

1. INTRODUCTION

This survey asks participants to assess the proposed revisions to the *Health for Life* (PPZ30) course, Grade 11 Open. Participants are invited to share comments related to the revisions.

There are five parts to this survey.

Part A: Identifies the *community* whose views are reflected through the survey.

Part B: Provides an opportunity to comment on the *curriculum vision statement, course name, course description, strands and the overall course*.

Part C: Assesses *the overall and specific expectations and teacher supports* of the proposed revisions for the course.

Part D: Provides an opportunity for *general comments and feedback* on the draft course.

Part E: Provides an opportunity to give any *other input* you deem appropriate not covered in the survey

The following are a few tips that will make the completion of the survey easier.

- a) All questions, except "Your Comments," are mandatory.
- b) The bar at the top of the screen indicates the percentage of the survey instrument that you have completed.
- c) You will have an opportunity to provide any additional comments at the end of the survey.
- d) You can exit the survey ... by clicking on "Exit Survey" in the upper, right-hand corner ... and return as many times as you want ... as long as you have not clicked on "Completed Survey."

2. Part A: IDENTIFICATION

* 1. The responses to this survey represent the views of:

A district school board or school authority?

A stakeholder group or organization?

An individual respondent?

3. District School Boards/School Authorities

- * 1. Please select the name of the district school board or school authority from the dropdown menu below.

If none of the options applies, select "Other" at the bottom of the list.

Board/Authority List

2. If you clicked on "Other," please provide details.

- * 3. Please select your role from the list below.

Teacher

Department Head

Board Official

Other (please specify)

- * 4. Please indicate the number of educators who participated in this survey.

Please provide a number, rather than text i.e. "9" rather than "nine."

4. Stakeholders

* 1. Please indicate the name of your stakeholder group.

* 2. Please indicate the particular focus or expertise (if applicable) of your organization / group (e.g., nutrition, physical activity, recreation, kinesiology, health promotion, curriculum).

* 3. Please indicate the number of stakeholders who participated in this survey.

Please provide a number, rather than text i.e. "9" rather than "nine."

5. Individual Response

1. Are you an employee or member of:

A district school board or school authority?

A stakeholder group?

6. Individual Response/School Board or School Authority

1. Please select the name of the district school board or school authority from the dropdown menu below.

If none of the options applies, select "Other" at the bottom of the list.

List

Board/Authority

2. If you clicked on "Other," please provide details.

* 3. Please select your role from the list below.

Teacher

Department Head

Board Official

Other (please specify)

7. Individual Response/Stakeholder

- * 1. Please indicate the name of your stakeholder group.

- * 2. Please indicate the particular focus or expertise (if applicable) of your organization / group (e.g., nutrition, physical activity, recreation, kinesiology, health promotion, curriculum.)

8. About You

* 1. Please identify yourself.

Name [first name, last name]:

Email Address:

Business Phone Number:

9. Part B: Vision Statement, Course Title, Course Description, Strands/Sub-str...

This section asks you to consider the proposed draft "Vision Statement" excerpted from curriculum document "Introductory" material and the proposed draft of the revised *Health for Life* (PPZ30) course. Indicate the degree to which each section adequately and effectively communicates the key messages for educators.

Use the rating scale below, and use the comment box if you wish to include further details or considerations. Answer this section only once.

The rating scale from 1 to 5 represents the following:

"5" indicates that you strongly agree

"3" indicates that you somewhat agree

"1" indicates that you strongly disagree

Note: For each section, there is a final question entitled, "Specific suggestions to improve the text" where you are invited to add any specific comments you wish to make. We welcome your constructive and specific suggestions for improvement. For ratings of 1, 2, 3, we strongly encourage a suggestion or comment.

If referring to particular expectations in this section, please identify the expectation by strand and number, e.g., Determinants of Health, 1.2 (second specific expectation in the Determinants of Health Strand). Expectations are numbered on the draft copies of the curriculum for the course.

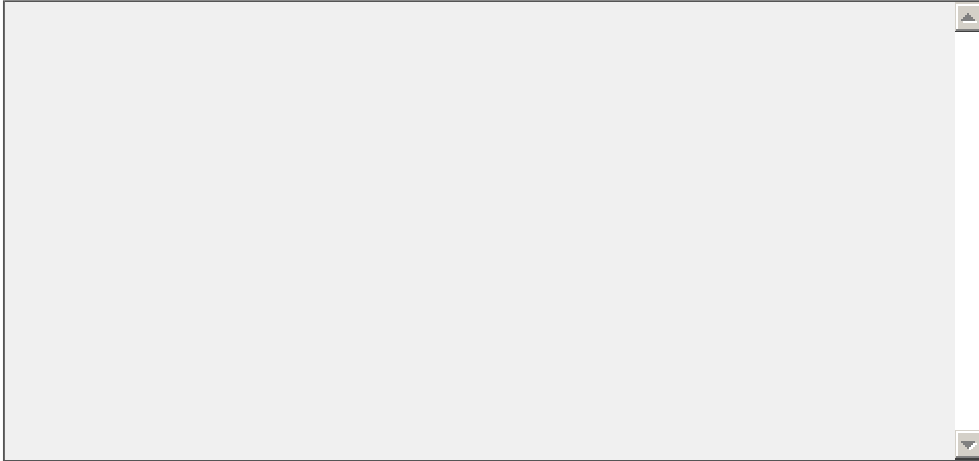
10. Vision Statement:

1. The Vision Statement:

is reflected throughout the course

1 2 3 4 5
jñ jñ jñ jñ jñ

2. Please provide your specific suggestions to improve the text.

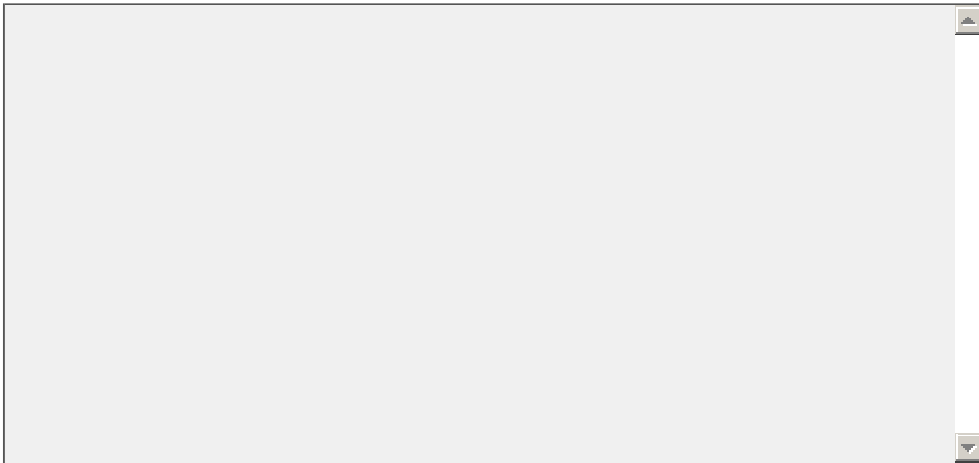


3. Course Title:

reflects the learning for the course

1 2 3 4 5
jñ jñ jñ jñ jñ

4. Please provide suggestions for a more appropriate title:



5. Course Description:

clearly communicates what the course is about

1 2 3 4 5
jñ jñ jñ jñ jñ

is clear for students to understand

jñ jñ jñ jñ jñ

is clear for parents to understand

jñ jñ jñ jñ jñ

6. Please provide suggestions to improve the text:

7. Course Strands/sub/strands:

	1	2	3	4	5
reflect the intent of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have titles that reflect the learning within the strand/sub-strand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are helpful to teachers in course planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please provide suggestions to improve the text:

9. Overall the course:

	1	2	3	4	5
content is relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
content is current	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
content allows for appropriate depth and breath of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allows for opportunities to address current issues and trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. General comments:

A large, empty rectangular box with a light gray background and a vertical scrollbar on the right side, intended for general comments.

11. Part C: Overall and Specific Expectations, Teacher Supports

This section asks you to consider the proposed draft of the revised *Health for Life* (PPZ30) course. Indicate the degree to which each section adequately and effectively communicates the key messages for educators. Use the rating scale described in Part B and use the comment box if you wish to include further details or considerations..

1. Overall Expectations:

	1	2	3	4	5
clearly identify the core concepts of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allow teachers flexibility on how to evaluate students to support success for all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are grade/age appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide clear connections to the draft achievement chart	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please provide your specific suggestions to improve the text. (Please include strand title and expectation number when commenting)

3. Specific Expectations:

	1	2	3	4	5
clearly reflect the core concepts for the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reflect the progression of knowledge through the wording of the expectation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reflect the progression of skill development through the wording of the expectation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have content that is age-appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide clear connections to the draft achievement chart	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clearly connect to the overall expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allow for flexibility to address current issues and trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
show integrated living skills where appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Specific suggestions to improve the text: (Please include sub-strand title and expectation number when commenting)

5. Examples supporting the specific expectations:

	1	2	3	4	5
clarify the student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
suggest the intended depth and level of complexity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect a broad range of student backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect a broad range of student abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect the Living Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect anti-discrimination education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect aboriginal perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect environmental education (learning about, for and in the environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Specific suggestions to improve the text:

7. Teacher Prompts/Student Response supporting the specific expectations:

	1	2	3	4	5
clarify student learning by illustrating a potential approach to instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect a broad range of student backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect a broad range of student abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect the Living Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect anti-discrimination education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect aboriginal perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
where appropriate, reflect environmental education (learning about, for and in the environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Specific suggestions to improve the text:



12. Part D: General Comments and Feedback

This section provides an opportunity to respond to one or more of the following general questions. Use the rating scale to indicate your impression of the various categories.

1. CURRICULUM:

1 2 3 4 5

The proposed draft course focuses on important Health and Physical Education concepts.

1 2 3 4 5

2. SKILLS:

1 2 3 4 5

The expectations focus on building skills

1 2 3 4 5

3. ASSESSMENT AND EVALUATION:

1 2 3 4 5

The proposed draft course supports differentiated assessment and evaluation that promotes learning in Health and Physical Education.

1 2 3 4 5

4. TEACHING:

1 2 3 4 5

The proposed draft course allows for differentiated learning and supports effective Health and Physical Education teaching with an understanding about what students need to know and be able to do.

1 2 3 4 5

5. EQUITY:

1 2 3 4 5

The proposed draft course supports equity by promoting engagement in Health and Physical Education for all students.

1 2 3 4 5

6. Other comments/suggestions:

13. Part E: Other comments about issues not covered in the survey

This section provides an opportunity to share some final thoughts about the draft of the proposed curriculum revisions for Grade 11 *Health for Life* (PPZ30) course.

1. Please provide any additional comments.

