

## Physical Education Grade 7 Active Living

OUTCOMES		1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>7.1 Health-Related Fitness</b> I can create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility 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.	Create a plan	<ul style="list-style-type: none"> <li>With extensive guidance, I can create a personal health related fitness plan that utilizes the fitness components of cardiovascular endurance, muscular endurance <b>OR</b> flexibility to set a goal for personal improvement</li> </ul>	<ul style="list-style-type: none"> <li>I can create a personal health related fitness plan that utilizes the fitness components of cardiovascular endurance, muscular endurance <b>OR</b> flexibility to set a goal for personal improvement.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a <b>somewhat challenging</b> personal health related fitness plan that utilizes the fitness components of cardiovascular endurance, muscular endurance <b>AND</b> flexibility to set a goal for personal improvement.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a <b>clear and challenging</b> personal health related fitness plan that utilizes the fitness components of cardiovascular endurance, muscular endurance <b>AND</b> flexibility to set a goal for personal improvement.</li> </ul>
	Implement a plan	<ul style="list-style-type: none"> <li>With extensive guidance, I provide <b>some evidence</b> that I have implemented <b>parts of</b> my fitness plan.</li> </ul>	<ul style="list-style-type: none"> <li>I provide <b>some evidence</b> that I have implemented <b>parts of</b> my fitness plan.</li> </ul>	<ul style="list-style-type: none"> <li>I provide <b>convincing evidence</b> that I have implemented my fitness plan.</li> </ul>	<ul style="list-style-type: none"> <li>I provide <b>clear, extensive, and convincing evidence</b> that I have implemented my fitness plan.</li> </ul>
	Apply the FITT principle	<ul style="list-style-type: none"> <li>With extensive guidance, I apply <b>some</b> elements of the F.I.T.T. principle to my plan.</li> </ul>	<ul style="list-style-type: none"> <li>I apply <b>some</b> elements of the F.I.T.T. principle to my plan.</li> </ul>	<ul style="list-style-type: none"> <li>I apply <b>all</b> elements of the F.I.T.T. principle to my plan.</li> </ul>	<ul style="list-style-type: none"> <li>I apply <b>all</b> elements of the F.I.T.T. principle to my plan, and <b>I can explain the reasons for my choices.</b></li> </ul>
	Movement activity	<ul style="list-style-type: none"> <li>I <b>need extensive guidance</b> to fully engage in opportunities to enhance my own level of health-related fitness, most of the time.</li> <li>I can maintain target heart zone for <b>significantly less than 11</b></li> </ul>	<ul style="list-style-type: none"> <li>I <b>occasionally</b> fully engage in opportunities to enhance my own level of health-related fitness, most of the time.</li> <li>I can maintain target heart zone <b>approaching 11 consecutive minutes</b></li> </ul>	<ul style="list-style-type: none"> <li>I fully engage in opportunities to enhance my own level of health-related fitness, <b>most of the time.</b></li> <li>I can maintain target heart zone for <b>11 consecutive minutes.</b></li> </ul>	<ul style="list-style-type: none"> <li>I <b>always</b> fully engage in opportunities to enhance my own level of health-related fitness.</li> <li>I can maintain target heart zone for <b>more than 11 consecutive minutes.</b></li> </ul>
<b>7.2 Body Composition</b>		<ul style="list-style-type: none"> <li>With extensive</li> </ul>	<ul style="list-style-type: none"> <li>I can monitor my</li> </ul>	<ul style="list-style-type: none"> <li>I can monitor my</li> </ul>	<ul style="list-style-type: none"> <li>I can monitor my</li> </ul>

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<b>I can examine my daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.</b>	<p><b>guidance</b>, I can monitor my nutritional habits <b>OR</b> fluid intake practices over a specified period of time and for specific activities.</p> <ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can identify <b>some</b> positive and negative aspects of my nutritional habits <b>AND</b> fluid intake practices.</li> <li>• <b>With extensive guidance</b>, I can identify a few impacts of nutritional habits and fluid intake that support healthy body weight and composition.</li> </ul>	<p>nutritional habits <b>OR</b> fluid intake practices over a specified period of time and for specific activities.</p> <ul style="list-style-type: none"> <li>• I can identify <b>some</b> positive and negative aspects of my nutritional habits <b>AND</b> fluid intake practices.</li> <li>• I can <b>identify a few impacts</b> of nutritional habits and fluid intake that support healthy body weight and composition.</li> </ul>	<p>nutritional habits <b>AND</b> fluid intake practices over a specified period of time and for specific activities.</p> <ul style="list-style-type: none"> <li>• I can identify the positive and negative aspects of my nutritional habits <b>AND</b> fluid intake practices.</li> <li>• I can <b>explain the impact</b> of nutritional habits and fluid intake that support healthy body weight and composition.</li> </ul>	<p>nutritional habits <b>AND</b> fluid intake practices <b>correctly and faithfully</b> over a specified period of time and for specific activities.</p> <ul style="list-style-type: none"> <li>• I can <b>set achievable goals</b> based on the positive and negative aspects of my nutritional habits <b>AND</b> fluid intake practices.</li> <li>• I can <b>apply my knowledge</b> about the impact of nutritional habits and fluid intake that support healthy body weight and composition to my own life.</li> </ul>
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<p align="center"><b>OUTCOMES</b></p>		<p><b>1 - Beginning</b> The student is having difficulty demonstrating an understanding of the concept.</p>	<p><b>2 – Approaching</b> The student is developing an understanding of the concept.</p>	<p><b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.</p>	<p><b>4- Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.</p>
		<p><b>7.3 Skeletal System</b></p> <p><b>I can demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/ decreased bone density, increased/decreased bone mass) and the function (i.e., shape support, protection) of the skeletal system in relation to participating in movement activities.</b></p>	<p align="center"><b>Effects of exercise and inactivity</b></p>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can <b>identify some</b> effects of exercise <b>OR</b> inactivity on the skeletal system.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify some</b> effects of exercise <b>OR</b> inactivity on the skeletal system.</li> </ul>
<p align="center"><b>Function of the skeletal system</b></p>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can demonstrate the location of <b>several specified bones studied in class</b>, referring to them by the proper name.</li> <li>• <b>With extensive guidance</b>, I can <b>identify some</b> effects of exercise on the skeletal system in relation to physical movement.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate the location of <b>several specified bones studied in class</b>, referring to them by the proper name.</li> <li>• I can <b>identify some</b> effects of exercise on the skeletal system in relation to physical movement.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate the location of <b>most specified bones studied in class</b>, referring to them by the proper name.</li> <li>• I can <b>explain</b> the effects of exercise on the skeletal system in relation to physical movement.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate the location of <b>all specified bones studied in class</b>, referring to them by the proper name.</li> <li>• I can <b>compare</b> the effects of <b>various forms of exercise</b> on the skeletal system in relation to physical movement</li> </ul>	
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<b>7.10 Volunteerism and Leadership</b>  <b>Plan, organize, lead, and evaluate cooperatively movement activity, such as intramurals, fitness fun days, and playground games, to engage younger students and to connect with others.</b>	<b>Plan</b>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance,</b> I can plan <b>with a small group</b> to teach and/or lead younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>With guidance,</b> I can plan <b>with a small group</b> to teach and/or lead younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan <b>with a small group</b> to teach and/or lead younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan <b>on my own</b> to teach and/or lead younger children <b>myself</b> in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>
	<b>Organize</b>	<ul style="list-style-type: none"> <li>• <b>With a small group, and with extensive guidance,</b> I can <b>organize</b> younger children to teach and/or lead them in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>With a small group, and with guidance,</b> I can <b>organize</b> younger children to teach and/or lead them in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>With a small group,</b> I can <b>organize</b> younger children to teach and/or lead them in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On my own,</b> I can <b>organize</b> younger children to teach and/or lead them in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>

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	<b>Lead</b>	<ul style="list-style-type: none"> <li>• <b>With a small group, and with extensive guidance, I can teach and/or lead</b> younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>With a small group, and with guidance, I can teach and/or lead</b> younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>With a small group, I can teach and/or lead</b> younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On my own, I can lead and/or teach</b> younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, and activity stations.</li> </ul>
	<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance, I can reflect</b> on the success of my plan and my role in its implementation by <b>using a list of teacher-specified criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can reflect on the success of my plan and my role in its implementation by <b>using a list of teacher-specified criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can reflect on the success of my plan and my role in its implementation by using a list of teacher-specified criteria and <b>considering feedback from a few sources.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can reflect on the success of my plan and my role in its implementation by using a list of teacher-specified criteria and considering feedback from <b>a variety of sources.</b></li> </ul>
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<p><b>7.11 Influences</b></p> <p><b>Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.</b></p>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance, I can identify several</b> facility and program options available in the community that support participation in movement activities.</li> <li>• <b>With extensive guidance, I can identify</b> barriers to achieving appropriate levels of participation in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify several</b> facility and program options available in the community that support participation in movement activities.</li> <li>• I can <b>identify</b> barriers to achieving appropriate levels of participation in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify and describe facility and program options</b> available in the community that support participation in movement activities.</li> <li>• I can <b>explain</b> barriers to achieving appropriate levels of participation in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify gaps/activity deficits</b> in current community facility and program options, and <b>propose solutions.</b></li> <li>• I can identify barriers to achieving appropriate levels of participation in movement activities, and <b>propose options.</b></li> </ul>
<p>Comments</p>				