

Physical Education Grade 8
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.
8.1 Health-Related Fitness I can create, implement, evaluate, and revise a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility that involves setting goals for improvement, applies the F.I.T.T. principle	Create a plan	<ul style="list-style-type: none"> • With extensive guidance, I can create a personal health related fitness plan that utilizes the fitness components of cardiovascular endurance, muscular endurance OR flexibility to set a goal for personal improvement. 	<ul style="list-style-type: none"> • I can create a personal health related fitness plan that utilizes the fitness components of cardiovascular endurance, muscular endurance OR flexibility to set a goal for personal improvement. 	<ul style="list-style-type: none"> • I can create a somewhat challenging personal health related fitness plan that utilizes the fitness components of cardiovascular endurance, muscular endurance AND flexibility to set a goal for personal improvement. 	<ul style="list-style-type: none"> • I can create a clear and challenging personal health related fitness plan that utilizes the fitness components of cardiovascular endurance, muscular endurance AND flexibility to set a goal for personal improvement.
	Implement a plan	<ul style="list-style-type: none"> • With extensive guidance, I provide some evidence that I have implemented parts of my fitness plan. 	<ul style="list-style-type: none"> • I provide some evidence that I have implemented parts of my fitness plan. 	<ul style="list-style-type: none"> • I provide convincing evidence that I have implemented my fitness plan. 	<ul style="list-style-type: none"> • I provide clear, extensive, and convincing evidence that I have implemented my fitness plan.
	Apply the FITT principle	<ul style="list-style-type: none"> • With extensive guidance, I apply some elements of the F.I.T.T. principle to my plan. 	<ul style="list-style-type: none"> • I apply some elements of the F.I.T.T. principle to my plan. 	<ul style="list-style-type: none"> • I apply all elements of the F.I.T.T. principle to my plan. 	<ul style="list-style-type: none"> • I apply all elements of the F.I.T.T. principle to my plan, and I can explain the reasons for my choices.
	Movement activity	<ul style="list-style-type: none"> • I need extensive guidance to fully engage in opportunities to enhance my own level of health-related fitness. • I can maintain target heart zone for significantly less than 12 consecutive minutes. 	<ul style="list-style-type: none"> • I occasionally fully engage in opportunities to enhance my own level of health-related fitness. • I can maintain target heart zone approaching 12 consecutive minutes. 	<ul style="list-style-type: none"> • I fully engage in opportunities to enhance my own level of health-related fitness, most of the time. • I can maintain target heart zone for 12 consecutive minutes. 	<ul style="list-style-type: none"> • I always fully engage in opportunities to enhance my own level of health-related fitness. • I can maintain target heart zone for more than 12 consecutive minutes.

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<p>(Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.</p>	<p>Evaluate and revise plan</p>	<ul style="list-style-type: none"> • With extensive guidance, I can compare my personal fitness performance on appraisals to previous results • With extensive guidance, I reflect on my plan using a list of teacher-specified criteria. 	<ul style="list-style-type: none"> • I can compare my personal fitness performance on appraisals to previous results. • I reflect on my plan using a list of teacher-specified criteria. 	<ul style="list-style-type: none"> • I can compare my personal fitness performance on appraisals to previous results, and revise my goals with that data in mind. • I teacher-specified criteria consider AND feedback from several sources when I reflect on my plan. 	<ul style="list-style-type: none"> • I can compare my personal fitness performance on appraisals to previous results, revise my goals with that data in mind, and explain my decisions. • I consider teacher-specified criteria AND feedback from a variety of sources when I reflect on my plan.
<p>Comments</p>					

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8.8 Alternate Environment I can apply and adapt selected activity-related skills and strategies required for participation in alternate environment activities.	<ul style="list-style-type: none"> • With extensive guidance, I occasionally participate in a variety of alternate activities focusing on developing the skills that are unique to the activities. 	<ul style="list-style-type: none"> • I occasionally participate in a variety of alternate activities focusing on developing the skills that are unique to the activities. 	<ul style="list-style-type: none"> • I usually participate in a variety of alternate activities focusing on developing the skills that are unique to the activities. 	<ul style="list-style-type: none"> • I consistently and independently participate in a variety of alternate activities focusing on developing the skills that are unique to the activities.
	<ul style="list-style-type: none"> • With extensive guidance, I occasionally practice skills required to enhance enjoyment in specific alternate environment activities. 	<ul style="list-style-type: none"> • I occasionally practice skills required to enhance enjoyment in specific alternate environment activities. 	<ul style="list-style-type: none"> • I usually practice skills required to enhance enjoyment in specific alternate environment activities. 	<ul style="list-style-type: none"> • I consistently and independently practice skills required to enhance enjoyment in specific alternate environment activities.
	<ul style="list-style-type: none"> • With extensive guidance, I can explain some safety considerations OR apply some safety practices when participating in an alternate environment activity. 	<ul style="list-style-type: none"> • I can explain many safety considerations OR apply many safety practices when participating in an alternate environment activity. 	<ul style="list-style-type: none"> • I can explain safety considerations AND apply safety practices when participating in an alternate environment activity. 	<ul style="list-style-type: none"> • I can explain safety considerations AND apply safety practices when participating in an alternate environment activity, and remind others of safety practices.
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8.9 Movement Sequences I can perform, both as a leader and a follower, self-created, collaboratively created, and established sequences of movements with smooth transitions, incorporating skills and combinations of skills from a variety of games and body management activities, alone and with others.	Performance Cues	<ul style="list-style-type: none"> • With extensive guidance, I communicate using some performance words to support the performance complex body management skills that require a sequence of movements. 	<ul style="list-style-type: none"> • I communicate using some performance words to support the performance of complex body management skills that require a sequence of movements. 	<ul style="list-style-type: none"> • I communicate using many performance words to support the performance of complex body management skills that require a sequence of movements. 	<ul style="list-style-type: none"> • I communicate using a wide variety of performance words to support the performance of complex body management skills that require a sequence of movements.
	Design and perform skills	<ul style="list-style-type: none"> • With extensive guidance, I can design OR perform a pattern of games related skills that follow a rhythm. • With extensive guidance, I can perform as a follower a simple and short sequence of movements incorporating skills from a few games and body management activities. 	<ul style="list-style-type: none"> • I can design OR perform a pattern of games related skills that follow a rhythm. • I can perform as a follower a simple and short sequence of movements incorporating skills from a few games and body management activities. 	<ul style="list-style-type: none"> • I can design AND perform a pattern of games related skills that follow a rhythm. • I can perform as a follower a complex sequence of movements incorporating skills from many games and body management activities. 	<ul style="list-style-type: none"> • I can consistently and independently design and perform a complex pattern of games related skills that follow a rhythm. • I can perform as a follower a complex sequence of movements incorporating skills from a variety of games and body management activities, with fluidity.

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	Lead activities	<ul style="list-style-type: none"> • With extensive guidance, I am able to work with others in creating OR leading various movement activities. 	<ul style="list-style-type: none"> • I am able to work with others in creating OR leading various movement activities. 	<ul style="list-style-type: none"> • I am able to work with others in creating AND leading various movement activities. 	<ul style="list-style-type: none"> • I am consistently and independently able to work with others in creating AND leading various movement activities, showing leadership and sensitivity to others.
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8.10 Volunteerism and Leadership Create and implement an individual or small group plan to engage and support at least one other person in repeated participation in movement activity at school, at home, or in the community.	<ul style="list-style-type: none"> • With extensive guidance, I can propose strategies to encourage others to participate in movement activity. 	<ul style="list-style-type: none"> • I can propose strategies to encourage others to participate in movement activity. 	<ul style="list-style-type: none"> • I can propose strategies to create AND implement a personal plan to increase and support someone else’s level of participation in movement activity. 	<ul style="list-style-type: none"> • I can propose strategies to create AND implement a personal plan to increase and support someone else’s level of participation in movement activity.
	<ul style="list-style-type: none"> • With extensive guidance, I share brief personal reflections on the experience and success of engaging someone else in the movement activity when I am asked to do so. 	<ul style="list-style-type: none"> • I share brief personal reflections on the experience and success of engaging someone else in the movement activity when I am asked to do so. 	<ul style="list-style-type: none"> • I share personal reflections on the experience and success of engaging someone else in the movement activity when I am asked to do so. 	<ul style="list-style-type: none"> • I can independently and spontaneously share insightful and detailed personal reflections on the experience and success of engaging someone else in the movement activity.
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8.12 Basic First Aid I can demonstrate the skills required to administer basic first aid (e.g., scene management, seeking help, treating minor injuries, applying precautions for body fluids) required as a result of injury caused by participation in movement activities.	<ul style="list-style-type: none"> • With extensive guidance, I can demonstrate how to care for some injuries, using safety precautions, which can occur during participation in physical activity in a few settings. 	<ul style="list-style-type: none"> • I can demonstrate how to care for some injuries, using safety precautions, which can occur during participation in physical activity in a few settings. 	<ul style="list-style-type: none"> • I can demonstrate how to care for a variety of injuries, using safety precautions, which can occur during participation in physical activity in a variety of settings. 	<ul style="list-style-type: none"> • I can demonstrate and explain how to care for a variety of injuries, using safety precautions, which can occur during participation in physical activity in a variety of settings.
Comments				