

# PREFACE

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This second edition of the I CAN Primary Skills K–3 is an exciting and major revision. It is designed as user-friendly teaching resource materials for use by teachers of students in special and/or inclusive physical education instructional program settings in Grades K–3.

**Why Is It Exciting?** This revision is exciting because it involves teachers, students, parents, and significant others in the goal of increasing student learning: student participation, progress and achievement of desired outcomes, and meeting of student expectancies. It is exciting because it involves students in learning to learn, cognitive-behavioral thinking, and doing skills in the natural physical education instructional environment as they learn movement skills and games. It is exciting because it meets students' needs in special and/or inclusive physical education instructional program settings by providing the following:

- A coherent curriculum relating the program goals, objectives, assessments, and instructional activities directly to desired student outcomes and expectancies, as well as a systematic process to guide adaptation and modifications in each component of the curriculum to meet individual needs.
- Performance-based assessments, defined as performance objectives, tasks and key elements, and learning criteria, used to assess each student's entry, progress, and achievement of the objective and ultimately the program goal.
- Authentic assessments of each student's performance in naturalistic activity situations with accommodations and alternative assessments if warranted.
- Reports and communications about student learning, including checklists describing performance-based assessment of what the student and class learned during various time periods as the result of instruction.
- A perspective for teachers' use of technology in preparing performance-based student profiles and disseminating these reports to different audiences: students, parents, colleagues, as well as transition and support personnel, administrators, and the community at large.

**Why Is It a Major Revision?** This edition is a major revision because it provides a curriculum structure—a Performance-Based Instructional Model with feedback pro-

cedures—to continually improve and modify the program and instruction based on evidence (i.e., from the field and/or student data). The model and the Three Cs design criteria serve as a guide for

- **Planning** developmentally appropriate instructional programs for students in special and/or inclusive physical education settings in Grades K–3.
- **Designing effective instruction** using the Three Cs design criteria: **Content**, **Construction** (the teaching-learning environment), and **Contact** (student active engagement).
- **Individualizing** instruction at the lesson level, based on abilities and grade levels, by assessing students' needs on objectives to be taught; selecting meaningful, relevant activities; and evaluating expectancies (student involvement).
- **Evaluating** what works best to increase students' learning and incorporating these results, as well as new promising practices from the field, into each model component and reporting the results of instruction to appropriate audiences through student and class progress reports, profiles, and Individualized Education Program (IEP) reports.

It is a major revision because the **LOOP Teaching Materials** represent the core K–3 program content: **L**ocomotor and rhythmic skills, **O**rientation skills, **O**bject control skills, and **P**ersonal-social participation skills. Included are materials that provide a written record of the instructional content. When these materials are implemented, modified, and rewritten they provide a valuable network resource for all teachers. It is a major revision because the **scope and sequence** of the **I CAN LOOP performance objectives** accommodate a wide range of skills, abilities, interests, and backgrounds of students in Grades K–3.

It is a major revision because each I CAN LOOP performance objective defines performance standards: observable, measurable performance tasks and key elements and behaviors directly related to program objectives and goals. Checklists, including Class Performance Score Sheets; Student and Class Progress Reports (unit, yearly, and cumulative reports); and general needs assessment procedures and records, are presented for each performance objective. These checklists indicate students'

entry, progress, and achievement. Checklists identify the performance objective tasks in Grades K–1 and 2–3 that can be used by teachers and/or work committees to set student expectancies.

Also, it is a major revision because the following effective strategies are discussed to accommodate diversity in the community of learners in Grades K–3:

- Essential components of the lesson
- Cooperative learning groups, peer-mediated instruction
- Learning to learn: cognitive-behavioral instructional sequences
- Infusion of health-related physical fitness activities
- Selecting, adapting, and inventing game activities
- Effective transitions, collaborations, instructional modifications, and adaptations

In summary, this edition is a major revision because it presents a curriculum design and teaching model that did not appear in the original I CAN materials.

The SMART START Preschool Movement Curriculum<sup>1</sup> helps children develop a level of competence to enter the I CAN Primary Skills. The I CAN Primary Skills K–3 provides activities for students to acquire skills to participate in, practice, and achieve at more specialized sport, dance, gymnastic, and game activities. Revision of the I CAN Sports, Dance, Gymnastic Skills, and Game Activities for upper elementary and middle school students is anticipated for 1999 (PRO-ED). With these teaching resource materials and the Performance-Based Instructional Model, physical educators can develop curriculum continuity for all students to participate, progress, and achieve.

## Curriculum Description

The I CAN Primary Skills curriculum is divided into Part 1, About the Resource Materials, and Part 2, The LOOP Teaching Materials. Appendixes are also included to provide necessary forms and helpful information.

### Part 1: About the Resource Materials

**Chapter 1: The Primary Skills.** The purpose of the I CAN Primary Skills K–3 revision is described. The resource materials comprise two key components: the Performance-Based Instructional Model and the LOOP teaching materials. An overview of the Performance-Based Instructional

Model as a procedural guide for planning, implementing, and evaluating a quality program is presented. A feedback procedure articulates each model component to identify continuous effective practices or modifications based on the results of instruction. The LOOP teaching materials, encompassing program goals and program objectives, are identified: 11 locomotor and rhythmic skills, 12 orientation skills, 12 object control skills, and 6 personal–social participation skills. Creating effective instructional programs in special education and inclusive or regular physical education programs is discussed. The roles of the Performance-Based Instructional Model and the LOOP teaching materials in the planning of a developmentally appropriate instructional program are described.

**Chapter 2: The Instructional Program.** The curriculum structure—that is, the written program plan—is described. The goals and program objectives identifying core learnings are presented. Procedural steps to develop, organize, and implement the Performance-Based Instructional Model are described. Organization of the instructional program utilizing three design criteria—content, construction, and contact—is presented. Implementation of the instructional program utilizing the LOOP teaching materials to plan units or lessons is described. Five key guidelines for effective instruction are presented.

**Chapter 3: Planning Instruction: Meeting Special Needs.** Planning quality instruction in special education and inclusive regular physical education programs is highlighted. The I CAN game/activity resources are discussed with a focus on game selection and game invention to assist teachers to meet the needs of students in multiability and multiage settings. The game/activity resources are directly related to the movement and behavioral objectives identified in the I CAN Primary Skills K–3. Peer-mediated and cooperative group learning are reviewed as effective teaching strategies to meet students' special needs. Profiling student entry performance, progress, and achievement on program objectives is critical to the success of each student in the instructional program. The use of the IEP as a tool in planning and implementing a student's program is outlined. Profiling strategies are discussed, including micro-computer technology. Collaboration between and among professionals essential for planning quality instruction, including transitions, is described. Instructional modifications in the activity environments and in instructional delivery strategies are reviewed.

### Part 2: The LOOP Teaching Materials

**Chapter 4: Locomotor and Rhythmic Skills; Chapter 5: Orientation Skills; and Chapter 6: Object Control Skills.** The performance objectives, tasks with key elements, and related Class Performance Score Sheets are presented.

<sup>1</sup>By Janet A. Wessel and Lauriee L. Zittel, 1995, Austin, TX: PRO-ED.

Assessment guidelines, instructional activities, and the suggested unit focus for Grades K–3 are included. The equipment needed to implement the assessing activities for each performance objective is identified. Game/Activity Resources describing activities and games for practicing objectives are located at the end of each chapter.

**Chapter 7: Personal–Social Participation Skills.** A brief description is presented of a school mission to incorporate personal–social skills within the school’s curriculum. The I CAN Performance-Based Instructional Model can be used in developing a plan of action to carry out this mission using the consensus-building process. Procedures for identifying, organizing, and sequencing personal–social participation skills in physical education are described. The I CAN Class Performance Score Sheets, which are performance-based criterion measures used to report and communicate student learning to parents and others, are provided. Assessment guidelines and instructional activities are described. A scoring guide to assess student performance levels, tasks, and key elements/student behaviors is provided, along with the six performance objectives and related Class Performance Score Sheets.

**Chapter 8: Health-Related Physical Fitness Components.** Although the health-related physical fitness components are not part of the I CAN LOOP performance objectives, they are important to integrate into lesson activities. This brief chapter presents the performance objective descriptions and score sheets for these components.

**Glossary.** A glossary of terms follows Chapter 8. This section serves as a reference to define specific terminology that may not be clear to the professional using these materials.

## Appendixes

This book contains five appendixes that contain materials and forms that are helpful in implementing the I CAN curriculum:

- A: Instructional Program Planning Resources and Worksheets
- B: I CAN Forms: Student and Class Records
- C: Master Game/Activity List by Objectives
- D: Resources: Equipment, Books, Tapes/Records, and Networks
- E: Action Words

## Some Thoughts and Remarks

We believe that the I CAN Primary Skills K–3 can help all students to participate, learn, progress, and succeed. This is possible because the Performance-Based Instructional Model and the LOOP teaching materials

- **Encourage** self-evaluation and revisions by the student, teacher, parent or guardian, and others involved in the educational process, results, and desired student outcomes.
- **Help** teachers and others to assist student learning by providing the following: to align the curriculum, instruction, and assessments, in order to increase learning for students of all abilities by providing a continuum of skill development, effective practices, and a systematic process to adapt or modify instruction and strategies, not only ensuring curriculum continuity but also creating effective classrooms for students in special and/or inclusive physical education instructional program settings.
- **Reveal** the degree of proficiency and results of instruction attained by the students based on established performance objective standards.
- **Include** a record-keeping and reporting system to provide accurate and useful student and class assessment data.