

<b>Clarity for Learning Planning Template</b>	
Standard 1: Demonstrate competency in a variety of motor skills and movement patterns. Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
<b>Concepts (Nouns)</b> Long handled implements require special motor skills  Health benefits can be received from fitness activities.	<b>Skills (Verbs)</b> Handling a long handled implement requires practice.  Exercising can have a variety of health enhancing benefits.
<b>Learning Progressions</b> Hockey <ul style="list-style-type: none"> <li>Throughout the K-2 program students are introduced to using short and long handled implements. These skills are reviewed during some 3-5 lessons. Building on those skills, students learn to explore and refine motor skills associated with hockey using a long-handled implement. Ultimately the skills are applied in modified game experiences designed to expose students to the game of hockey while fostering success.</li> </ul> Health-related Fitness <ul style="list-style-type: none"> <li>Students are introduced to health-related fitness early in the program. As they progress through the program fundamental concepts are built on with students learning the specific health enhancing benefits of exercise and the importance of lifelong movement for health.</li> </ul>	
<b>Learning Intentions (I am learning to...)</b>	<b>Success Criteria (I know I'm successful when...)</b>
I am learning to use a hockey stick.  I am learning to practice health enhancing fitness.	I know I am successful when I can: <ul style="list-style-type: none"> <li>Stick handle a yarn ball demonstrating three of four cues.</li> <li>Discuss the role of fitness in a healthy lifestyle.</li> </ul>