

# *Saskatchewan*

## *Physical Education Grades 6, 7 and 8:*

### *An Assessment Resource for*

#### *Teachers*

This resource was developed as a collaborative professional learning project between Regina Catholic Schools Division and South East Cornerstone School Division.

#### **Regina Catholic Schools**

Chris Busby, St. Timothy Elementary School  
Sharon Crooks, Sacred Heart Community School  
Nolan Firnesz, St. Pius X Elementary School  
Graham Hayes, St. Francis Elementary School  
Ryan LeBlond, St. Pius X Elementary School  
Brian Lewis, Catholic Education Centre

#### **South East Cornerstone**

Dave Sandomirsky, Rocanville School  
Jarod Harvey, Carnduff Education Complex  
Kathy Fowler, Hillcrest Public School, Estevan

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# Preface

In response to implementing the renewed Saskatchewan Physical Education curricula for grade 6, 7, and 8, a group of educators from two school divisions joined together to create a resource that would support them and others in the area of assessment and evaluation. This group chose to develop a holistic rubric for each outcome in grade 6, 7 and 8. Once this important task was completed, the group focused on creating outcome specific assessment ideas and tools for each Outcome in grade 6 Physical Education.

To support teachers in completing a full assessment of what students know, understand and are able to do in grade 6 Physical Education, the following were created for each Outcome:

- a holistic rubric
- a summary of the indicators in bulleted format
- descriptions of a variety of assessment suggestions

In addition, Potential Assessment Tools have been provided for many of the Outcomes.

Most of the ideas provided for assessment of student's achievement of grade 6 Outcomes can be used as 'spring board' for assessment plans to be used by teachers of grade 7 and 8 Physical Education.

# Cardiovascular Fitness – 6.1

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently fully engages in opportunities to enhance own level of cardiovascular fitness	Frequently fully engages in opportunities to enhance own level of cardiovascular fitness	Occasionally fully engages in opportunities to enhance own level of cardiovascular fitness	Has not fully engaged in opportunities to enhance own level of cardiovascular fitness
Consistently and independently, without prompting, uses safe techniques and strategies when exercising	Frequently, without prompting, uses safe techniques and strategies when exercising	Occasionally, without prompting, uses safe techniques and strategies when exercising	Must always be prompted to use safe techniques and strategies when exercising
Consistently and independently demonstrates correct understanding of various aspects of health-related fitness	Frequently demonstrates correct understanding of various aspects of health-related fitness	Occasionally demonstrates correct understanding of various aspects of health-related fitness	Has not demonstrated correct understanding of various aspects of health-related fitness
Consistently and independently fully engages in the use of fitness appraisal methods to understand personal cardiovascular endurance level	Frequently fully engages in the use of fitness appraisal methods to understand personal cardiovascular endurance level	Occasionally fully engages in the use of fitness appraisal methods to understand personal cardiovascular endurance level	Has not fully engaged in the use of fitness appraisal methods to understand personal cardiovascular endurance level
Consistently and independently clearly designs challenging fitness plans that follow the F.I.T.T. principle, targeting cardiovascular fitness	Frequently clearly designs somewhat challenging fitness plans that follow the F.I.T.T. principle, targeting cardiovascular fitness	Fitness plans follow the F.I.T.T. principle but are not specific to cardiovascular fitness, are not clear and are not challenging	Has not designed Fitness plans.
Consistently and independently maintains target heart zone for a minimum of 10 consecutive minutes.	Frequently maintains target heart zone for a minimum of 10 consecutive minutes.	Occasionally maintains target heart zone for a minimum of 10 consecutive minutes.	Has not maintained target heart zone for a minimum of 10 consecutive minutes.

## 6.1 - Cardiovascular Fitness

Create and implement a personal health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.

### **Students will have fully achieved this outcome if they:**

- recognize when own movement is at a moderate level and when it is at a vigorous level
- engage in movement activities at the required level of exertion for sustain periods of time
- can sustain participation in movement activities and games at a moderate to vigorous level for ten consecutive minutes
- use assessment data to understand own level of fitness
- determine own heart rate and make accurate conclusion about own level of exertion
- express the cardiovascular benefits of participation in specified activities
- engage in fitness appraisals at a level that accurately reflects current fitness level
- assess own level of cardiovascular fitness based on fitness appraisal performance, health-related fitness standards, and personal data collection
- communicate the qualities of realistic and challenging personal fitness goals
- set, monitor progress towards, and revise personal goals for improvement of cardiovascular endurance
- follow the F.I.T.T. principle to:
  - create a plan to work towards personal goals
  - monitor success of own improvement plan
- communicate insights in response to questions related to the fitness of self and others.

## Checklist Assessment Tool

Options for use of this assessment tool are as follows:

Option 1:

- Observe the students as they try to sustain a run for a period of time, possibly starting at 5 minutes for the first run of the year (time will vary based on the cardiovascular endurance level of the students as they enter grade six). Progress to 10 minutes by the last few in the final term.
- Record the time at which each student first start walking (but encourage students to start running again as soon as they can so they can build their endurance).

Option 2:

- Observe the students as they try to sustain a run for a period of time, possibly starting at 5 minutes for the first run of the year (this time will vary based on the cardiovascular endurance level of the students as they enter grade six). Repeat a length of time before progressing by one minute. Progress to 10 minutes by the last few in the final term.
- Record the number of laps the students complete during this time. (A partner could count laps)

Option 3:

- Observe students participating in a variety of moderate to vigorous movement activities that you plan to have them sustain participation for a specific length of time. Progress to 10 minutes by the end of the term.
- Record the time at which each student begins to disengage in sustaining effort (but encourage students to 'get back in the game' as soon as they can).

Student could use of data gathered through the checklist to:

- monitor, compare, and chart (graph) their own progress over time using the data collected on this form.
- understand own level of fitness by comparing it to health-related fitness standards
- set personal cardiovascular fitness goals

**Physical Education – Grade 6  
Assessment**

<b>Outcome 6.1</b>	<b>Focus: Consistently and independently fully engages in opportunities to enhance own level of cardiovascular fitness.</b>
	<b>Form of Assessment: Observation</b> <b>Student engages in activity in a progression to sustained 10 minutes of cardiovascular activity.</b>

Term	1					2					3				
Date															
Task															
Duration of Task															

→ <b>Student</b>	<b>Teacher Notes: Students who engage will keep trying even when they are showing signs of fatigue. They will demonstrate signs of the Cardiovascular Endurance being challenged (e.g., increase rate of breathing, redness of skin, perspiration).</b>
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**Teacher Notes:**

### Additional Assessment Suggestions:

- 1) Facilitate student conversation to co-construct criteria for what it looks like, sounds like, and feels like when someone is fully engaged in moderate to vigorous physical activity. Use the criteria to create a self/peer/teacher assessment tool, such as a checklist or rubric, which can be used throughout the school year. It could be completed by the students every time the teacher completes the above checklist.
- 2) Show students health-related fitness standards, or have them research health-related fitness standards to draw conclusions about their own level of fitness. Set goals for improvement – discussion with students about goals and plans for improvement.
- 3) Use the Regina Catholic School Division's *Moving Ahead with Fitness in Phys. Ed.*
  - Student writes SMART Goal (p. 31)
  - Student completes and submits first draft of plan F.I.T.T. plan (template p. 5)
  - Student self/peer assesses plan based on the criteria of F.I.T.T. (p. 4)
  - Teacher provides feedback on draft plan (using same criteria)
  - Student make revision of plan
  - Final fitness plan submitted by March.
- 4) Students could submit a calendar on which they record their plans for working towards their fitness goal, recording what they will do on the days of the week. This could be for a set period of time (e.g., three week). Parent's signature could be required upon submission. Copies of submission could be returned to students for them to record what they actually do. A requirement for 'completion' could be a parent's initial to verify participation in activity.
- 5) Assessment of improvement compared to goal and plan for improvement.
- 6) Students self assess own progress towards goal – 'check-in'/monitoring dates for progress.
- 7) Student portfolio – appraisal performance and growth, goal setting, growth, evaluation, new goal plan, monitoring, new plan records of activity, graph of progress over time, moderate/vigorous activity 'rating page' (Date-activity-level of participation-how do you know?)
- 8) Student Journal –
  - Regular 'take your pulse' and record results with occasional written analysis of 'pulse implications'.
  - Discussion, written product on benefits of cardiovascular fitness.
  - Make accurate conclusion about own level of exertion.
  - Express the cardiovascular benefits of participation in specified activities.
  - Communicate the qualities of realistic and challenging personal fitness goals.
  - Communicate insights in response to questions related to the fitness of self and others
- 9) Tell parent story of the importance of cardiovascular fitness (submit parent record of conversation).
- 10) Collect, record, and use data (e.g., pedometer steps, stop watch times) related to cardiovascular fitness progress.
- 11) Chart 'fitness progress' (e.g., number of sustained minutes of participation in moderate to vigorous activity) over time.

## Body Composition – 6.2

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently identifies and demonstrates a variety of movement activities that involve high levels of energy consumption on a regular basis.	Frequently identifies and demonstrates a variety of movement activities that involve high levels of energy consumption on a regular basis.	Occasionally identifies and demonstrates a variety of movement activities that involve high levels of energy consumption on a regular basis.	Has not identified and demonstrated a variety of movement activities that involve high levels of energy consumption on a regular basis.
Consistently and independently communicates, with clarity, the factors that influence the size, shape and composition of the body.	Frequently communicates, with clarity, the factors that influence the size, shape and composition of the body.	Occasionally communicates, with clarity, the factors that influence the size, shape and composition of the body.	Has not communicated, with clarity, the factors that influence the size, shape and composition of the body.
Consistently and independently demonstrates an understanding of the impact of activity on body composition and how to make healthy choices for a balanced self.	Frequently demonstrates an understanding of the impact of activity on body composition and how to make healthy choices for a balanced self.	Occasionally demonstrates an understanding of the impact of activity on body composition and how to make healthy choices for a balanced self.	Has not demonstrated an understanding of the impact of activity on body composition and how to make healthy choices for a balanced self.

Notes:



## 6.2 - Body Composition

Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect (maintain, increase, decrease) body fat composition.

**Students will have fully achieved this outcome if they:**

- identify different components of body composition (e.g., fat, bones, muscle, fluid)
- understand the concept of body composition rather than analyzing their “weight”
  - e.g., Muscle weighs more than fat, so increasing muscle mass and decreasing fat will ultimately cause a person to gain weight, but improve body composition.
- identify and analyze myths related to body composition (e.g., can you turn fat to muscle?)
- understand how body composition is influenced (environment, genetics, etc.)
- understand how a person consumes (eating) and expends (exercise) energy
- understands how to balance energy consumption and expenditure in a safe, healthy way to improve/maintain body composition. (e.g., expend the same energy that is consumed)
- participate in a variety of movement activities that involve high levels of energy expenditure on a regular basis. (e.g., running vs swimming vs badminton)
- categorize foods and activities according to their impact on energy consumed and energy expended.
- understand body composition assessment methods and their implication (e.g, BMI, skinfold calipers, etc.)
- describe unhealthy and dangerous ways to lose weight (e.g., Dehydration, starvation, etc.)
- express insights into how self-perceptions of body composition and body image can influence overall wellness.

### Additional Assessment Suggestions:

1) Option A:

Provide three (3) snack items (one high in calories; one medium in calories; and one low in calories). Allow the students to eat their snack choice. After the students have finished their snack, have them do a run for a certain time period. After the run, give the students information on how many calories they burned from doing the run and also how many calories each of the snack contained. Guide a discussion on which students improved their body composition (burned more calories than they consumed), which students maintained their body composition (burned the same amount of calories that they consumed), and which students had a decline in their body composition (consumed more calories than they burned). In subsequent lessons, provide different snack options and different activities allow the students to learn about calorie content and calorie burning of a variety of foods and activities.

Option B:

Require students to try to run for the length of time needed to fully burn off the calories consumed in the selected snack item.

Students complete a journal entry in response to a teacher questions such as “How has your food choice impacted your required level of participation in activity in order to maintain or improve your body composition?”

Note: In later grades, teachers will be able to introduce low calorie burning activities (such as yoga), so that students learn about other components of fitness such as power, flexibility, strength, etc.

- 2) Tell students to go into the storage room, get a piece of equipment that will support them in engaging in five minutes of vigorous activity. While students are engaging in the activity, move around to students, recording those who made appropriate choices, and questioning those who did not. Guide them to more deeply understand that their choice did not meet the requirement. (e.g., If the students get a skipping rope and skips with effort, the students understand the concept. If the students get a shuttle and badminton racquets and stand still while hitting the shuttle back and forth, they do not understand the concept).
- 3) Utilize student journal, student portfolio, or student conversation based on key questions taken from the indicators in the curriculum. (e.g., What is your body made of?, Which is more important: body composition or weight?, What are some factors that influence size, shape, and composition of the body?, Why is it good to understand body composition rather than weight as a means of placing judgment on yourself or others?, What kind of activity is the best for burning energy?, What are some unhealthy or dangerous ways that people try to lose weight? What is a healthy, safe, and effective way to maintain weight?, What is a healthy, safe, and effective way to lose weight? )

**Additional Assessment Suggestions continued:**

- 4) Students can create a representation and/or tell the story of how energy intake and output is similar to that of a vehicle. Criteria for the presentation could include response to prompts such as:  
What fuels the body? How does the body burn fuel? Which vehicle burns more gas, a motorcycle or a semi-truck? Are you a motor-cycle or a semi-truck?
- 5) Create a written scenario that students respond to that will lead them to demonstrate their understanding of importance of body composition as opposed to body weight.
- 6) Have the students tell their parent(s) a story about the importance of body composition instead of weight. Parents could sign and return a slip that indicates that the conversation happened.
- 7) Discuss and compare a variety of body composition tests:
  - a. Height/ weight charts
  - b. Body Mass Index (BMI)
  - c. Skinfold Calipers
- 8) In combination with Physical Education and Math:
  - a. Physical Education:
    - i. students can keep track of their food consumption over a period of time (e.g., one week, four days, etc.) and research the calorie content of each food item
    - ii. students will keep a journal of their physical activity over the same time period used above and research the calorie burning ability of each activity.
  - b. Math:
    - i. students will take the information from above and calculate their average calorie consumption per day and average calorie expenditure per day in order to determine their body composition incline, decline, or balance.

## Muscle Fitness – 6.3

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently performs all exercises with correct technique to enhance flexibility and muscular endurance.	Frequently performs all exercises with correct technique to enhance flexibility and muscular endurance.	Occasionally performs all exercises with correct technique to enhance flexibility and muscular endurance.	Has not performed exercises with correct technique to enhance flexibility and muscular endurance.
Consistently and independently uses safety guidelines for safe and effective muscular strength development during adolescence.	Frequently uses safety guidelines for safe and effective muscular strength development during adolescence.	Occasionally uses safety guidelines for safe and effective muscular strength development during adolescence.	Has not used safety guidelines for safe and effective muscular strength development during adolescence.
Consistently and independently fully engages, with or without equipment, in a variety of movement activities that promote muscular endurance and flexibility.	Frequently fully engages, with or without equipment, in a variety of movement activities that promote muscular endurance and flexibility.	Occasionally fully engages, with or without equipment, in a variety of movement activities that promote muscular endurance and flexibility.	Has not fully engaged, with or without equipment, in a variety of movement activities that promote muscular endurance and flexibility.
Consistently and independently uses proper names of the muscles when doing flexibility and muscular endurance exercises.	Frequently uses proper names of the muscles when doing flexibility and muscular endurance exercises.	Occasionally uses proper names of the muscles when doing flexibility and muscular endurance exercises.	Has not used proper names of the muscles when doing flexibility and muscular endurance exercises.
Consistently and independently uses own body weight to challenge and improve personal muscular strength.	Frequently uses own body weight to challenge and improve personal muscular strength.	Occasionally uses own body weight to challenge and improve personal muscular strength.	Has not used own body weight to challenge and improve personal muscular strength.

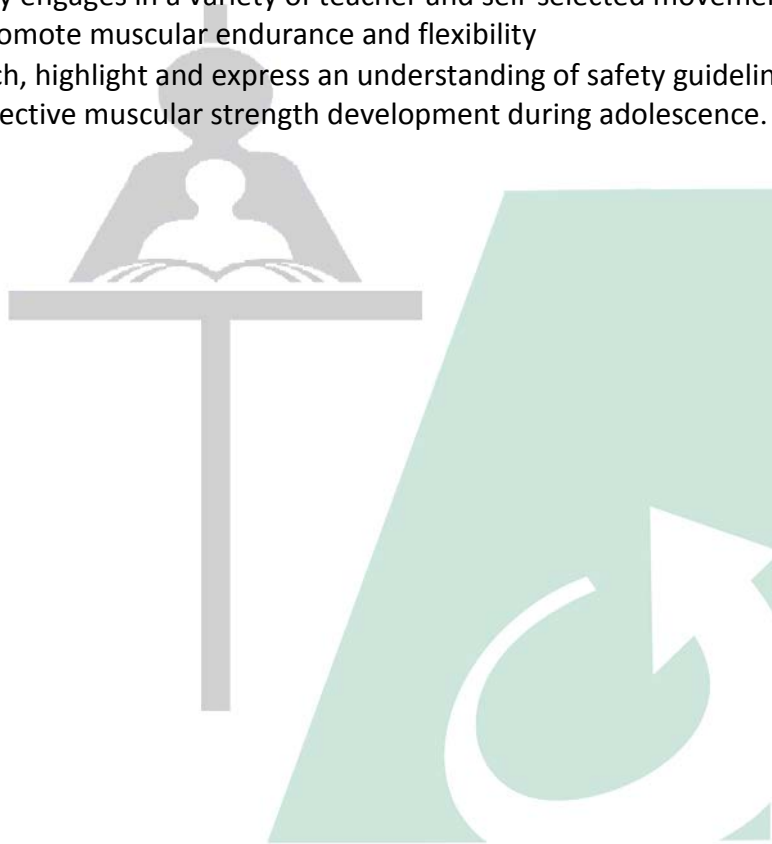
Notes:

## 6.3 - Muscle Fitness

Apply self-selected strategies for effectively and safely improving muscular endurance and flexibility, and apply, with guidance, an understanding of how to effectively and safely improve muscular strength.

**Students will have fully achieved this outcome if they:**

- can use own body weight and a variety of objects and equipment to challenge and improve personal muscular strength, endurance and flexibility
- can use the proper names of muscles when doing exercise that benefit those muscles
- willingly engages in a variety of teacher and self-selected movement activities that promote muscular endurance and flexibility
- research, highlight and express an understanding of safety guidelines for safe and effective muscular strength development during adolescence.



### Additional Assessment Suggestions:

- 1) During warm-up activities, engage individual students in response to teacher-directions that will require students to demonstrate exercises that challenge specific muscles (e.g., Show me a stretch that challenges your triceps. Demonstrate how you can use the resistance band to challenge the muscular endurance of your bicep.)
- 2) Students could create, including visuals, and lead a mini-circuit that is based on given criteria (e.g., four stations, different muscle focus for each station, each exercise should be for muscle endurance, at least one of the exercises should be for core strength).
- 3) Give students an 'Exit Slip' that requires them to record in their journal the specific muscular benefits (e.g., which muscle, which component of muscular fitness) was enhanced by the exercises participated in during that PE class.
- 4) Students identify the names of muscles on a given diagram of the body muscles.
- 5) Use the Resistance Training Rubric and/or Circuit Training Rubric (see next pages) to assess students related to indicators d., f., and g.
- 6) Create posters, based on co-constructed criteria, which promote safe engagement in flexibility and muscular endurance activities. Display posters in the gym!

# Resistance Training

In support of Outcome 6.3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Tempo</b>	<b>Execution</b>	<b>Breathing</b>	<b>Engagement</b>	<b>Self-Discipline</b>
<b>4</b>	All exercises are performed at the instructed pace. All exercises are performed at a ratio of 2:3. (2 seconds for the positive phase and 3 seconds for the negative phase).	All exercises are performed with correct technique.	All exercises are performed with proper breathing. (Inhaling during the negative phase and exhaling during the positive phase).	Consistently and independently enthusiastic. Always exerts a physical effort.	Consistently and independently remains focused on completing a task and is self-responsible.
<b>3</b>	Most exercises are performed at the instructed pace. Most exercises are performed with the correct ratio.	Most exercises are performed with correct technique.	Most exercises are performed with proper breathing.	Frequently enthusiastic. Frequently exerts a physical effort.	Frequently remains focused on completing tasks and is fully involved with little prompting.
<b>2</b>	Some exercises are performed at the instructed pace. Negative phase of the exercise is rarely performed under control.	Some exercises are performed with correct technique.	Most exercises are performed with random breathing. Little focus on breathing.	Occasionally enthusiastic. Needs some encouragement to exert a physical effort.	Needs some prompting to stay focused on completing tasks and to remain in self-control.
<b>1</b>	Few exercises are performed at the instructed pace. Negative phase never performed under control.	Few exercises are performed with correct technique.	Holds breathe while performing resistance activities.	Rarely enthusiastic. Needs a much encouragement and monitoring to exert a physical effort.	Requires extended prompting and close supervision to complete task and does demonstrate irresponsible behavior.

# Circuit Training

In support of Outcome 6.3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Exercises</b>	<b>Execution</b>	<b>Breathing</b>	<b>Engagement</b>	<b>Self-Discipline</b>
4	All exercises are performed at the instructed pace.	All exercises are performed with correct technique. Always able to work without supervision.	All exercises are performed with proper breathing. (Inhaling during the negative phase and exhaling during the positive phase).	Always enthusiastic. Always exerts a physical effort.	Always remains focused on completing tasks and is self-responsible.
3	Most exercises are performed at the instructed pace.	Most exercises are performed with correct technique. Usually able to work without supervision	Most exercises are performed with proper breathing.	Almost always enthusiastic. Almost always exerts a physical effort.	Usually remains focused on completing tasks and is fully involved with little prompting.
2	Some exercises are performed at the instructed pace.	Some exercises are performed with correct technique. Occasionally able to work without supervision	Most exercises are performed with random breathing. Little focus on breathing.	Sometimes enthusiastic. Needs some encouragement to exert a physical effort.	Needs some prompting to stay focused on completing tasks and to remain in self-control.
1	Few exercises are performed at the instructed pace.	Few exercises are performed with correct technique. Rarely able to work without supervision.	Holds breathe while performing exercises.	Rarely enthusiastic. Needs a much encouragement and monitoring to exert a physical effort.	Requires extended prompting and close supervision to complete task and does demonstrate irresponsible behavior.



**Regina  
Catholic Schools**

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**SOUTH EAST  
CORNERSTONE**  
SCHOOL DIVISION #209



## Skill-related Fitness – 6.4

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently able to demonstrate, through movement, an understanding of the <b>skill-related components</b> of fitness.	Frequently able to demonstrate, through movement, an understanding of the <b>skill-related components</b> of fitness.	Occasionally able to demonstrate, through movement, an understanding of the <b>skill-related components</b> of fitness.	Has not demonstrated, through movement, an understanding of the <b>skill-related components</b> of fitness.
Consistently and independently exerts a physical effort when participating in challenges that develop health-related and skill-related components of fitness.	Frequently exerts a physical effort when participating in challenges that develop health-related and skill-related components of fitness.	Occasionally exerts a physical effort when participating in challenges that develop health-related and skill-related components of fitness.	Has not exerted a physical effort when participating in challenges that develop health-related and skill-related components of fitness.
Consistently and independently connects and distinguishes between skill related and health related components of fitness through physical performance.	Frequently connects and distinguishes between skill related and health related components of fitness through physical performance.	Occasionally connects and distinguishes between skill related and health related components of fitness through physical performance.	Has not connected and distinguished between skill related and health related components of fitness through physical performance.

Notes:

## 6.4 Skill-related Fitness

Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) and how they connect with the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) in the development of each other.

**Students will have fully achieved this outcome if they:**

- can distinguish between the skill-related components of fitness and the health-related components of fitness
- present physical demonstrations of movements that exemplify each component of skill-related fitness and the health-related fitness
- can identify and perform movement skills that demonstrate the connection between one or more components of skill-related fitness and health-related fitness by the components
- engage consistently and independently in a variety of individually challenging fitness movement activities that develop health-related and skill-related components of fitness.
- exert effort at a personally challenging level in a variety of individually challenging fitness movement activities that develop health-related and skill-related components of fitness.
- connect the physical performance required during the stations of a teacher-designed circuit with the components of skill-related fitness and health-related fitness (e.g., Station One – two foot jump into and out of a hoop on the floor 30 times in 30 seconds – speed, agility, muscular endurance).
- explain the health-related fitness benefits after participating in games and challenges designed to improve and maintain personal skill-related fitness and, thus, health-related fitness.
- communicate insights in response to questions related to skill-related fitness.

## Checklist Assessment Tool

Options for use of this assessment tool as related to Outcome 6.4 are as follows:

Option 1:

- Observe the students as they engage in a variety of individually challenging fitness movement activities that develop health-related and skill-related components of fitness.
- Assess consistency and independency of their engagement in the movement activities.
- Record student level of achievement based on the criteria in the Outcome 6.4 rubric.

Option 2:

- Observe students as they exert effort at a personally challenging level in a variety of individually challenging fitness movement activities that develop skill-related, and subsequently, health-related, components of fitness.
- Assess their level of exertion in the movement activities.
- Record student level of achievement based on the criteria in the Outcome 6.4 rubric.

Option 3:

- Observe students as they demonstrate movements that challenge specified skill-related health-related component(s) of fitness.
- Record whether or not the student selected and performed movement challenges the specified component(s) of fitness.

Student could use data gathered through the checklist to:

- self-identify components skill-related fitness that they understand and do not understand
- students select components of fitness they are most (least) familiar with as the focus for creating a plan for physical demonstration of understanding
- students create a visual representation (e.g., bar graph, thumbs up/thumbs down, bulls eye target) of demonstrated understanding of each component of skill-related component of fitness

**Physical Education – Grade 6  
Assessment**

**Outcome 6.4**   **Focus: Consistently and independently exerts a physical effort when participating in circuits/challenges that develop health-related and skill-related components of fitness.**

**Form of Assessment: Observation  
Student engages in a variety of individually challenging fitness movement activities.**

<b>Term</b>	<b>1</b>				<b>2</b>				<b>3</b>			
<b>Date</b>												
<b>Task</b>												
<b>Duration of Task</b>												
→	<b>Teacher Notes: Students who engage will keep trying even when they are showing signs of fatigue. They will demonstrate persistence and will repeat attempts in an effort to increase the quality of performance. They will remain on task for the entire duration of a physical challenge (e.g., circuit station for 45 seconds).</b>											
<b>Student</b>												

**Teacher Notes:**

### Additional Assessment Suggestions:

- 1) Facilitate student conversation to co-construct criteria for what it looks like, sounds like, and feels like when someone is fully engaged in skill-related, and subsequently, a health-related fitness challenges.

Use the criteria to create a self/peer/teacher assessment tool, such as a checklist or rubric, which can be used throughout the school year. It could be completed by the students every time the teacher completes the above checklist.

- 2) Give (have students draw) index cards that identify a skill-related component of fitness or a health-related component of fitness. Ask students to physically demonstrate movement that exemplifies the indicated component. Record the 'accuracy' of their demonstration. (This could happen repeatedly over a period of time with a few students each day).
- 3) Students could demonstrate the connection between one or more components of skill-related fitness and health-related fitness by identifying and performing movement skills that incorporate the components (e.g., balance and flexibility, speed and muscular endurance). Record the 'correctness' of their performance. Could give opportunity to improve the 'correctness' of their connections.
- 4) Create a visual representation of the skill-related components of fitness (e.g., posters that could be displayed around the gym).
- 5) After/while participating in circuits, stations, and other fitness challenges, student could identify the challenged skill-related and subsequently, health-related components of fitness using a chart, checklist, or other means to record conclusions.
- 6) Student Journal
  - Make accurate conclusion about own level of exertion during skill-related challenge activities.
  - Express the health-related and/or skill-related benefits of participation in specified activities.
  - Communicate insights in response to questions related to the skill-related fitness of self and others.

## Complex Skills – 6.5

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates using performance words to demonstrate understanding of performance cues.	Frequently communicates using performance words to demonstrate understanding of performance cues.	Occasionally communicates using performance words to demonstrate understanding of performance cues.	Has not communicated using performance words to demonstrate understanding of performance cues.
Consistently and independently able to combine locomotor, non-locomotor, and manipulative skills in practice and various games situations at a progressing towards control level.	Frequently able to combine locomotor, non-locomotor, and manipulative skills in practice and various games situations progressing towards control level.	Occasionally able to combine locomotor, non-locomotor, and manipulative skills in practice and various games situations progressing towards control level.	Has not combined locomotor, non-locomotor, and manipulative skills in practice and various games situations progressing towards control level.
Consistently and independently fully engages in opportunities to practice and enhance performance.	Frequently fully engages in opportunities to practice and enhance performance.	Usually fully engages in opportunities to practice and enhance performance.	Has not fully engaged in opportunities to practice and enhance performance.
<b><i>Progressing Towards Control</i></b>			
<i>Sending</i> - Consistently and independently sends a variety of objects, using proper form at stationary and moving targets while varying movement of self.	<i>Sending</i> - Frequently sends a variety of objects, using proper form at stationary and moving targets while varying movement of self.	<i>Sending</i> - Occasionally sends a variety of objects, using proper form at stationary and moving targets while varying movement of self.	<i>Sending</i> – has not sent a variety of objects, using proper form at stationary and moving targets while varying movement of self.
<i>Receiving</i> – Consistently and independently receives a variety of objects, using proper form, while varying movement of self.	<i>Receiving</i> – Frequently receives a variety of objects, using proper form, while varying movement of self.	<i>Receiving</i> – Occasionally receives a variety of objects, using proper form, while varying movement of self.	<i>Receiving</i> – has not received a variety of objects, using proper form, while varying movement of self.
<i>Accompanying</i> - Consistently and independently accompanies a variety of objects, using proper form, while moving and evading opponents and objects.	<i>Accompanying</i> - Frequently accompanies a variety of objects, using proper form, while moving and evading opponents and objects.	<i>Accompanying</i> - Occasionally accompanies a variety of objects, using proper form, while moving and evading opponents and objects.	<i>Accompanying</i> – has not accompanied a variety of objects, using proper form, while moving and evading opponents and objects.

## 6.5 Complex Skills

Demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball).

### Students will have fully achieved this outcome if they:

- use the language of movement (e.g., leaping, springing)
- use the performance cue language (e.g., “shift weight”, “follow-through”)
- combine locomotor skills (e.g., running, jumping), non-locomotor skills (e.g., balancing, twisting), and manipulative skills (e.g., throwing, catching) to performance complex skills (e.g., basketball lay-up, shooting on the net in floor hockey) at a progressing-towards-control level
- demonstrate at a progressing towards control level:
  - sending a variety of objects in a variety
  - receiving a variety of objects in a variety
  - accompanying a variety of objects in a variety
- use sending, receiving, and accompanying skills within the context of target games (e.g., bocce ball) and invasion/territorial games (e.g., team handball, lacrosse)
- can transfer understanding of skill performance from one complex skill to another (e.g., delivery of bocce ball and an underhand pass in team handball)
- suggest and apply strategies to enhance the smoothness (flow) of complex skill performance
- consistently and independently engages in complex skill improvement practice opportunities.

### Levels of Skill Performance

**Progressing-towards-control** – this level of performance “is characterized by lack of ability to either consciously control or intentionally replicate a movement ....Successful skill performances are a surprise!” (Graham, Holt/Hale, & Parker, 2007, p.107)

**Control** – the body appears to respond somewhat accurately to the student’s intentions but the movement requires intense concentration. A movement that is repeated becomes increasingly uniform and efficient. (This level of skill performance is one level above the progressing-towards-control level.)

**Utilization** – the performance at this level is somewhat automatic; the student can perform the skill without thinking much about how to execute the movement.

### Additional Assessment Suggestions:

- 1) Engage the students in individualized conversation while classmates are participating in game situations. Ask the student questions that require them to respond using performance words. Questions could be developed out of observation of the specific student's performance (e.g., Can you tell me which foot you should step forward with when throwing the ball and why that foot?)
- 2) Co-construct a performance cues checklist for some complex skills (e.g., basketball lay-up, curling delivery). Use this checklist for students to self-assess and peer assess. Use this as a teacher tool for assessing students' performance.
- 3) Have students analyze a video of a sending, receiving, or accompanying skill being performed in game-like situations. Using appropriate language, students must identify performance cues being used/not being used in the performance of the skill. They can complete their analysis in their journals.
- 4) Students teach other students how to perform a skill using appropriate language and performance cues. Teacher observes and listens to conversation, recording students' performance language.
- 5) Give students 'Exit Questions' for them to record responses in their journal. These questions could require students to demonstrate their understanding of the transfer of skills between different complex skills (e.g., How is striking a ball using a golf club the same as striking a ball using a bat? Answer using performance cues).
- 6) Use observation checklist to assess students' engagement in practices complex skill performance (see checklist for Outcome 6.15).



## Manipulative Skills – 6.6

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates using performance words to demonstrate understanding of performance cues related to <b>sending</b> objects	Frequently communicates using performance words to demonstrate understanding of performance cues related to <b>sending</b> objects	Occasionally communicates using performance words to demonstrate understanding of performance cues related to <b>sending</b> objects	Has not communicated using performance words to demonstrate understanding of performance cues related to <b>sending</b> objects
Utilization level of skill performance for punting a ball accurately within game-like situations.	Control level of skill performance for punting a ball accurately within game-like situations.	Progressing towards control level of skill performance for punting a ball accurately within game-like situations.	Exploration level of skill performance for punting a ball accurately within game-like situations.
Utilization level of skill performance for punting a ball accurately based on given criteria	Control level of skill performance for punting a ball accurately based on given criteria	Progressing towards control level of skill performance for punting a ball accurately based on given criteria	Exploration level of skill performance for punting a ball accurately based on given criteria
Utilization level of skill performance for punting a ball immediately after gaining possession of it.	Control level of skill performance for punting a ball immediately after gaining possession of it.	Progressing towards control level of skill performance for punting a ball immediately after gaining possession of it.	Exploration level of skill performance for punting a ball immediately after gaining possession of it.

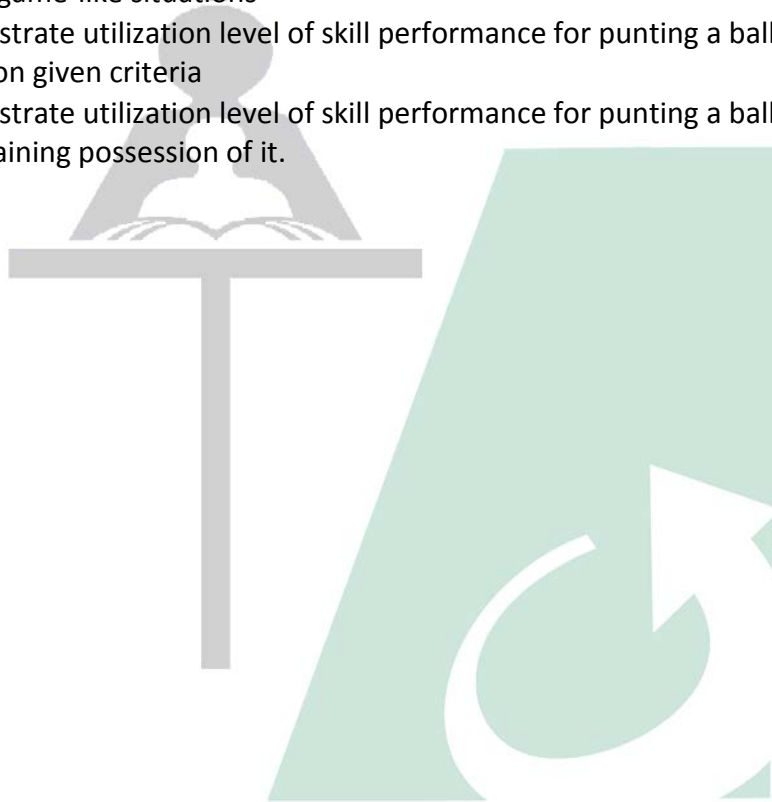
Notes:

## 6.6 - Manipulative Skills

Express and apply, with guidance, performance cues (visual contact, point of release or contact, absorption) to enhance **manipulative** (moving objects) skills: - to the utilization level of skill when **punting**.

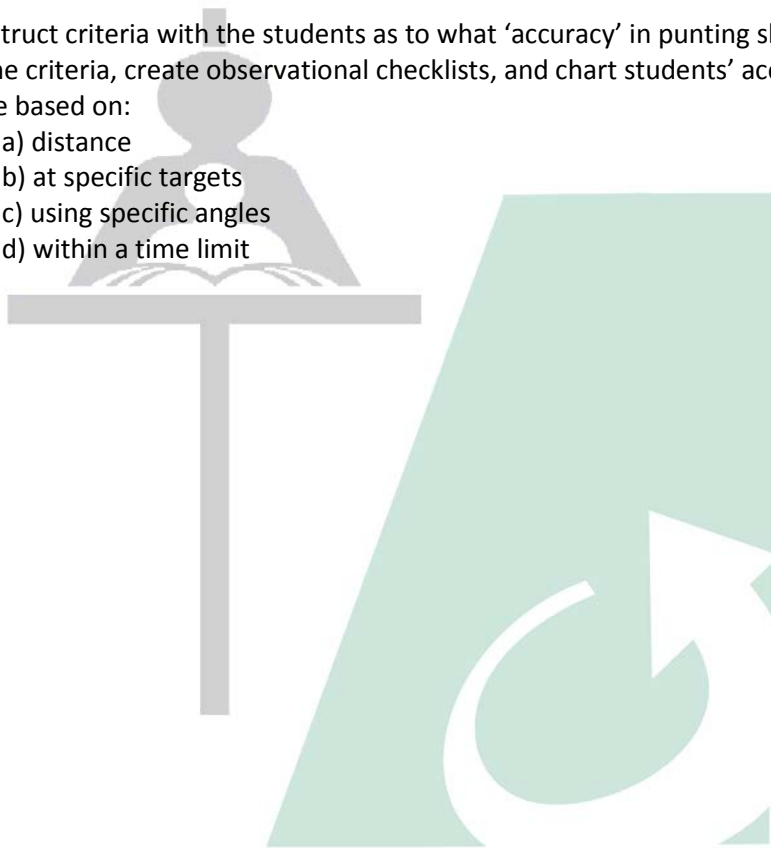
**Students will have fully achieved this outcome if they:**

- consistently and independently communicates using performance words to demonstrate understanding of performance cues related to sending objects
- incorporate “talk aloud” self-learning methods to strengthen the ability to skillfully send an object
- demonstrate utilization level of skill performance for punting a ball accurately within game-like situations
- demonstrate utilization level of skill performance for punting a ball accurately based on given criteria
- demonstrate utilization level of skill performance for punting a ball immediately after gaining possession of it.



### Additional Assessment Suggestions:

- 1) Observe students as they teach other students on how to punt a ball. Record the performance words the students use as they teach the skill or use a check list of the performance words to determine how fully they understand of the performance cues required to successfully punt a ball.
- 2) Observe students' ability to utilize a punt in game-like situations that require skill and decision –making (e.g., punting a football as soon as they receive the 'snap'; punting a soccer ball while being 'rushed' by the defense).
- 3) Using video, students could analyze video of their own or a peer's punting technique, both during practice and game situations. Students could record their analysis, using performance language.
- 4) Co-construct criteria with the students as to what 'accuracy' in punting should look like. Using the criteria, create observational checklists, and chart students' accuracy. Criteria could be based on:
  - a) distance
  - b) at specific targets
  - c) using specific angles
  - d) within a time limit



## Biomechanics – 6.7

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently able to demonstrate, through movement, an understanding of force production.	Frequently able to demonstrate, through movement, an understanding of force production.	Occasionally able to demonstrate, through movement, an understanding of force production.	Has not demonstrated, through movement, an understanding of force production.
Consistently and independently communicates, using performance words, an understanding of force production.	Frequently communicates, using performance words, an understanding of force production.	Occasionally communicates, using performance words, an understanding of force production.	Has not communicated, using performance words, an understanding of force production.
Consistently and independently able to demonstrate, through movement, an understanding of force absorption.	Frequently able to demonstrate, through movement, an understanding of force absorption.	Occasionally able to demonstrate, through movement, an understanding of force absorption.	Has not demonstrated, through movement, an understanding of force absorption.
Consistently and independently communicates, using performance words, an understanding of force absorption.	Frequently communicates, using performance words, an understanding of force absorption.	Occasionally communicates, using performance words, an understanding of force absorption.	Has not communicated, using performance words, an understanding of force absorption.
Consistently and independently able to demonstrate, through movement, an understanding of resistance.	Frequently able to demonstrate, through movement, an understanding of resistance.	Occasionally able to demonstrate, through movement, an understanding of resistance.	Has not demonstrated, through movement, an understanding of resistance.
Consistently and independently communicates, using performance words, an understanding of resistance.	Frequently communicates, using performance words, an understanding of resistance.	Occasionally communicates, using performance words, an understanding of resistance.	Has not communicated, using performance words, an understanding of resistance.

## 6.7 - Biomechanics

Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills involving **locomotor** (traveling), **nonlocomotor** (non-traveling), and **manipulative** (moving objects) skills.

**Students will have fully achieved this outcome if they:**

- communicate the biomechanical concepts and principles of:
  - **Resistance** (e.g., friction, drag & tension)
  - **Force Production** (e.g., rotation)
  - **Force Absorption**
    - Increasing surface area (e.g., stopping a soccer ball with the front of the foot opposed to the side of the foot)
    - Increasing time & distance (e.g., pretend to fall off a bike trying to roll as the body contacts the ground)
- explore the biomechanical concepts and principles of:
  - **Resistance:** the effects on energy requirements and the efficiency of the movement (e.g., walking into the wind and then walking with the wind at your back)
  - **Force Production:** variations of range of motion through which the body segments are rotated. (e.g., backswing length and hip rotation in golf)
  - Resistance, force production and force absorption to enhance movement as required by the flow of play in **target games, invasion/territorial games** and **low-organization and inventive games**
  - Resistance, force production and force absorption to enhance movement used in **alternate environment** and **body management** activities.
- demonstrate different methods for absorbing force that show the benefits of increasing surface area and the time and distance over which the force is received. (e.g., stopping a soccer ball with the front of the foot opposed to the side of the foot; pretend to fall off a bike trying to roll as the body contacts the ground).

### Additional Assessment Suggestions:

- 1) Create a poster that demonstrates how the human body produces and absorbs force using analogies related to specific machines.
- 2) Written and oral responses to questions such as “How is the body like a machine?” and “Is there any science in how we move?”
- 3) Demonstrate how to adjust body performance to vary the force behind sending an object (e.g., kicking a ball for distance, pass the ball to a close teammate, raise the ball high in the air)
- 4) Measure running times when dragging and not dragging a parachute (or similar object). Compare and graph results. Draw conclusions on the effects of resistance.
  - Use different sized parachutes/objects to further explore resistance.
- 5) Record conclusions as to how and why various objects travel differently even though the same force was applied (thrown the same way).
  - Try throwing a bunched up scarf, a badminton bird and a tennis ball, using the same force and method of performing the throw.
- 6) Use a checklist to record observations of students’ ability to absorb a variety of objects. This could be done through stations that focus a variety of equipment/game-required skills that are ‘absorption’ related (e.g., jumping and landing, receiving a self-thrown basketball, tossing a tennis ball in the air and catching it on the racquet).

## Movement Concepts – 6.8

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates using performance words to demonstrate understanding of how to perform a variety of movements associated with <b>target</b> games and <b>invasion/territorial</b> games.	Frequently communicates using performance words to demonstrate understanding of how to perform a variety of movements associated with <b>target</b> games and <b>invasion/territorial</b> games.	Occasionally communicates using performance words to demonstrate understanding of how to perform a variety of movements associated with <b>target</b> games and <b>invasion/territorial</b> games.	Has not communicated using performance words to demonstrate understanding of how to perform a variety of movements associated with <b>target</b> games and <b>invasion/territorial</b> games.
Consistently and independently communicates with clarity, the terminology associated with skills and rules for selected team movement activities.	Frequently communicates with clarity, the terminology associated with skills and rules for selected team movement activities.	Occasionally communicates with clarity, the terminology associated with skills and rules for selected team movement activities.	Has not communicated with clarity, the terminology associated with skills and rules for selected team movement activities.
Consistently and independently capable of comparing the performance cues related to various skills in a variety of <b>target</b> games and <b>invasion/territorial</b> games.	Frequently capable of comparing the performance cues related to various skills in a variety of <b>target</b> games and <b>invasion/territorial</b> games	Occasionally capable of comparing the performance cues related to various skills in a variety of <b>target</b> games and <b>invasion/territorial</b> games	Has not compared the performance cues related to various skills in a variety of <b>target</b> games and <b>invasion/territorial</b> games
Consistently and independently applies concepts of aim and line of vision in <b>target</b> games	Frequently applies concepts of aim and line of vision in <b>target</b> games	Occasionally applies concepts of aim and line of vision in <b>target</b> games	Has not applied concepts of aim and line of vision in <b>target</b> games
Consistently and independently demonstrates an understanding of the use of peripheral vision.	Frequently demonstrates an understanding of the use of peripheral vision.	Occasionally demonstrates an understanding of the use of peripheral vision.	Has not demonstrated an understanding of the use of peripheral vision.
Consistently and independently able to explain the difference between, and the importance of, developing both on-the-ball and off-the-ball movement in <b>invasion/territorial</b> games.	Frequently able to explain the difference between, and the importance of, developing both on-the-ball and off-the-ball movement in <b>invasion/territorial</b> games.	Occasionally able to explain the difference between, and the importance of, developing both on-the-ball and off-the-ball movement in <b>invasion/territorial</b> games.	Has not explained the difference between, and the importance of, developing both on-the-ball and off-the-ball movement in <b>invasion/territorial</b> games.

## 6.8 - Movement Concepts

Analyze and apply, with guidance, movement concepts to support skill development while participating in:

- target games (e.g., effort qualities in backswing and wrist action on “out-turn” in curling)
- invasion/territorial games (e.g., offensive pace to an “open space”).

**Students will have fully achieved this outcome if they do the following with regards to target and invasion/territorial games:**

- use proper language to explain how to perform movements in games (e.g., shifting weight, follow through, etc.)
- use terminology to explain skills and rules for team movement activities (e.g., out-turn in curling, travelling in basketball, etc.)
- understand and demonstrate the use of aim and line of vision in target games (e.g., use lane dots in bowling, focus on broom in curling)
- understand and demonstrate the use of peripheral vision
- make adjustments in movements related to target games (spin on bowling ball) and invasion/ territorial games (speed dribble vs control dribble)
- distinguish between on-the-ball and off-the ball movement and understand the importance of each
- compare performance cues between skills in various games (e.g., shooting a basketball versus the delivery in bowling)
- use planning, practice, and assessment to progress through skill development
- identify when self and others have reached “automatic” stage in skill performance.



### Additional Assessment Suggestions:

- 1) Have students analyze a video of a skill being performed. Using appropriate language, students must identify performance cues being used/not being used in the performance of the skill.
- 2) Through a process of pre-assessment, planning for growth, principle of practice and post-assessment, students will work to improve a skill used in target or invasion/territorial games.  
Pre-assessment:
  - videotape student performing the skill. Analyze the performance and identify how the skill can be improved.
  - have students analyze another student and give feedback on how the skill can be improvedPlan for Growth:
  - with assistance from the teacher, the student will design a plan for improving the skill.Practice:
  - throughout the year (during Phys. Ed. and outside of Phys. Ed.), student will practice skill.Post-assessment:
  - at conclusion of year or at specified check-in points, students will videotape their performance and assess their progress and make adjustments to their plan for improvement.
- 3) Design and implement plays used in invasion/territorial games that demonstrate the movement of all players throughout a sequence (e.g. offensive basketball plays showing on and off the ball movement).
- 4) Assign students a specific movement concept or performance cue. Allow students to explore, experience, and make connections as to how that concept or cue is transferable across a wide variety of sports and activities (e.g. is the idea of a follow through transferable from basketball to bowling).
- 5) Journaling
  - record how you prepare your body to perform a skill in a target and/or invasion/territorial game
    - aim, line of vision
  - record what you see during participation in a target and/or invasion/territorial game
    - how do you make adaptations to performance during the game?
  - describe the way it feels to perform a skill at an automatic level of performance
- 6) Student Presentations
  - students must research and present skills, tactics and rules associated with target and invasion/territorial games to their classmates

## Decision Making – 6.9

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates, with clarity, tactics and strategies of selected <b>target, territorial/invasion</b> and <b>low-organizational</b> games.	Frequently communicates, with clarity, tactics and strategies of selected <b>target, territorial/invasion</b> and <b>low-organizational</b> games.	Occasionally communicates, with clarity, tactics and strategies of selected <b>target, territorial/invasion</b> and <b>low-organizational</b> games.	Has not communicated, with clarity, tactics and strategies of selected <b>target, territorial/invasion</b> and <b>low-organizational</b> games.
Consistently and independently demonstrates an awareness of what opponents and teammates are doing, while participating in practice and game situations.	Frequently demonstrates an awareness of what opponents and teammates are doing, while participating in practice and game situations.	Occasionally demonstrates an awareness of what opponents and teammates are doing, while participating in practice and game situations.	Has not demonstrated an awareness of what opponents and teammates are doing, while participating in practice and game situations.
Consistently and independently uses effective individual <b>defensive</b> skills, tactics and strategies while practicing and playing various games.	Frequently uses effective individual <b>defensive</b> skills, tactics and strategies while practicing and playing various games.	Occasionally uses effective individual <b>defensive</b> skills, tactics and strategies while practicing and playing various games.	Has not used effective individual <b>defensive</b> skills, tactics and strategies while practicing and playing various games.
Consistently and independently uses effective team <b>defensive</b> skills, tactics, and strategies while practicing and playing various games.	Frequently uses effective team <b>defensive</b> skills, tactics, and strategies while practicing and playing various games.	Occasionally uses effective team <b>defensive</b> skills, tactics, and strategies while practicing and playing various games.	Has not used effective team <b>defensive</b> skills, tactics, and strategies while practicing and playing various games.
Consistently and independently uses effective individual <b>offensive</b> skills tactics and strategies while practicing and playing various games.	Frequently uses effective individual <b>offensive</b> skills tactics and strategies while practicing and playing various games.	Occasionally uses effective individual <b>offensive</b> skills tactics and strategies while practicing and playing various games.	Has not used effective individual <b>offensive</b> skills tactics and strategies while practicing and playing various games.
Consistently and independently uses effective team <b>offensive</b> skills, tactics and strategies while practicing and playing various games.	Frequently uses effective team <b>offensive</b> skills, tactics and strategies while practicing and playing various games.	Occasionally uses effective team <b>offensive</b> skills, tactics and strategies while practicing and playing various games.	Has not used effective team <b>offensive</b> skills, tactics and strategies while practicing and playing various games.
Consistently and independently demonstrates effective team communication skills.	Frequently demonstrates effective team communication skills.	Occasionally demonstrates effective team communication skills.	Has not demonstrated effective team communication skills.

## 6.9 - Decision Making

Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in: **target games** (e.g., bowling, curling, golf, bocce ball, archery): **invasion/territorial games** (e.g., basketball, touch football, soccer, team handball, soft lacrosse, floor hockey, ultimate frisbee): **low-organizational, inventive, and cooperative games** (e.g., capture the flag, prisoner's base, four goal game).

**Students will have fully achieved this outcome if they:**

- use the language of tactics and strategies used in target (e.g., curling), invasion/territorial (e.g., basketball), and low-organizational games (e.g. prisoner's base)
- communicate insights in response to questions related to games tactics and strategies
- communicate insights into the effectiveness of skill selection within the context of play
- demonstrate awareness of teammates and opponents in the context of games play
- explain and use a variety of individual offensive and defensive tactics and strategies within the context of target, invasion/territorial, and low-organizational games
- explain and use a variety of team offensive and defensive tactics and strategies within the context of target, invasion/territorial, and low-organizational games
- identify and select effective individual offensive and defensive skills to use within the context of game play
- can propose, apply, and evaluate individual and team tactical and strategic choices used in game situations
- can suggest and apply adjustments in individual and team performance of offensive and defensive skills, tactics, and strategies
- explain the connection between tactics, strategies, and rules
- make appropriate skill, tactics, and strategies decisions within the context of game play
- use effective team communication skills within the context of games
- communicate what it looks like and sounds like when team members are working well together
- adapt rules of low-organizational and inventive games based on co-constructed criteria

**Movement Strategies** – predetermined decisions related to the application of movement in cooperative and competitive experiences with others. Strategies are ideas regarding what to do and when to do it that can be applied in a variety of contexts (e.g., playing zone defense or one-on-one defense in invasion/territorial games, playing front and back or side by side in badminton/tennis doubles).

**Movement Tactics** – the application of appropriate performance decisions that arise as a result of authentic experiences in the context of participation in a movement activity (e.g., when to pass, when to shoot, when to support, when to cover).

### Additional Assessment Suggestions:

- 1) Engage the students in individualized conversation while classmates are participating in game situations. Ask the student 'live' questions that reflect the flow of play and require the student to demonstrate an understanding of decision made and to propose alternate decision (e.g., Why did Sally just pass the ball to Jimmy instead of Graham? What might have been a more effective decision to help the team offense?)
- 2) Refer to Teaching Sport Concepts and Skills - A Tactical Games Approach (Mitchell, Oslin and Griffin).  
This resource provides both game scenarios for student response, and game performance assessment instruments for teacher use. Many of the material are reproducible teacher-friendly resources.
- 3) Students could create game-like situations/scenarios and role-play both ineffective performance and effective performance.
- 4) Students could work in groups to observe classmates in game situations (e.g., Team B plays against team D, team A watches team B, and team C watches team D). The observing teams are given the responsibility to provide game-play feedback that will enhance the teams' success in the game. Teacher can listen to conversation, require students to record their advice in their journals, or use other methods to assess.
- 5) Complete a journal reflection on what it looks like to work well as a team.
- 6) Ask students to perform a group-created skit that demonstrates what 'playing as a team' looks like and/or doesn't look like.

### Checklist Assessment Tool (see next page)

Options for use of this assessment tool as related to Outcome 6.9 are as follows:

#### Option 1:

- Observe the students as they engage in game situations.
- Assess their decision making based on pre-communicated criteria (e.g., ability to move into open spaces at effective times; communication skills).
- Record student level of achievement based on the criteria in the Outcome 6.9 rubric.

#### Option 2:

- Engage in conversation with students asking them to respond to 'live' play or scenario situations.
- Assess their ability to respond appropriately to the questions (e.g., How could you adapt this game for younger students?; What is one offensive tactic that this team needs to improve?)  
Record students' ability to respond successfully.
- Record student level of achievement based on the criteria in the Outcome 6.9 rubric.

#### Option 3:

- Observe the students as they work as a team to practice team based offensive and defensive tactics.
- Assess their engagement in the practice process as well as their thinking process by listening to their conversation and observing their efforts.
- Record student level of achievement based on the criteria in the Outcome 6.9 rubric.

<b>Physical Education – Grade 6 Assessment</b>													
<b>Outcome 6.9</b>	<b>Focus: Make situational decisions related to the selection of skills, tactics, and strategies</b>												
	<b>Form of Assessment: Observation Student participates in activity at a level that demonstrates full engagement.</b>												
<b>Term</b>	<b>1</b>				<b>2</b>				<b>3</b>				
<b>Date</b>													
<b>Task</b>													
<b>→</b>	<b>Teacher Notes: Can make decisions both defensively and offensively, moves to appropriate space at effective time, selects skills that enhance the flow of play (e.g., bounce pass instead of chest pass), supports teammate in their performance (e.g., moves to opponent space to receive a pass).</b>												
<b>Student</b>													
<b>Teacher Notes:</b>													

## Alternate Environment – 6.10

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently demonstrates progression in skills required for participation in alternate environment activities.	Frequently demonstrates progression in skills required for participation in alternate environment activities.	Occasionally demonstrates progression in skills required for participation in alternate environment activities.	Has not demonstrated progression in skills required for participation in alternate environment activities.
Consistently and independently communicates and models environmentally friendly behaviors while participating in alternate environment activities.	Frequently communicates and models environmentally friendly behaviors while participating in alternate environment activities.	Occasionally communicates and models environmentally friendly behaviors while participating in alternate environment activities.	Has not communicated or modeled environmentally friendly behaviors while participating in alternate environment activities.
Consistently and independently applies responsible safety precautions and environmentally friendly behaviours while participating in outdoor movement activities.	Frequently applies responsible safety precautions and environmentally friendly behaviours while participating in outdoor movement activities.	Occasionally applies responsible safety precautions and environmentally friendly behaviours while participating in outdoor movement activities.	Has not applied responsible safety precautions and environmentally friendly behaviours while participating in outdoor movement activities.
Consistently and independently creates and implements a class plan that engages class members in supporting or enhancing the natural environment.	Frequently creates and implements a class plan that engages class members in supporting or enhancing the natural environment.	Occasionally creates and implements a class plan that engages class members in supporting or enhancing the natural environment.	Has not created or implemented a class plan that engages class members in supporting or enhancing the natural environment.

Notes:

## Body Management – 6.10

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently creates and performs a sequence of movement skills and variations at a controlled level.	Frequently creates and performs a sequence of movement skills and variations at a controlled level.	Occasionally creates and performs a sequence of movement skills and variations at a controlled level.	Has not created and performs a sequence of movement skills and variations at a controlled level.
Consistently and independently creates and performs cooperative group rhythmical sequences and dances that incorporate objects and is accompanied by an auditory rhythm.	Frequently creates and performs cooperative group rhythmical sequences and dances that incorporate objects and is accompanied by an auditory rhythm.	Occasionally creates and performs cooperative group rhythmical sequences and dances that incorporate objects and is accompanied by an auditory rhythm.	Has not created or performed cooperative group rhythmical sequences and dances that incorporate objects and is accompanied by an auditory rhythm.
Consistently and independently demonstrates proper technique in performing the steps of the dance.	Frequently demonstrates proper technique in performing the steps of the dance.	Occasionally demonstrates proper technique in performing the steps of the dance.	Has not demonstrated proper technique in performing the steps of the dance.
Consistently and independently demonstrates progression in skill development required for participation in body management activities.	Frequently demonstrates progression in skill development required for participation in body management activities.	Occasionally demonstrates progression in skill development required for participation in body management activities.	Has not demonstrated progression in skill development required for participation in body management activities.

Notes:

## 6.10 - Alternate Environment & Body Management

Apply controlled use of selected movement skills and variations (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of: -**alternate environment activities** (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering) -**body management activities** including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics).

**Students will have fully achieved this outcome if they:**

- consistently and independently demonstrate progression in skills development of self-selected and teacher-selected skills required for participation in alternate environment activities and body management activities
- incorporate a pre-assessment plan for growth, principle of practice, and post-assessment method for the improvement of at least one skill
- determine how environmental conditions can influence safety while exercising outdoors
- willingly apply responsible safety precautions while participating in outdoor movement activities
- describe and use environmentally friendly behaviors that need to be practiced when participating in movement activities in outdoor environments
- create and implement a class plan for an outdoor activity that supports or enhances the natural environment
- consistently and independently creates and performs cooperative group rhythmical sequences and dances that incorporate objects and is accompanied by auditory rhythm
- consistently and independently creates and performs a sequence of self chosen movements that meet designated criteria
- demonstrate basic dance steps, in combinations or in entirety, of current popular dances
- demonstrate proper footwork, body positioning, timing, and smooth transitions while participating in forms of dance that originated with our Atlantic neighbors.



### Additional Assessment Suggestions:

- 1) Participate in the creation and implementation of a class plan for an outdoor activity that enhances/supports the natural environment (e.g., planting trees, cleaning playground).
- 2) Students prepare presentation/skit on how environmental conditions can influence safety while exercising outdoors.
- 3) Enhancement of skillful movement can be assessed by both students and teacher.
  - Students can self-assess using a pre-assessment and post-assessment process that sees them establishing a plan for growth in movement skills used in alternate environment activities and in body management activities.
  - Teachers can also pre-assess, provide feedback, and post-assess performance.
  - Teachers can assess and provide feedback on plan for progress and practice plan.
- 4) Create and perform a movement sequence that involves equipment and meets a variety of teacher-assigned criteria (e.g., must include at least two rotations, springs, landings, and locomotions while manipulating a ball). (Note to teacher: Create a checklist based on given criteria and use this to assess plan and performance).
- 5) In groups, create and perform, in time to an auditory rhythm, a rhythmical sequence and/or dance that incorporate objects such as balls, hoops, and ropes. Assess the plan and the performance based on co-created criteria that reflects controlled movement.
- 6) Students could describe (verbally or in writing) and demonstrates the proper footwork, body positioning, timing, and smooth transitions while forming current popular dances and Atlantic cultural dance. Assess students description and performance based on pre-established criteria).

### Checklist Assessment Tool (see next page)

Option for use of this assessment tool as related to Outcome 6.10 is as follows:

- Observe the students as they engage in a variety of alternate environment activities.
- Assess consistency and independency of their application of safety precautions and/or environmentally friendly behaviours as related to participation in specific alternate environment activities.
- Record student level of achievement based on the criteria in the Outcome 6.10 rubric.

Physical Education – Grade 6 Assessment													
Outcome 6.10	Focus: Consistently and independently applies safety precautions and environmentally friendly behaviours while participating in outdoor movement activities.												
	Form of Assessment: Observation Student willing applies safety precautions and environmentally supportive behaviours.												
Term	1				2				3				
Date													
Task													
→	Teacher Notes: Students who willing apply safety precaution will come properly dressed for the activity and the weather conditions; they will use the activity required equipment and supplies with care. Students will avoid damaging the natural environment and will leave it in better condition than when they arrived.												
Student													
Teacher Notes:													

# Volunteerism & Leadership – 6.11

Active Living, Skillful Movement, Relationships

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates, with clarity, the importance of partnerships coming together to support active living.	Frequently communicates, with clarity, the importance of partnerships coming together to support active living.	Occasionally communicates, with clarity, the importance of partnerships coming together to support active living.	Has not communicated, with clarity, the importance of partnerships coming together to support active living.
Consistently and independently identifies the various tasks involved in planning an event for others to participate in movement activity.	Frequently identifies the various tasks involved in planning an event for others to participate in movement activity.	Occasionally identifies the various tasks involved in planning an event for others to participate in movement activity.	Has not identified the various tasks involved in planning an event for others to participate in movement activity.
Consistently and independently completes an assigned or self-selected portion of a class plan.	Frequently completes an assigned or self-selected portion of a class plan.	Occasionally completes an assigned or self-selected portion of a class plan.	Has not completed an assigned or self-selected portion of a class plan.
Consistently and independently implements the teacher-assigned or self-selected portion of the class plan that involve others participating in movement activities.	Frequently implements the teacher-assigned or self-selected portion of the class plan that involve others participating in movement activities.	Occasionally implements the teacher-assigned or self-selected portion of the class plan that involve others participating in movement activities.	Has not implemented the teacher-assigned or self-selected portion of the class plan that involve others participating in movement activities.

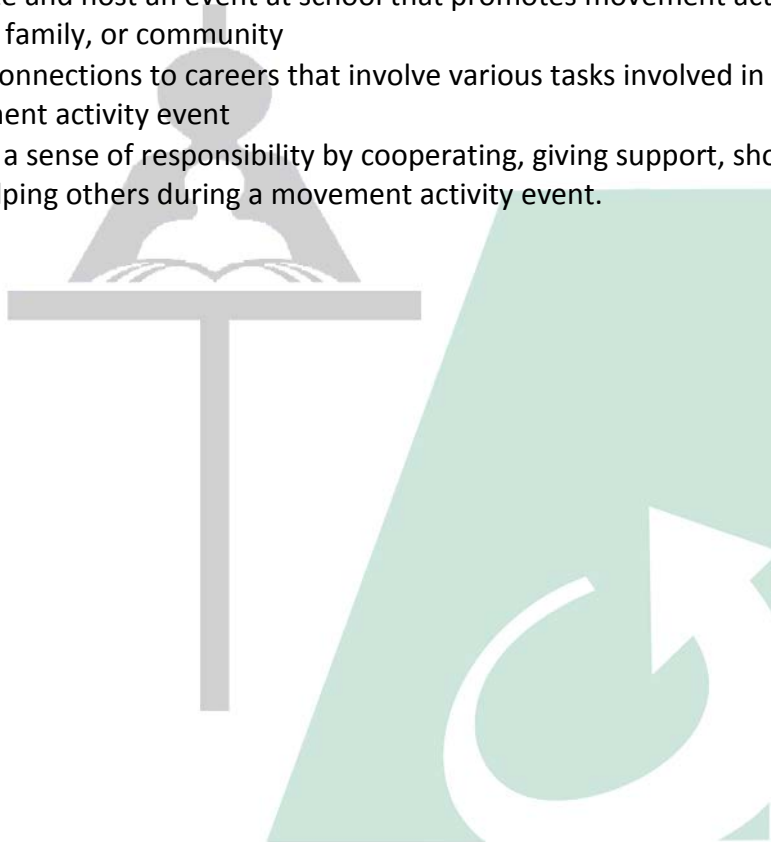
Notes:

## 6.11 - Volunteerism & Leadership

Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.

**Students will have fully achieved this outcome if they:**

- conduct research on current local, provincial, and national promotions that promote community level participation in movement activity
- communicate, with clarity, the importance of partnerships as they relate to individuals, groups, and organizations coming together to support active living
- organize and host an event at school that promotes movement activity for the school, family, or community
- make connections to careers that involve various tasks involved in planning a movement activity event
- extend a sense of responsibility by cooperating, giving support, showing concern and helping others during a movement activity event.



### Additional Assessment Suggestions:

- 1) Create a written or visual representation of a community event that promotes participation in movement activities, identifying all of the partners who make the event successful.
- 2) Independently and/or in small groups, create a graphic organizer (e.g., web map, mind map) that identifies the various tasks involved in planning and carrying out a movement activity event for others.
- 3) Students could identify and monitor own accomplishments towards successful completion of the class plan:
  - Before: Create a written checklist of own responsibilities that will need to be accomplished as part of the class plan.
  - During: Keep checklist updated as own responsibilities have been completed.
  - After: Write a reflection on how well personal completion of teacher-assigned or self-selected portion of the class plan impacted the success of the class plan.
  - After: Write a reflection on how working with classmates (a partnerships analogy) influenced the success of the class plan.

### Checklist Assessment Tool (see next page)

Options for use of this assessment tool as related to Outcome 6.11 are as follows:

- Observe the students as they engage in planning for and carrying out own responsibilities towards successful completion of class plan.
- Assess consistency and independency of their contributions towards completion of own responsibilities.
- Record student level of achievement based on the criteria in the Outcome 6.11 rubric.

## Volunteerism and Leadership – 6.11

*Contribution to class plan checklist*

Name: \_\_\_\_\_

Date:	Consistently and independently	Frequently	Occasionally	Has not
Effort & self-motivation				
Works independently to achieve personal portion of class plan.				
Maintains personal checklist of duties required to complete portion of plan				
Date:	Consistently and independently	Frequently	Occasionally	Has not
Effort & self-motivation				
Works independently to achieve personal portion of class plan.				
Maintains personal checklist of duties required to complete portion of plan				
Date:	Consistently and independently	Frequently	Occasionally	Has not
Effort & self-motivation				
Works independently to achieve personal portion of class plan.				
Maintains personal checklist of duties required to complete portion of plan				
Date:	Consistently and independently	Frequently	Occasionally	Has not
Effort & self-motivation				
Works independently to achieve personal portion of class plan.				
Maintains personal checklist of duties required to complete portion of plan				

## Influences – 6.12

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently identifies physical attributes and limitations of self and others related to participation in movement activities and career choices.	Frequently identifies physical attributes and limitations of self and others related to participation in movement activities and career choices.	Occasionally identifies physical attributes and limitations of self and others related to participation in movement activities and career choices.	Has not identified physical attributes and limitations of self and others related to participation in movement activities and career choices.
Consistently and independently identifies options for activities and strategies to further develop motor skills and physical fitness.	Frequently identifies options for activities and strategies to further develop motor skills and physical fitness.	Occasionally identifies options for activities and strategies to further develop motor skills and physical fitness.	Has not identified options for activities and strategies to further develop motor skills and physical fitness.
Consistently and independently incorporates each person's unique abilities in varying activities.	Frequently incorporates each person's unique abilities in varying activities.	Occasionally incorporates each person's unique abilities in varying activities.	Has not incorporated each person's unique abilities in varying activities.

Notes:

## Outcome - 6.12 Influences

Analyze the attributes (e.g., height, natural speed of movement, rhythmical sense, and limitations (e.g. physical development, motor disabilities, visual impairments) of self and others as source of information for making decisions related to participation of self and others in movement activity as well as possible career choice implications.

### Students will have fully achieved this outcome if they:

- determine uncontrollable factors of self and others' that may affect movement skill development (e.g., body type and physical attributes, hereditary influences, varying rates of growth and development)
- express and understanding of how personal attributes and limitations impact one's likes and dislikes associated with participation in movement activities and one's career choice
- accept own and others' different developmental processes (rate, method and extent of learning movement skills)
- identify activities and strategies to support the development of motor skills and improved physical fitness
- express insights into exclusion because of abilities.

physical attributes: e.g., height, natural speed, rhythmical sense

limitations: e.g., physical development, motor disabilities, visual impairments



### Additional Assessment Suggestions:

- 1) Student Journal
  - Record personal reflections on physical attributes and hereditary influences that might impact personal choices for participation in movement activities.
  - Record personal reflections on physical attributes and hereditary influences that might impact personal choices regarding career options.
  - Communicate insights in response to questions related to how attributes and limitations might impact participation in movement activities (e.g., How do your personal attributes and limitations impact your likes and dislikes regarding or associated with participation in movement activities? ... your career choice? Is there ever a time when someone who wants to be active has to be excluded because of their abilities?)
- 2) Respond (verbally or in writing) to scenarios that describe the personal attributes of others (e.g., 14 year old paraplegic in a wheel chair; 13 year old male who is very small compared to his peers) proposing and rationalizing options for participation in movement activities.
- 3) Examine and make conclusions as to why people are able to perform movement skills at different levels of performance.
- 4) Record data on students' understanding as to how rate of physical development can impact a person's ability to control and/or utilize a specific movement skill. This can be demonstrated through discussions and/or written products.
- 5) Create and demonstrate a plan to support self and/or others in enhancing ability to perform a specific skill and/or to improve level of fitness in response to an identified limitation.

## Safety and Rules – 6.13

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently adheres to the rules and guidelines outlined in class.	Frequently adheres to the rules and guidelines outlined in class	Occasionally adheres to the rules and guidelines outlined in class.	Has not adhered to the rules and guidelines outlined in class.
Consistently and independently able to convey with clarity the safety guidelines related to a specific activity.	Frequently able to convey with clarity the safety guidelines related to a specific activity.	Occasionally able to convey the safety guidelines related to a specific activity.	Has not conveyed the safety guidelines related to a specific activity.
Consistently and independently able to illustrate why specific rules and guidelines exist in particular activities.	Frequently able to illustrate why specific rules and guidelines exist in particular activities.	Occasionally able to illustrate why specific rules and guidelines exist in particular activities.	Has not illustrated why specific rules and guidelines exist in particular activities.
Consistently and independently communicates the difference between rules and guidelines.	Frequently communicates the difference between rules and guidelines.	Occasionally communicates the difference between rules and guidelines.	Has not communicated the difference between rules and guidelines.

Notes:

## 6.13 - Safety and Rules

Analyze and apply safety guidelines and rules that apply to **target games**, **invasion/territorial games**, and **alternate environment activities** to develop an appreciation of their impact on self and others.

**Students will have fully achieved this outcome if they:**

- can consistently and independently distinguish between guidelines (e.g., wearing shin guards) and rules (e.g., no tripping) in invasion/territorial games
- explain why rules and guidelines exist in invasion/territorial games
- willingly follow the guidelines and rules for safe participation
- can communicate, with clarity, safety guidelines related specific outdoor activities such as orienteering, hiking and overnight camping.



### Additional Assessment Suggestions:

- 1) Students rationalize (verbally or in writing) the need for teacher-presented rules and guidelines as they apply to movement activities participated in throughout the school year.
- 2) Students analyze the impact on self and others of given scenarios (e.g., 'Our school division guidelines indicate that we can participate in ice activities if all students wear helmets').
- 3) Students compare and categorize (e.g., T-chart) rules and guidelines as they apply to a variety of movement activities.
- 4) Students create a visual representation of the rules/guidelines that apply to participation in teacher-selected outdoor movement activities.

### Checklist Assessment Tool (see next page)

Option for use of this assessment tool as related to Outcome 6.13 is as follows:

- Observe the students as they engage in a variety of movement activities.
- Assess consistency and independency of their application of rules and guidelines as they relate to specific movement activities.
- Record student level of achievement based on the criteria in the Outcome 6.13 rubric.

**Physical Education – Grade 6  
Assessment**

<b>Outcome 6.13</b>	<b>Focus: Consistently and independently adheres to the rules and guidelines as presented in class.</b>
	<b>Form of Assessment: Observation Student engages in activity following safety rules and guidelines.</b>

Term	1	2	3									
Date												
Task												

→	<b>Teacher Notes: Students who adhere to rules and guidelines do not cheat, physically ensure both self and others are free of risk, wear appropriate safety attire/equipment properly without resistance, and acknowledge when risky behaviour is occurring.</b>
Student	


**Teacher Notes:**

## Relationship Skills – 6.14

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently able to self-assess level of social skills exhibited on a regular basis.	Frequently able to self-assess level of social skills exhibited on a regular basis.	Occasionally able to self-assess level of social skills exhibited on a regular basis.	Has not self-assessed level of social skills exhibited on a regular basis.
Consistently and independently practices options for personal behavior adjustments to support progression through the levels of social skills.	Frequently practices options for personal behavior adjustments to support progression through the levels of social skills.	Occasionally practices options for personal behavior adjustments to support progression through the levels of social skills.	Has not practiced options for personal behavior adjustments to support progression through the levels of social skills.
Consistently and independently express an understanding of why it is important to take personal responsibility and practice methods for resolving conflict in movement activity settings.	Frequently express an understanding of why it is important to take personal responsibility and practice methods for resolving conflict in movement activity settings.	Occasionally express an understanding of why it is important to take personal responsibility and practice methods for resolving conflict in movement activity settings.	Has not expressed an understanding of why it is important to take personal responsibility and practice methods for resolving conflict in movement activity settings.
Consistently and independently implements a personal plan for helping others who are experiencing difficulty in learning a movement skill.	Frequently implements a personal plan for helping others who are experiencing difficulty in learning a movement skill.	Occasionally implements a personal plan for helping others who are experiencing difficulty in learning a movement skill.	Has not implemented a personal plan for helping others who are experiencing difficulty in learning a movement skill.
Consistently and independently role models and/or engages younger children in active play.	Frequently role models and/or engages younger children in active play.	Occasionally role models and/or engages younger children in active play.	Has not role modeled and/or engaged younger children in active play.

Notes:

## 6.14 - Relationship Skills

Apply a personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities.

**Students will have fully achieved this outcome if they:**

- understand the five levels of social skills
- display a progression through levels of social skills
- self-assess level of social skills exhibited on a regular basis
- practice and discuss methods for resolving conflicts
- self-monitor use of appropriate social skills in a variety of settings (e.g., hallways, gym,)
- assist others in learning movement skills
- are a positive, active role model who engages others in active play
- communicate insights into behaviours that demonstrate caring for others while participating in movement activities.

### Additional Assessment Suggestions:

- 1) Teacher Daily Assessment tool
  - Observe and assess level of the students' daily demonstration of social skills.
  - Record student level of achievement based on the criteria in the Outcome 6.14 rubric.
- 2) Student Self -Assessment and Reflection tool
  - Students self- assess level of social skills exhibited on a regular basis and reflect on how they determined their assessment.
  - Retain assessment tool in personal portfolio.
- 3) Record observation of students' understanding of what behaviour at the each level looks like as they role-play what behaviour looks like at the various levels.
- 4) Record data regarding students' conversation of how to resolve conflict in teacher-given stressful situations that occur during participation in movement activities (e.g., opponent being too aggressive during a 'recreational game'.
- 5) Students plan for and lead movement activities (e.g., intramurals, playground leadership, assembly, Fitness-a-thon, mini-Olympics) for different age groups within the school.
- 6) Students assume the role of 'Big Buddies' – students are matched with younger students or students with disabilities, creating and implementing a plan to support 'Little Buddies' in improve their movement skills.
- 7) Students peer-support a classmate by teaching each other a skill they excel at, or that their partner is having difficulty with. This plan could include an assessment stage, a planning stage, an implementation stage, and an evaluation stage.
- 8) Students could create and implement a written plan in which they propose personal behaviour adjustments to support progression through the behavioural levels.
- 9) Student Journal
  - Regularly assess own level of behaviour and suggest plan for improvement of own behaviour.
  - Reflect on own level of progress through the levels of behaviour.
  - write about a time when you demonstrated caring behaviours or someone demonstrated caring behaviours towards you in Physical Education
  - describe the types of behaviours that are seen and heard in a caring environment.



## RELATIONSHIP SKILLS – 6.14

### Teacher & Student Checklists

*Active Living, Skillful Movement, Relationships*

Hellison's Model – Developing personal and social responsibility in physical education

Level 4	<b>Caring</b>	Students extend their sense of responsibility by cooperating, giving support, showing concern, and helping others.
Level 3	<b>Self-Responsibility</b>	Students are able to work without supervision and increasingly take responsibility for their own actions.
Level 2	<b>Involvement</b>	Students are actively involved in the subject matter, and are willing to try new activities.
Level 1	<b>Self-Control</b>	Students may not participate fully, but control their behavior sufficiently so as not to disrupt the rights of other students to learn and participate.
Level 0	<b>Irresponsibility</b>	Students are unmotivated, and behavior might include interrupting, verbal abuse, intimidation and 'putting down' other students.

# Relationship Skills

Teacher Daily Checklist  
In support of Outcome 6.14

Student Name	Date				
1.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
2.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
4.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
5.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
6.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
7.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
8.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
9.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
10.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
11.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
12.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
13.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
14.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
15.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
16.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
17.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
18.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
19.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
20.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
21.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
22.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
23.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
24.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
25.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
26.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
27.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
28.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
29.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
30.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

Level 0 – Irresponsibility Level 1 – Self-Control Level 2 – Involvement Level 3 – Self-Responsibility Level 4 - Caring

## Relationship Skills

Student Self Assessment and Reflection  
In support of Outcome 6.14

<b>Student Name:</b>	
Date	Assessment and Reflection
<b>Example:</b> September 1, 2010	Today I was level... <b>3</b> I know this because... <b>I gave a good effort on the circuit the entire time without being told what to do!!</b>
	Today I was level... I know this because...
	Today I was level... I know this because...
	Today I was level... I know this because...
	Today I was level... I know this because...

Level 0 – Irresponsibility Level 1 – Self-Control Level 2 – Involvement Level 3 – Self-Responsibility Level 4 - Caring



## History and Culture – 6.15

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently participates in movement activities that originated with our World neighbours, led by others.	Frequently participates in movement activities that originated with our World neighbours, led by others.	Occasionally participates in movement activities that originated with our World neighbours, led by others.	Has not participated in movement activities that originated with our World neighbours, led by others.
Consistently and independently shows respect and willingness to honour cultural protocol when participating in cultural movement activities.	Frequently shows respect and willingness to honour cultural protocol when participating in cultural movement activities.	Occasionally shows respect and willingness to honour cultural protocol when participating in cultural movement activities.	Has not shown respect and willingness to honour cultural protocol when participating in cultural movement activities.
Consistently and independently able to communicate the development of movement activities created by our World neighbours.	Frequently able to communicate the development of movement activities created by our World neighbours.	Occasionally able to communicate the development of movement activities created by our World neighbours.	Has not communicated the development of movement activities created by our World neighbours.
Consistently and independently evaluates the benefits of historical and cultural movement activities related to physical, emotional, mental and spiritual well-being.	Frequently evaluates the benefits of historical and cultural movement activities related to physical, emotional, mental and spiritual well-being.	Occasionally evaluates the benefits of historical and cultural movement activities related to physical, emotional, mental and spiritual well-being.	Has not evaluated the benefits of historical and cultural movement activities related to physical, emotional, mental and spiritual well-being.

Notes:

## 6.15 History & Culture

Examine, evaluate, and represent the historical and present impact of our World neighbours on the development of movement activity options as a means of supporting the well-being of self and others.

**Students will have fully achieved this outcome if they:**

- willingly participate in movement activities led by others that originated with our world neighbors
- tell a story of a movement activity that is historically connected to one of our neighbors
- show respect and a willingness to honour cultural protocol when participating in cultural movement activities
- investigate and share stories about the motivation and/or historical factors that influence the development of the movement activities created by our World neighbours and the benefits of these activities related to physical, mental, emotional, and spiritual well-being.



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### Additional Assessment Suggestions:

- 1) Students create representation of activities unique to a self-selected or teacher-assigned country. Co-construct criteria with students for assessment of final representation.
- 2) Students examine and create a written evaluation of the benefits of participation in a variety of cultural/historical movement activities originating from our World neighbours (e.g., First Nations: lacrosse, double ball, moose skin ball, buffalo corral, canoeing).
- 3) Students examine the protocol from particular events, highlighting their origins, and evaluating their benefits related to physical, emotional, mental, and spiritual well-being.

### Checklist Assessment Tool (see next page)

Options for use of this assessment tool as related to Outcome 6.15 are as follows:

#### Option 1:

- Observe the students as they engage in a variety of historical and cultural movement activities.
- Assess consistency and independency of their engagement in the movement activities.
- Record student level of achievement based on the criteria in the Outcome 6.15 rubric.

#### Option 2:

- Observe students as they participate in historical and cultural movement activities to evaluate their respectful and culturally honourable participation.
- Assess their level of respectful participation in the movement activities.
- Record student level of achievement based on the criteria in the Outcome 6.15 rubric.

Physical Education – Grade 6  
Assessment

<p><b>Outcome 6.15</b></p>	<p><b>Focus: Consistently and independently participates in movement activities that originated with our World neighbours.</b></p> <p><b>Form of Assessment: Observation</b> <b>Student participates in activity at a level that demonstrates full engagement.</b></p>													
<p><b>Term</b></p>	<p><b>1</b></p>				<p><b>2</b></p>				<p><b>3</b></p>					
<p><b>Date</b></p>	Empty grid for date entry													
<p><b>Task</b></p>	Empty grid for task entry													
<p>→ <b>Student</b></p>	<p><b>Teacher Notes: Students who engage will keep trying even when they are uncertain of what to do next. They keep an active level of participation going when learning new activities. They consistently participate at an activity-required level of exertion, regardless of the type of activity.</b></p>													
Empty grid for student entry	Empty grid for student entry													
<p><b>Teacher Notes:</b></p> Empty grid for teacher notes														



## Health Related Fitness – 7.1

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently fully engages in opportunities to enhance own level of health-related fitness	Frequently fully engages in opportunities to enhance own level of health-related fitness	Occasionally fully engages in opportunities to enhance own level of health-related fitness	Has not fully engaged in opportunities to enhance own level of health-related fitness
Consistently and independently, without prompting, uses safe techniques and strategies when exercising	Frequently, without prompting, uses safe techniques and strategies when exercising	Occasionally, without prompting, uses safe techniques and strategies when exercising	Must always be prompted to use safe techniques and strategies when exercising
Consistently and independently demonstrates understanding and leads others to understand various aspects of health-related fitness	Frequently demonstrates understanding and leads others to understand various aspects of health-related fitness	Occasionally demonstrates understanding and leads others to understand various aspects of health-related fitness	Has not demonstrated understanding or led others to understand various aspects of health-related fitness
Consistently and independently fully engages in the use of fitness appraisal methods to understand personal levels of cardiovascular endurance, muscular endurance and flexibility.	Frequently fully engages in the use of fitness appraisal methods to understand personal levels of cardiovascular endurance, muscular endurance and flexibility.	Occasionally fully engages in the use of fitness appraisal methods to understand personal levels of cardiovascular endurance, muscular endurance and flexibility.	Has not fully engaged in the use of fitness appraisal methods to understand personal levels of cardiovascular endurance, muscular endurance and flexibility.
Consistently and independently clearly designs challenging fitness plans that follow the F.I.T.T. principle targeting cardiovascular endurance, muscular endurance and flexibility.	Clearly designs somewhat challenging fitness plans that follow the F.I.T.T. principle targeting cardiovascular endurance, muscular endurance and flexibility.	Fitness plans follow the F.I.T.T. principle but are not clear and are not challenging	Fitness plans do not follow the F.I.T.T. principle and are not challenging
Consistently and independently maintains target heart zone for a minimum of 11 consecutive minutes.	Frequently maintains target heart zone for a minimum of 11 consecutive minutes.	Occasionally maintains target heart zone for a minimum of 11 consecutive minutes.	Has not maintained target heart zone for a minimum of 11 consecutive minutes.

## Body Composition – 7.2

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates, with clarity, the main contributions of the essential nutrients as it relates to participation in movement activities.	Frequently communicates, with clarity, the main contributions of the essential nutrients as it relates to participation in movement activities.	Occasionally communicates, with clarity, the main contributions of the essential nutrients as it relates to participation in movement activities.	Has not communicated, with clarity, the main contributions of the essential nutrients as it relates to participation in movement activities.
Consistently and independently monitors and properly assesses personal nutritional habits and fluid intake practices over a specified period of time and for specific activities.	Frequently monitors and properly assesses personal nutritional habits and fluid intake practices over a specified period of time and for specific activities.	Occasionally monitors and properly assesses personal nutritional habits and fluid intake practices over a specified period of time and for specific activities.	Has not monitored and properly assessed personal nutritional habits and fluid intake practices over a specified period of time and for specific activities.
Consistently and independently demonstrates an understanding of the impact of nutritional habits and fluid intake that support healthy body weight and composition.	Frequently demonstrates an understanding of the impact of nutritional habits and fluid intake that support healthy body weight and composition.	Occasionally demonstrates an understanding of the impact of nutritional habits and fluid intake that support healthy body weight and composition.	Has not demonstrated an understanding of the impact of nutritional habits and fluid intake that support healthy body weight and composition.
Consistently and independently identifies potential illnesses and injuries that can result from malnutrition and dehydration that have a direct impact on the body's ability to participate in movement activities.	Frequently identifies potential illnesses and injuries that can result from malnutrition and dehydration that have a direct impact on the body's ability to participate in movement activities.	Occasionally identifies potential illnesses and injuries that can result from malnutrition and dehydration that have a direct impact on the body's ability to participate in movement activities.	Has not identified potential illnesses and injuries that can result from malnutrition and dehydration that have a direct impact on the body's ability to participate in movement activities.

Notes:

# Skeletal System – 7.3

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently able to demonstrate the location of indicated bones referring to them by proper name.	Frequently able to demonstrate the location of indicated bones referring to them by proper name.	Occasionally able to demonstrate the location of indicated bones referring to them by proper name.	Has not demonstrated the location of indicated bones referring to them by proper name.
Consistently and independently able to communicate, with clarity and correctness, how different skeletal joints are configured and how they work in co-operation with muscles and ligaments.	Frequently able to communicate, with clarity and correctness, how different skeletal joints are configured and how they work in co-operation with muscles and ligaments.	Occasionally able to communicate, with clarity and correctness, how different skeletal joints are configured and how they work in co-operation with muscles and ligaments.	Has not communicated, with clarity and correctness, how different skeletal joints are configured and how they work in co-operation with muscles and ligaments.
Consistently and independently able to demonstrate an understanding of the effects of exercise and inactivity on the skeletal system.	Frequently able to demonstrate an understanding of the effects of exercise and inactivity on the skeletal system.	Occasionally able to demonstrate an understanding of the effects of exercise and inactivity on the skeletal system.	Has not demonstrated an understanding of the effects of exercise and inactivity on the skeletal system.
Consistently and independently able to demonstrate an understanding of the function of the skeletal system in relationship to participating in movement activities.	Frequently able to demonstrate an understanding of the function of the skeletal system in relationship to participating in movement activities.	Occasionally able to demonstrate an understanding of the function of the skeletal system in relationship to participating in movement activities.	Has not demonstrated an understanding of the function of the skeletal system in relationship to participating in movement activities.

Notes:

## Cross-training – 7.4

Active Living, Skillful Movement, Relationships

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently able to create and participate in skill stations that address health and skill related fitness as well as sport skill performance.	Frequently able to create and participate in skill stations that address health and skill related fitness as well as sport skill performance.	Occasionally able to create and participate in skill stations that address health and skill related fitness as well as sport skill performance.	Has not created and participated in skill stations that address health and skill related fitness as well as sport skill performance.
Consistently and independently exerts a physical effort when participating in circuits/challenges that develop a variety of fitness components that have direct benefit to overall fitness and skill.	Frequently exerts a physical effort when participating in circuits/challenges that develop a variety of fitness components that have direct benefit to overall fitness and skill.	Occasionally exerts a physical effort when participating in circuits/challenges that develop a variety of fitness components that have direct benefit to overall fitness and skill.	Has not exerted a physical effort when participating in circuits/challenges that a variety of fitness components that have direct benefit to overall fitness and skill.
Consistently and independently connects the physical performance required in various teacher-designed circuits to the components of skill-related and health-related fitness.	Frequently connects the physical performance required in various teacher-designed circuits to the components of skill-related and health-related fitness.	Occasionally connects the physical performance required in various teacher-designed circuits to the components of skill-related and health-related fitness.	Has not connected the physical performance required in various teacher-designed circuits to the components of skill-related and health-related fitness.
Consistently and independently exerts a physical effort when participating in self created flexibility routines for a specific sport movement skill.	Frequently exerts a physical effort when participating in flexibility routines for a specific sport movement skill.	Occasionally exerts a physical effort when participating in flexibility routines for a specific sport movement skill.	Has not exerted a physical effort when participating in flexibility routines for a specific sport movement skill.

Notes:

## Complex Skills – 7.5

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates using performance words to demonstrate understanding of performance cues to support the performance of complex skills.	Frequently communicates using performance words to demonstrate understanding of performance cues to support the performance of complex skills.	Occasionally communicates using performance words to demonstrate understanding of performance cues to support the performance of complex skills.	Has not communicated using performance words to demonstrate understanding of performance cues to support the performance of complex skills.
Consistently and independently able to combine locomotor, non-locomotor, and manipulative skills in practice and various games situations at a control level.	Frequently able to combine locomotor, non-locomotor, and manipulative skills in practice and various games situations at a control level.	Occasionally able to combine locomotor, non-locomotor, and manipulative skills in practice and various games situations at a control level.	Has not combined locomotor, non-locomotor, and manipulative skills in practice and various games situations at a control level.
Consistently and independently practice skills at a high level of engagement.	Frequently practice skills at a high level of engagement.	Occasionally practice skills at a high level of engagement.	Has not practiced skills at a high level of engagement.
Consistently and independently applies appropriate performance cues while practicing striking skills (using correct form) associated to net/wall games and striking/fielding games.	Frequently applies appropriate performance cues while practicing striking skills (using correct form) associated to net/wall games and striking/fielding games	Occasionally applies appropriate performance cues while practicing striking skills (using correct form) associated to net/wall games and striking/fielding games	Has not applied appropriate performance cues while practicing striking skills (using correct form) associated to net/wall games and striking/fielding games
Consistently and independently analyzes skill performance of self and peers, using teacher and self generated assessment tools.	Frequently analyzes skill performance of self and peers, using teacher and self generated assessment tools.	Occasionally analyzes skill performance of self and peers, using teacher and self generated assessment tools.	Has not analyzed skill performance of self and peers, using teacher and self generated assessment tools.

Notes:

## Biomechanics – 7.6

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently able to demonstrate, through movement, an understanding of balance.	Usually able to demonstrate, through movement, an understanding of balance.	Occasionally able to demonstrate, through movement, an understanding of balance.	Rarely able to demonstrate, through movement, an understanding of balance.
Consistently and independently communicates, using performance words, an understanding of balance.	Usually communicates, using performance words, an understanding of balance.	Occasionally communicates, using performance words, an understanding of balance.	Rarely communicates, using performance words, an understanding of balance.
Consistently and independently able to demonstrate, through movement, an understanding of stability.	Usually able to demonstrate, through movement, an understanding of stability.	Occasionally able to demonstrate, through movement, an understanding of stability.	Rarely able to demonstrate, through movement, an understanding of stability.
Consistently and independently communicates, using performance words, an understanding of stability.	Usually communicates, using performance words, an understanding of stability.	Occasionally communicates, using performance words, an understanding of stability.	Rarely communicates, using performance words, an understanding of stability.
Consistently and independently able to demonstrate, through movement, an understanding of spin.	Usually able to demonstrate, through movement, an understanding of spin.	Occasionally able to demonstrate, through movement, an understanding of spin.	Rarely able to demonstrate, through movement, an understanding of spin.
Consistently and independently communicates, using performance words, an understanding of spin.	Usually communicates, using performance words, an understanding of spin.	Occasionally communicates, using performance words, an understanding of spin.	Rarely communicates, using performance words, an understanding of spin.
Consistently and independently able to demonstrate, through movement, an understanding of rotation.	Usually able to demonstrate, through movement, an understanding of rotation.	Occasionally able to demonstrate, through movement, an understanding of rotation.	Rarely able to demonstrate, through movement, an understanding of rotation.
Consistently and independently communicates, using performance words, an understanding of rotation.	Usually communicates, using performance words, an understanding of rotation.	Occasionally communicates, using performance words, an understanding of rotation.	Rarely communicates, using performance words, an understanding of rotation.



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## Movement Concepts – 7.7

Active Living, **Skillful Movement**, Relationships

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates using performance words to demonstrate understanding of how to perform a variety of movements associated with <b>net/wall</b> games and <b>striking/fielding</b> games.	Frequently communicates using performance words to demonstrate understanding of how to perform a variety of movements associated with <b>net/wall</b> games and <b>striking/fielding</b> games.	Occasionally communicates using performance words to demonstrate understanding of how to perform a variety of movements associated with <b>net/wall</b> games and <b>striking/fielding</b> games.	Has not communicated using performance words to demonstrate understanding of how to perform a variety of movements associated with <b>net/wall</b> games and <b>striking/fielding</b> games.
Consistently and independently communicates with clarity, the terminology associated with skills and rules for selected team movement activities.	Frequently communicates with clarity, the terminology associated with skills and rules for selected team movement activities.	Occasionally communicates with clarity, the terminology associated with skills and rules for selected team movement activities.	Has not communicated with clarity, the terminology associated with skills and rules for selected team movement activities.
Consistently and independently capable of comparing the performance cues related to various skills in a variety of <b>net/wall</b> games and <b>striking/fielding</b> games.	Frequently capable of comparing the performance cues related to various skills in a variety of <b>net/wall</b> games and <b>striking/fielding</b> games	Occasionally capable of comparing the performance cues related to various skills in a variety of <b>net/wall</b> games and <b>striking/fielding</b> games	Has not compared the performance cues related to various skills in a variety of <b>net/wall</b> games and <b>striking/fielding</b> games
Consistently and independently selects and demonstrates effective grip, footwork and body movement used in net games.	Frequently selects and demonstrates effective grip, footwork and body movement used in net games.	Occasionally selects and demonstrates effective grip, footwork and body movement used in net games.	Has not selected and demonstrated effective grip, footwork and body movement used in net games.
Consistently and independently demonstrates recommended footwork/ready position for movement on the court and field as required for the situation.	Frequently demonstrates recommended footwork/ready position for movement on the court and field as required for the situation.	Occasionally demonstrates recommended footwork/ready position for movement on the court and field as required for the situation.	Has not demonstrated recommended footwork/ready position for movement on the court and field as required for the situation.

## Decision Making – 7.8

Active Living, Skillful Movement, Relationships

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates, with clarity, tactics and strategies and rules of selected <b>net/wall, striking/fielding and low-organizational</b> games.	Frequently communicates, with clarity, tactics and strategies and rules of selected <b>net/wall, striking/fielding and low-organizational</b> games.	Occasionally communicates, with clarity, tactics and strategies and rules of selected <b>net/wall, striking/fielding and low-organizational</b> games.	Has not communicated, with clarity, tactics and strategies and rules of selected <b>net/wall, striking/fielding and low-organizational</b> games.
Consistently and independently demonstrates an awareness of what opponents and teammates are doing, while participating in practice and game situations.	Frequently demonstrates an awareness of what opponents and teammates are doing, while participating in practice and game situations.	Occasionally demonstrates an awareness of what opponents and teammates are doing, while participating in practice and game situations.	Has not demonstrated an awareness of what opponents and teammates are doing, while participating in practice and game situations.
Consistently and independently uses effective individual offensive and defensive tactics while practicing and playing territorial/invasion games.	Frequently uses effective individual offensive and defensive tactics while practicing and playing territorial/invasion games.	Occasionally uses effective individual offensive and defensive tactics while practicing and playing territorial/invasion games.	Has not used effective individual offensive and defensive tactics while practicing and playing territorial/invasion games.
Consistently and independently supports teammate who is in possession of game object by moving to open space and lane when participating in territorial/invasion games.	Frequently supports teammate who is in possession of game object by moving to open space and lane when participating in territorial/invasion games.	Occasionally supports teammate who is in possession of game object by moving to open space and lane when participating in territorial/invasion games.	Has not supported teammate who is in possession of game object by moving to open space and lane when participating in territorial/invasion games.
Consistently and independently demonstrates purposeful team communication skills while participating in game situations.	Frequently demonstrates purposeful team communication skills while participating in game situations.	Occasionally demonstrates purposeful team communication skills while participating in game situations.	Has not demonstrated purposeful team communication skills while participating in game situations.



# Alternate Environment and Body Management – 7.9

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently creates and performs/teaches cooperative group rhythmical sequences and dances that flow, incorporate objects and are performed to a rhythm.	Frequently creates and performs/teaches cooperative group rhythmical sequences and dances that flow, incorporate objects and are performed to a rhythm.	Occasionally creates and performs/teaches cooperative group rhythmical sequences and dances that flow, incorporate objects and are performed to a rhythm.	Has not created and performed/taught cooperative group rhythmical sequences and dances that flow, incorporate objects and are performed to a rhythm.
Consistently and independently able to demonstrate dynamic balance for stability in various body management activities.	Frequently able to demonstrate dynamic balance for stability in various body management activities.	Occasionally able to demonstrate dynamic balance for stability in various body management activities.	Has not demonstrated dynamic balance for stability in various body management activities.
Consistently and independently identifies and applies biomechanical principles for speed, height, distance, acceleration and deceleration.	Frequently identifies and applies biomechanical principles for speed, height, distance, acceleration and deceleration.	Occasionally identifies and applies biomechanical principles for speed, height, distance, acceleration and deceleration.	Has not identified and applied biomechanical principles for speed, height, distance, acceleration and deceleration.
Consistently and independently analyzes self-selected and teacher-selected alternate environment and body management activities required for enjoyable participation.	Frequently analyzes self-selected and teacher-selected alternate environment and body management activities required for enjoyable participation.	Occasionally analyzes self-selected and teacher-selected alternate environment and body management activities required for enjoyable participation.	Has not analyzed self-selected and teacher-selected alternate environment and body management activities required for enjoyable participation.
Consistently and independently fully engages in a variety of body management and alternate environment activities.	Frequently fully engages in a variety of body management and alternate environment activities.	Occasionally fully engages in a variety of body management and alternate environment activities.	Has not fully engaged in a variety of body management and alternate environment activities.

Notes:

## Volunteerism & Leadership – 7.10

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently surveys/interviews to determine the interests and abilities of the target audience for participation in a planned activity.	Frequently surveys/interviews to determine the interests and abilities of the target audience for participation in a planned activity.	Occasionally surveys/interviews to determine the interests and abilities of the target audience for participation in a planned activity.	Has not surveyed/interviewed to determine the interests and abilities of the target audience for participation in a planned activity.
Consistently and independently expresses insights into the difference between cooperative and competitive movement activities.	Frequently expresses insights into the difference between cooperative and competitive movement activities.	Occasionally expresses insights into the difference between cooperative and competitive movement activities.	Has not expressed insights into the difference between cooperative and competitive movement activities.
Consistently and independently creates and implements, in small groups, a plan to teach and/or lead younger children in participation in movement activity.	Frequently creates and implements, in small groups, a plan to teach and/or lead younger children in participation in movement activity.	Occasionally creates and implements, in small groups, a plan to teach and/or lead younger children in participation in movement activity.	Has not created and implemented, in small groups, a plan to teach and/or lead younger children in participation in movement activity.
Consistently and independently reflects on the success of the plan by considering a variety of feedback sources.	Frequently reflects on the success of the plan by considering a variety of feedback sources.	Occasionally reflects on the success of the plan by considering a variety of feedback sources.	Has not reflected on the success of the plan by considering a variety of feedback sources.
Consistently and independently seeks advice and support for how to involve younger children in movement activities.	Frequently seeks advice and support for how to involve younger children in movement activities.	Occasionally seeks advice and support for how to involve younger children in movement activities.	Has not sought advice and support for how to involve younger children in movement activities.

Notes:

## Influences – 7.11

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently researches facility and program options available in the community that support participation in movement activities.	Frequently researches facility and program options available in the community that support participation in movement activities.	Occasionally researches facility and program options available in the community that support participation in movement activities.	Has not researched facility and program options available in the community that support participation in movement activities.
Consistently and independently identifies and proposes solutions to gaps/activity deficits in current community facility and program options.	Frequently identifies and proposes solutions to gaps/activity deficits in current community facility and program options.	Occasionally identifies and proposes solutions to gaps/activity deficits in current community facility and program options.	Has not identified and proposed solutions to gaps/activity deficits in current community facility and program options.
Consistently and independently calculates the cost of participation in a variety of community movement activities and proposes comparable options that are less expensive or free.	Frequently calculates the cost of participation in a variety of community movement activities and proposes comparable options that are less expensive or free.	Occasionally calculates the cost of participation in a variety of community movement activities and proposes comparable options that are less expensive or free.	Has not calculated the cost of participation in a variety of community movement activities and proposed comparable options that are less expensive or free.
Consistently and independently identifies barriers to achieving appropriate levels or participation in movement activities.	Frequently identifies barriers to achieving appropriate levels or participation in movement activities.	Occasionally identifies barriers to achieving appropriate levels or participation in movement activities.	Has not identified barriers to achieving appropriate levels or participation in movement activities.

Notes:

## Safety and Rules – 7.12

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently demonstrates automation in the use of safety skills while participating in net/wall, striking/fielding, low-organizational and inventive games; alternate environment and body management activities.	Frequently demonstrates automation in the use of safety skills while participating in net/wall, striking/fielding, low-organizational and inventive games; alternate environment and body management activities.	Occasionally demonstrates automation in the use of safety skills while participating in net/wall, striking/fielding, low-organizational and inventive games; alternate environment and body management activities.	Has not demonstrated automation in the use of safety skills while participating in net/wall, striking/fielding, low-organizational and inventive games; alternate environment and body management activities..
Consistently and independently proposes preventative safety measures involved in playing net/wall and striking/fielding games.	Frequently proposes preventative safety measures involved in playing net/wall and striking/fielding games.	Occasionally proposes preventative safety measures involved in playing net/wall and striking/fielding games.	Has not proposed preventative safety measures involved in playing net/wall and striking/fielding games.
Consistently and independently justifies the need for rules related to safety.	Frequently justifies the need for rules related to safety.	Occasionally justifies the need for rules related to safety.	Has not justified the need for rules related to safety.
Consistently and independently represents and applies an understanding of safety guidelines appropriate for a variety of alternate environment and body management activities.	Frequently represents and applies an understanding of safety guidelines appropriate for a variety of alternate environment and body management activities.	Occasionally represents and applies an understanding of safety guidelines appropriate for a variety of alternate environment and body management activities.	Has not represented and applied an understanding of safety guidelines appropriate for a variety of alternate environment and body management activities.

Notes:

## Relationship Skills – 7.13

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently able to self-assess personal progression through the five levels of a social skills continuum.	Frequently able to self-assess personal progression through the five levels of a social skills continuum.	Occasionally able to self-assess personal progression through the five levels of a social skills continuum.	Has not been able to self-assess personal progression through the five levels of a social skills continuum.
Consistently and independently evaluates own attitudes, values and behaviour related to interacting with others in movement activities.	Frequently evaluates own attitudes, values and behaviour related to interacting with others in movement activities.	Occasionally evaluates own attitudes, values and behaviour related to interacting with others in movement activities.	Has not evaluated own attitudes, values and behaviour related to interacting with others in movement activities.
Consistently and independently acknowledges when own behaviour is not reflective of the top three levels and suggests alternatives for making positive adjustments.	Frequently acknowledges when own behaviour is not reflective of the top three levels and suggests alternatives for making positive adjustments.	Occasionally acknowledges when own behaviour is not reflective of the top three levels and suggests alternatives for making positive adjustments.	Has not acknowledged when own behaviour is not reflective of the top three levels and suggested alternatives for making positive adjustments.
Consistently and independently creates and implements a group plan for supporting others in movement activities incorporating plans for role modeling responsible and caring behaviour.	Frequently creates and implements a group plan for supporting others in movement activities incorporating plans for role modeling responsible and caring behaviour.	Occasionally creates and implements a group plan for supporting others in movement activities incorporating plans for role modeling responsible and caring behaviour.	Has not created and implemented a group plan for supporting others in movement activities incorporating plans for role modeling responsible and caring behaviour.

Notes:

## History and Culture – 7.14

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently participates in movement activities, led by others, that originated with Canada's Northern people.	Frequently participates in movement activities, led by others, that originated with Canada's Northern people.	Occasionally participates in movement activities, led by others, that originated with Canada's Northern people.	Has not participated in movement activities, led by others, that originated with Canada's Northern people.
Consistently and independently shows respect and willingness to honour cultural protocol when participating in cultural movement activities.	Frequently shows respect and willingness to honour cultural protocol when participating in cultural movement activities.	Occasionally shows respect and willingness to honour cultural protocol when participating in cultural movement activities.	Has not shown respect and willingness to honour cultural protocol when participating in cultural movement activities.
Consistently and independently able to communicate the development of movement activities created by Canada's Northern people and the benefits of these activities related to physical, emotional, mental and spiritual well-being. (for several different activities)	Frequently able to communicate the development of movement activities created by Canada's Northern people and the benefits of these activities related to physical, emotional, mental and spiritual well-being. (for several different activities)	Occasionally able to communicate the development of movement activities created by Canada's Northern people and the benefits of these activities related to physical, emotional, mental and spiritual well-being. (for several different activities)	Has not communicated the development of movement activities created by Canada's Northern people and the benefits of these activities related to physical, emotional, mental and spiritual well-being. (for several different activities)
Consistently and independently evaluates the impact that specific Northern people have had on movement activities pursued by self and others.	Frequently evaluates the impact that specific Northern people have had on movement activities pursued by self and others.	Occasionally evaluates the impact that specific Northern people have had on movement activities pursued by self and others.	Has not evaluated the impact that specific Northern people have had on movement activities pursued by self and others.

Notes:

# Health-related Fitness – 8.1

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently uses challenging and safe strategies while participating in continuous aerobic activities.	Frequently uses challenging and safe strategies while participating in continuous aerobic activities.	Occasionally uses challenging and safe strategies while participating in continuous aerobic activities	Has not used challenging and safe strategies while participating in continuous aerobic activities.
Consistently and independently demonstrates and uses developmentally appropriate training techniques that benefit muscular endurance, muscular strength, flexibility and core strength.	Frequently demonstrates and uses developmentally appropriate training techniques that benefit muscular endurance, muscular strength, flexibility and core strength.	Occasionally demonstrates and uses developmentally appropriate training techniques that benefit muscular endurance, muscular strength, flexibility and core strength.	Has not demonstrated and used developmentally appropriate training techniques that benefit muscular endurance, muscular strength, flexibility and core strength.
Consistently and independently creates, implements, evaluates and revises a personal health-related fitness plan targeting health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength and flexibility that involves setting goals for improvement and applies the F.I.T.T. principle.	Frequently creates, implements, evaluates and revises a personal health-related fitness plan targeting health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength and flexibility that involves setting goals for improvement and applies the F.I.T.T. principle.	Occasionally creates, implements, evaluates and revises a personal health-related fitness plan targeting health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength and flexibility that involves setting goals for improvement and applies the F.I.T.T. principle.	Has not created, implemented, evaluated and revised a personal health-related fitness plan targeting health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength and flexibility that involves setting goals for improvement and applies the F.I.T.T. principle.
Clearly designs challenging fitness plans that follow the F.I.T.T. principle	Clearly designs somewhat challenging fitness plans that follow the F.I.T.T. principle	Fitness plans follow the F.I.T.T. principle but are not clear and are not challenging	Fitness plans do not follow the F.I.T.T. principle and are not challenging
Consistently and independently compares personal fitness performance on appraisals to previous results, to evaluate and revise	Frequently compares personal fitness performance on appraisals to previous results, to evaluate and revise personal goals.	Occasionally compares personal fitness performance on appraisals to previous results, to evaluate and revise personal goals.	Rarely compares personal fitness performance on appraisals to previous results, to evaluate and revise personal goals.
Consistently and independently maintains target heart zone for a minimum of 12 consecutive minutes.	Frequently maintains target heart zone for a minimum of 12 consecutive minutes.	Occasionally maintains target heart zone for a minimum of 12 consecutive minutes.	Has not maintained target heart zone for a minimum of 12 consecutive minutes.

## Muscular System – 8.2

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently fully engages in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles.	Frequently fully engages in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles.	Occasionally fully engages in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles.	Has not fully engaged in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles.
Consistently and independently explains the effect of activity and inactivity on the muscular system, including an understanding of the principles of overload, specificity and use/disuse.	Frequently explains the effect of activity and inactivity on the muscular system, including an understanding of the principles of overload, specificity and use/disuse.	Occasionally explains the effect of activity and inactivity on the muscular system, including an understanding of the principles of overload, specificity and use/disuse.	Has not explained the effect of activity and inactivity on the muscular system, including an understanding of the principles of overload, specificity and use/disuse.
Consistently and independently describes how muscles work as a functional pair and implements an exercise sequence that would support the development of a functional pair of muscles.	Frequently describes how muscles work as a functional pair and implements an exercise sequence that would support the development of a functional pair of muscles.	Occasionally describes how muscles work as a functional pair and implements an exercise sequence that would support the development of a functional pair of muscles.	Has not described how muscles work as a functional pair and implemented an exercise sequence that would support the development of a functional pair of muscles.
Consistently and independently demonstrates an understanding of the terms to describe the actions of the joints and muscles as well as the benefits of having strong and flexible muscles.	Frequently demonstrates an understanding of the terms to describe the actions of the joints and muscles as well as the benefits of having strong and flexible muscles.	Occasionally demonstrates an understanding of the terms to describe the actions of the joints and muscles as well as the benefits of having strong and flexible muscles.	Has not demonstrated an understanding of the terms to describe the actions of the joints and muscles as well as the benefits of having strong and flexible muscles.
Consistently and independently creates and implements exercise plans that focus on specific muscle groups and depend on the use of own body weight, without weights.	Frequently creates and implements exercise plans that focus on specific muscle groups and depend on the use of own body weight, without weights.	Occasionally creates and implements exercise plans that focus on specific muscle groups and depend on the use of own body weight, without weights.	Has not created and implemented exercise plans that focus on specific muscle groups and depend on the use of own body weight, without weights.



## Skill Related Fitness – 8.3

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently fully engages in opportunities to enhance own level of skill-related fitness	Frequently fully engages in opportunities to enhance own level of skill-related fitness	Occasionally fully engages in opportunities to enhance own level of skill-related fitness	Has not fully engaged in opportunities to enhance own level of skill-related fitness
Consistently and independently, researches, designs and implements a detailed plan to improve one self-selected, skill-related component of fitness.	Frequently designs and implements a detailed plan to improve one self-selected, skill-related component of fitness.	Occasionally designs and implements a detailed plan to improve one self-selected, skill-related component of fitness.	Has not designed and implemented a detailed plan to improve one self-selected, skill-related component of fitness.
Consistently and independently self-analyzes personal abilities in the components of skill-related fitness after collecting data using simple assessments.	Frequently self-analyzes personal abilities in the components of skill-related fitness after collecting data using simple assessments.	Occasionally self-analyzes personal abilities in the components of skill-related fitness after collecting data using simple assessments.	Has not self-analyzed personal abilities in the components of skill-related fitness after collecting data using simple assessments.
Consistently and independently makes conclusions about personal strengths and weaknesses in skill-related components of fitness through participation in skillful movement activities.	Frequently makes conclusions about personal strengths and weaknesses in skill-related components of fitness through participation in skillful movement activities.	Occasionally makes conclusions about personal strengths and weaknesses in skill-related components of fitness through participation in skillful movement activities.	Has not made conclusions about personal strengths and weaknesses in skill-related components of fitness through participation in skillful movement activities.

Notes:

## Complex Skills – 8.4

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently performs a variety of game specific complex skills at a utilization level while practicing and participating in game situations.	Frequently performs a variety of game specific complex skills at a utilization level while practicing and participating in game situations.	Occasionally performs a variety of game specific complex skills at a utilization level while practicing and participating in game situations.	Has not performed a variety of game specific complex skills at a utilization level while practicing and participating in game situations.
Consistently and independently performs a variety of combinations of movement skills that reflect smooth transitions between skills.	Frequently performs a variety of combinations of movement skills that reflect smooth transitions between skills.	Occasionally performs a variety of combinations of movement skills that reflect smooth transitions between skills.	Has not performed a variety of combinations of movement skills that reflect smooth transitions between skills.
Consistently and independently demonstrates the ability to repeatedly perform a skill at game appropriate speed without hesitation.	Frequently demonstrates the ability to repeatedly perform a skill at game appropriate speed without hesitation.	Occasionally demonstrates the ability to repeatedly perform a skill at game appropriate speed without hesitation.	Has not demonstrated the ability to repeatedly perform a skill at game appropriate speed without hesitation.
Consistently and independently demonstrates the ability to manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.	Frequently demonstrates the ability to manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.	Occasionally demonstrates the ability to manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.	Has not demonstrated the ability to manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.

Notes:

## Biomechanics – 8.5

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently describes and physically demonstrates Newton's Three Laws of Motion: -external force; -force, speed, mass; -action/reaction	Frequently describes and physically demonstrates Newton's Three Laws of Motion: -external force; -force, speed, mass; -action/reaction	Occasionally describes and physically demonstrates Newton's Three Laws of Motion -external force; -force, speed, mass; -action/reaction	Has not described and physically demonstrated Newton's Three Laws of Motion -external force; -force, speed, mass; -action/reaction
Consistently and independently identifies and applies the biomechanical concepts related to the use of leverage as it relates to striking and how the length of the striking implement affects the amount of force.	Frequently identifies and applies the biomechanical concepts related to the use of leverage as it relates to striking and how the length of the striking implement affects the amount of force.	Occasionally identifies and applies the biomechanical concepts related to the use of leverage as it relates to striking and how the length of the striking implement affects the amount of force.	Has not identified and applied the biomechanical concepts related to the use of leverage as it relates to striking and how the length of the striking implement affects the amount of force.
Consistently and independently recognizes that the fulcrum of the lever is the joint, the force in the body is produced by the muscles and that bones are the rigid bars.	Frequently recognizes that the fulcrum of the lever is the joint, the force in the body is produced by the muscles and that bones are the rigid bars.	Occasionally recognizes that the fulcrum of the lever is the joint, the force in the body is produced by the muscles and that bones are the rigid bars.	Has not recognized that the fulcrum of the lever is the joint, the force in the body is produced by the muscles and that bones are the rigid bars.
Consistently and independently demonstrates and explains the recommended angle of projection to support optimum performance of a variety of movement skills, including throwing and jumping.	Frequently demonstrates and explains the recommended angle of projection to support optimum performance of a variety of movement skills, including throwing and jumping.	Occasionally demonstrates and explains the recommended angle of projection to support optimum performance of a variety of movement skills, including throwing and jumping.	Has not demonstrated and explained the recommended angle of projection to support optimum performance of a variety of movement skills, including throwing and jumping.
Consistently and independently explores, applies and communicates the application of biomechanical concepts related to levers and projectiles, as well as Newton's Laws, to enhance and adjust movement in body management and game activities.	Frequently explores, applies and communicates the application of biomechanical concepts related to levers and projectiles, as well as Newton's Laws, to enhance and adjust movement in body management and game activities.	Occasionally explores, applies and communicates the application of biomechanical concepts related to levers and projectiles, as well as Newton's Laws, to enhance and adjust movement in body management and game activities.	Has not explored, applied and communicated the application of biomechanical concepts related to levers and projectiles, as well as Newton's Laws, to enhance and adjust movement in body management and game activities.

## Concepts, Tactics & Strategies – 8.6

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently discusses and applies the various concepts involved in <b>target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive</b> games.	Frequently discusses and applies the various concepts involved in <b>target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive</b> games.	Occasionally discusses and applies the various concepts involved in <b>target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive</b> games.	Has not discussed and applied the various concepts involved in <b>target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive</b> games.
Consistently and independently communicates, with clarity and correctness, and practices offensive and defensive tactics and strategies that reflect the performance concepts to be used as a team while participating in <b>striking/fielding, net/wall, invasion/territorial, low-organizational and inventive</b> games.	Frequently communicates, with clarity and correctness, and practices offensive and defensive tactics and strategies that reflect the performance concepts to be used as a team while participating in <b>striking/fielding, net/wall, invasion/territorial, low-organizational and inventive</b> games.	Occasionally communicates, with clarity and correctness, and practices offensive and defensive tactics and strategies that reflect the performance concepts to be used as a team while participating in <b>striking/fielding, net/wall, invasion/territorial, low-organizational and inventive</b> games.	Has not communicated, with clarity and correctness, and practiced offensive and defensive tactics and strategies that reflect the performance concepts to be used as a team while participating in <b>striking/fielding, net/wall, invasion/territorial, low-organizational and inventive</b> games.
Consistently and independently explains and practices performance concepts and tactical decisions related to <b>target</b> games.	Frequently explains and practices performance concepts and tactical decisions related to <b>target</b> games.	Occasionally explains and practices performance concepts and tactical decisions related to <b>target</b> games.	Has not explained and practiced performance concepts and tactical decisions related to <b>target</b> games.
Consistently and independently collaboratively plan and implement the leading of physical experiences to enhance skill, or game tactic and strategic concepts.	Frequently collaboratively plan and implement the leading of physical experiences to enhance skill, or game tactic and strategic concepts.	Occasionally collaboratively plan and implement the leading of physical experiences to enhance skill, or game tactic and strategic concepts.	Has not collaboratively planned and implemented the leading of physical experiences to enhance skill, or game tactic and strategic concepts.

## Decision Making – 8.7

Active Living, Skillful Movement, Relationships

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates and practices tactics and strategies of selected <b>target, net/wall, striking/fielding, invasion/territorial, and low-organizational</b> games.	Frequently communicates and practices tactics and strategies of selected <b>target, net/wall, striking/fielding, invasion/territorial, and low-organizational</b> games.	Occasionally communicates and practices tactics and strategies of selected <b>target, net/wall, striking/fielding, invasion/territorial, and low-organizational</b> games.	Has not communicated and practiced tactics and strategies of selected <b>target, net/wall, striking/fielding, invasion/territorial, and low-organizational</b> games.
Consistently and independently identifies and assesses the tactical decisions of others, both individuals and teams, through observing performance.	Frequently identifies and assesses the tactical decisions of others, both individuals and teams, through observing performance.	Occasionally identifies and assesses the tactical decisions of others, both individuals and teams, through observing performance.	Has not identified and assessed the tactical decisions of others, both individuals and teams, through observing performance.
Consistently and independently provides positive critiques of the application of tactical and strategic decisions on the performance of others.	Frequently provides positive critiques of the application of tactical and strategic decisions on the performance of others.	Occasionally provides positive critiques of the application of tactical and strategic decisions on the performance of others.	Has not provided positive critiques of the application of tactical and strategic decisions on the performance of others.

Notes:

## Alternate Environment – 8.8

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently willingly participates in a variety of alternate environment activities focusing on developing the skills that are unique to the activities.	Frequently willingly participates in a variety of alternate environment activities focusing on developing the skills that are unique to the activities.	Occasionally willingly participates in a variety of alternate environment activities focusing on developing the skills that are unique to the activities.	Has not willingly participated in a variety of alternate environment activities focusing on developing the skills that are unique to the activities.
Consistently and independently explains safety considerations and applies safe practices when participating in a variety of alternate environment activities.	Frequently explains safety considerations and applies safe practices when participating in a variety of alternate environment activities.	Occasionally explains safety considerations and applies safe practices when participating in a variety of alternate environment activities.	Has not explained safety considerations and applied safe practices when participating in a variety of alternate environment activities.
Consistently and independently demonstrates an understanding of how to prepare and preserve the natural environment when using it for activities.	Frequently demonstrates an understanding of how to prepare and preserve the natural environment when using it for activities.	Occasionally demonstrates an understanding of how to prepare and preserve the natural environment when using it for activities.	Has not demonstrated an understanding of how to prepare and preserve the natural environment when using it for activities.
Consistently and independently creates and implements practice plans for skill development related to participation in specific alternate environment activities.	Frequently creates and implements practice plans for skill development related to participation in specific alternate environment activities.	Occasionally creates practice plans for skill development related to participation in specific alternate environment activities.	Has not created practice plans for skill development related to participation in specific alternate environment activities.

Notes:

## Movement Sequences – 8.9

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently designs and performs a pattern of games related skills that follow a rhythm.	Frequently designs and performs a pattern of games related skills that follow a rhythm.	Occasionally designs and performs a pattern of games related skills that follow a rhythm.	Has not designed and performed a pattern of games related skills that follow a rhythm.
Consistently and independently performs as a follower a sequence of movements incorporating skills from a variety of games and body management activities.	Frequently performs as a follower a sequence of movements incorporating skills from a variety of games and body management activities.	Occasionally performs as a follower a sequence of movements incorporating skills from a variety of games and body management activities.	Has not performed as a follower a sequence of movements incorporating skills from a variety of games and body management activities.
Consistently and independently co-creates and leads others in participation, in partner or group sequences, that incorporate a variety of skills used in various movement activities.	Frequently co-creates and leads others in participation, in partner or group sequences, that incorporate a variety of skills used in various movement activities.	Occasionally co-creates and leads others in participation, in partner or group sequences, that incorporate a variety of skills used in various movement activities.	Has not co-created and lead others in participation, in partner or group sequences, that incorporate a variety of skills used in various movement activities.
Consistently and independently verbalizes performance cues and practices the performance of complex body management skills that require a sequence of movements.	Frequently verbalizes performance cues and practices the performance of complex body management skills that require a sequence of movements.	Occasionally verbalizes performance cues and practices the performance of complex body management skills that require a sequence of movements.	Has not verbalized performance cues and practiced the performance of complex body management skills that require a sequence of movements.

Notes:

## Volunteerism & Leadership – 8.10

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently describes the characteristics of individuals who may need encouragement to increase their level of participation and identifies potential barriers that limit their level of participation.	Frequently describes the characteristics of individuals who may need encouragement to increase their level of participation and identifies potential barriers that limit their level of participation.	Occasionally describes the characteristics of individuals who may need encouragement to increase their level of participation and identifies potential barriers that limit their level of participation.	Has not described the characteristics of individuals who may need encouragement to increase their level of participation and identifies potential barriers that limit their level of participation.
Consistently and independently proposes strategies to create and implement a personal plan to increase and support someone level's level of participation.	Frequently proposes strategies to create and implement a personal plan to increase and support someone level's level of participation.	Occasionally proposes strategies to create and implement a personal plan to increase and support someone level's level of participation.	Has not proposed strategies to create and implement a personal plan to increase and support someone level's level of participation.
Consistently and independently willingly seeks advice and support for how to involve others in movement activities.	Frequently willingly seeks advice and support for how to involve others in movement activities.	Occasionally willingly seeks advice and support for how to involve others in movement activities.	Has not willingly sought advice and support for how to involve others in movement activities.
Consistently and independently shares personal reflections on the experience and success of engaging someone else in movement activity.	Frequently shares personal reflections on the experience and success of engaging someone else in movement activity.	Occasionally shares personal reflections on the experience and success of engaging someone else in movement activity.	Has not shared personal reflections on the experience and success of engaging someone else in movement activity.

Notes:



## Technological Influences – 8.11

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level 4	Level 3	Level 2	Level 1
Consistently and independently discusses the fitness benefits of participation in movement activities that involve the use of gaming systems (after experiencing participation).	Frequently discusses the fitness benefits of participation in movement activities that involve the use of gaming systems (after experiencing participation).	Occasionally discusses the fitness benefits of participation in movement activities that involve the use of gaming systems (after experiencing participation).	Has not discussed the fitness benefits of participation in movement activities that involve the use of gaming systems (after experiencing participation).
Consistently and independently explains how technology has improved the design and construction of sports equipment.	Frequently explains how technology has improved the design and construction of sports equipment.	Occasionally explains how technology has improved the design and construction of sports equipment.	Has not explained how technology has improved the design and construction of sports equipment.
Consistently and independently demonstrates a clear understanding of the fitness benefits vs dollar costs of equipment-related exercising options by comparing technologically advanced, less advanced equipment, and non-equipment options.	Frequently demonstrates a clear understanding of the fitness benefits vs dollar costs of equipment-related exercising options by comparing technologically advanced, less advanced equipment, and non-equipment options.	Occasionally demonstrates a clear understanding of the fitness benefits vs dollar costs of equipment-related exercising options by comparing technologically advanced, less advanced equipment, and non-equipment options.	Has not demonstrated a clear understanding of the fitness benefits vs dollar costs of equipment-related exercising options by comparing technologically advanced, less advanced equipment, and non-equipment options.
Consistently and independently demonstrates a clear understanding of the career options that would involve working with technology to support others' participation in movement activities.	Frequently demonstrates a clear understanding of the career options that would involve working with technology to support others' participation in movement activities.	Occasionally demonstrates a clear understanding of the career options that would involve working with technology to support others' participation in movement activities.	Has not demonstrated a clear understanding of the career options that would involve working with technology to support others' participation in movement activities.

## Basic First Aid – 8.12

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently identifies the main aims of first aid as related to movement activities.	Frequently identifies the main aims of first aid as related to movement activities.	Occasionally identifies the main aims of first aid as related to movement activities.	Has not identified the main aims of first aid as related to movement activities.
Consistently and independently demonstrates how to care for a variety of injuries, using safety precautions, which can occur during participation in physical activity in a variety of settings.	Frequently demonstrates how to care for a variety of injuries, using safety precautions, which can occur during participation in physical activity in a variety of settings.	Occasionally demonstrates how to care for a variety of injuries, using safety precautions, which can occur during participation in physical activity in a variety of settings.	Has not demonstrated how to care for a variety of injuries, using safety precautions, which can occur during participation in physical activity in a variety of settings.
Consistently and independently identifies the signs of different types of injuries and proposes options for self-created first-aid supplies.	Frequently identifies the signs of different types of injuries and proposes options for self-created first-aid supplies.	Occasionally identifies the signs of different types of injuries and proposes options for self-created first-aid supplies.	Has not identified the signs of different types of injuries and proposes options for self-created first-aid supplies.

Notes:

## Social Behaviour – 8.13

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently describes what responsible social behaviour looks like in the context of participating in movement activities.	Frequently describes what responsible social behaviour looks like in the context of participating in movement activities.	Occasionally describes what responsible social behaviour looks like in the context of participating in movement activities.	Has not described what responsible social behaviour looks like in the context of participating in movement activities.
Consistently and independently explores and debates the impact of factors such as culture, gender, parent behaviour, and peer influences on social behaviour associated with participation in movement activities.	Frequently explores and debates the impact of factors such as culture, gender, parent behaviour, and peer influences on social behaviour associated with participation in movement activities.	Occasionally explores and debates the impact of factors such as culture, gender, parent behaviour, and peer influences on social behaviour associated with participation in movement activities.	Has not explored and debated the impact of factors such as culture, gender, parent behaviour, and peer influences on social behaviour associated with participation in movement activities.
Consistently and independently formulates conclusions on the level of influence that media has on the behaviour associated with participation in movement activities.	Frequently formulates conclusions on the level of influence that media has on the behaviour associated with participation in movement activities.	Occasionally formulates conclusions on the level of influence that media has on the behaviour associated with participation in movement activities.	Has not formulated conclusions on the level of influence that media has on the behaviour associated with participation in movement activities.

Notes:

## History and Culture – 8.14

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level 4	Level 3	Level 2	Level 1
Consistently and independently expresses insight into the evolution of attention paid to personal well-being over the past 100 years.	Frequently expresses insight into the evolution of attention paid to personal well-being over the past 100 years.	Occasionally expresses insight into the evolution of attention paid to personal well-being over the past 100 years.	Has not expressed insight into the evolution of attention paid to personal well-being over the past 100 years.
Consistently and independently propose specific reasons for changes that have occurred over time in movement activity options that appeal to different groups of people.	Frequently propose specific reasons for changes that have occurred over time in movement activity options that appeal to different groups of people.	Occasionally propose specific reasons for changes that have occurred over time in movement activity options that appeal to different groups of people.	Has not proposed specific reasons for changes that have occurred over time in movement activity options that appeal to different groups of people.
Consistently and independently expresses, alone or with others, the current state of the physical well-being of Canadian people as determined through reflection on current Canadian data.	Frequently expresses, alone or with others, the current state of the physical well-being of Canadian people as determined through reflection on current Canadian data.	Occasionally expresses, alone or with others, the current state of the physical well-being of Canadian people as determined through reflection on current Canadian data.	Has not expressed, alone or with others, the current state of the physical well-being of Canadian people as determined through reflection on current Canadian data.

Notes: