, Anecdotal Records, Rating Scales, Peer and Self-Assessments  Teacher and Self-Assessment Rating Scales Rating Scales  Observation Checklist, Anecdotal Records, Rating Scales		

### Sample Planning Sheet - Canoeing (continued)

<p>Students will <b>extend</b> the movement patterns of balance, weight transfer and rotation to include other lifetime activities.</p>	<p>Students will <b>categorize</b> sports which involve similar movement patterns and performance cues.</p> <p>Students will <b>illustrate</b> the similarities among the categorized sports.</p> <p>Students will <b>evaluate</b> the categorized sports according to personal abilities and needs.</p>	<p>Independent Learning</p> <p>Interactive Instruction</p> <p>Independent Learning</p> <p>Interactive Instruction</p> <p>Indirect Instruction</p>	<p>Report/Essay</p> <p>Circle of Knowledge</p> <p>Problem Solving</p> <p>Discussion</p> <p>Report/Essay</p> <p>Peer Practice</p> <p>Inquiry</p> <p>Problem Solving</p> <p>Reflective</p> <p>Discussion</p>				
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