

Physical Education Grade 7 Skillful Movement

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.
7.4 Cross-Training I can examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops coordination and agility used in basketball; golf and hockey develop hand/eye coordination/striking skills) while participating in movement activities.	<ul style="list-style-type: none"> • I occasionally participate in skill OR flexibility stations that address health and skill-related fitness as well as sport skill performance. • With extensive guidance, I participate in a variety of body management activities that develop a variety of fitness components that have direct benefit to overall fitness and skill. 	<ul style="list-style-type: none"> • I participate in skill OR flexibility stations that address health and skill-related fitness as well as sport skill performance. • I occasionally participate in a variety of body management activities that develop a variety of fitness components that have direct benefit to overall fitness and skill. 	<ul style="list-style-type: none"> • I can create AND fully participate in skill OR flexibility stations that address health and skill-related fitness as well as sport skill performance. • I participate fully in a variety of body management activities that develop a variety of fitness components that have direct benefit to overall fitness and skill. 	<ul style="list-style-type: none"> • I can create AND participate in skill AND flexibility stations that address health and skill-related fitness as well as sport skill performance. • I participate in a variety of body management activities that develop a variety of fitness components that have direct benefit to overall fitness and skill, and I can explain why they are beneficial.
Comments				

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7.5 Complex Skills I can demonstrate control, including smooth transitions, of 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, paddling a kayak, passing a lacrosse ball) while participating in movement activities.	Performance Cues	<ul style="list-style-type: none"> • With extensive guidance, I communicate using some performance words to support the performance of complex skills. 	<ul style="list-style-type: none"> • I communicate using some performance words to support the performance of complex skills. 	<ul style="list-style-type: none"> • I communicate using many performance words to support the performance of complex skills. 	<ul style="list-style-type: none"> • I communicate using a wide variety of performance words to support the performance of complex skills.
	Control, including smooth transitions	<ul style="list-style-type: none"> • With extensive guidance, I can combine locomotor, nonlocomotor OR manipulative skills, including smooth transitions, in practice OR game situations at the control level. • With frequent prompting, I may I occasionally practice skills at a high level of engagement. 	<ul style="list-style-type: none"> • I can combine locomotor, nonlocomotor OR manipulative skills, including smooth transitions, in practice OR game situations at the control level. • I occasionally practice skills at a high level of engagement. 	<ul style="list-style-type: none"> • I can combine locomotor, nonlocomotor AND manipulative skills, including smooth transitions, in practice AND various game situations at the control level. • I often practice skills at a high level of engagement. 	<ul style="list-style-type: none"> • I can combine locomotor, nonlocomotor AND manipulative skills, including smooth transitions, with fluidity and assurance in practice AND various game situations at the control level. • I consistently and independently practice skills at a high level of engagement.
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7.6 Biomechanics I can explore, apply, and communicate biomechanical concepts and principles of balance, stability, spin, and rotation as a means to enhance independence in learning motor skills involving locomotor (traveling), non-locomotor (non-traveling), and manipulative (moving objects) skills.	Balance	<ul style="list-style-type: none"> • With extensive guidance, I can demonstrate my understanding of balance by using performance words OR through movement. 	<ul style="list-style-type: none"> • I can demonstrate my understanding of balance by using performance words OR through movement. 	<ul style="list-style-type: none"> • I can demonstrate my understanding of balance by using performance words AND through movement. 	<ul style="list-style-type: none"> • I can integrate my understanding of balance to unpredictable situations and my responses to the flow of the game in game situations.
	Spin	<ul style="list-style-type: none"> • With extensive guidance, I can demonstrate my understanding spin by using performance words OR through movement. 	<ul style="list-style-type: none"> • I can demonstrate my understanding of spin by using performance words OR through movement. 	<ul style="list-style-type: none"> • I can demonstrate my understanding of spin by using performance words AND through movement. 	<ul style="list-style-type: none"> • I can integrate my understanding of balance to unpredictable situations and my responses to the flow of the game in game situations.
	Rotation	<ul style="list-style-type: none"> • With extensive guidance, I can demonstrate my understanding of rotation by using performance words OR through movement. 	<ul style="list-style-type: none"> • I can demonstrate my understanding of rotation by using performance words OR through movement. 	<ul style="list-style-type: none"> • I can demonstrate my understanding of rotation by using performance words AND through movement. 	<ul style="list-style-type: none"> • I can integrate my understanding of rotation to unpredictable situations and my responses to the flow of the game in game situations.

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<p>7.7 Movement Concepts</p> <p>I can analyze and apply, with guidance, movement concepts while participating in:</p> <ul style="list-style-type: none"> ○ net/wall games (e.g., badminton - body awareness in ready position to receive a serve) ○ striking/fielding games (e.g., softball - body position to catch a fly ball or grounder). 	Performance cues	<ul style="list-style-type: none"> • With extensive guidance, I communicate using some performance words related to net/wall games and striking/fielding games. 	<ul style="list-style-type: none"> • I communicate using some performance words related to net/wall games and striking/fielding games. 	<ul style="list-style-type: none"> • I communicate using many performance words related to net/wall games and striking/fielding games. 	<ul style="list-style-type: none"> • I communicate using a wide variety of specific performance words related to net/wall games and striking/fielding games.
	Movement Concepts	<ul style="list-style-type: none"> • With extensive guidance I can demonstrate footwork/ready position for movement on the court or field as required for the situation. • With extensive guidance, I can show how I have improved in the skills required for net/wall games AND striking/fielding games, EITHER skills I have selected OR those my teacher has selected. 	<ul style="list-style-type: none"> • With guidance, I can demonstrate footwork/ready position for movement on the court or field as required for the situation. • I can show how I have improved in the skills required for net/wall games OR striking/fielding games, EITHER skills I have selected OR those my teacher has selected. 	<ul style="list-style-type: none"> • With minimal guidance, I can demonstrate footwork/ready position for movement on the court or field as required for the situation. • I can show how I have improved in the skills required for net/wall games AND striking/fielding games, EITHER skills I have selected OR those my teacher has selected. 	<ul style="list-style-type: none"> • Consistently and independently, I can demonstrate footwork/ready position for movement on the court or field as required for the situation. • I can show how I have improved in the skills required for net/wall games AND striking/fielding games, BOTH skills I have selected AND those my teacher has selected.

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<p>7.8 Decision-Making</p> <p>I can 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:</p> <ul style="list-style-type: none"> ○ net/wall games (e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball) ○ striking/fielding games (e.g., softball, longball, kickball, cricket) ○ low-organizational, inventive, and co-operative games (e.g., walleyball, king’s court). 	Performance cues	<ul style="list-style-type: none"> • With extensive guidance, I communicate, with some clarity, tactics OR strategies of selected net/wall, striking/fielding and low-organizational games. 	<ul style="list-style-type: none"> • I communicate, with some clarity, tactics OR strategies of selected net/wall, striking/fielding and low-organizational games. 	<ul style="list-style-type: none"> • I communicate, with clarity, tactics OR strategies of selected net/wall, striking/fielding and low-organizational games. 	<ul style="list-style-type: none"> • I communicate, often and with extreme clarity, tactics AND strategies of selected net/wall, striking/fielding and low-organizational games.
	Defensive and offensive skills	<ul style="list-style-type: none"> • With extensive guidance, I can a few effective individual offensive OR defensive skills, tactics and strategies while practicing and playing various games. • With frequent reminders, I can demonstrate an awareness of what opponents and teammates are doing, while participating in practice OR game situations. 	<ul style="list-style-type: none"> • I can use a few effective individual offensive OR defensive skills, tactics and strategies while practicing and playing various games. • I can occasionally demonstrate an awareness of what opponents and teammates are doing, while participating in practice OR game situations. 	<ul style="list-style-type: none"> • I can use effective individual offensive AND defensive skills, tactics and strategies while practicing and playing various games. • I can frequently demonstrate an awareness of what opponents and teammates are doing, while participating in practice AND game situations, most of the time. 	<ul style="list-style-type: none"> • I can use and explain effective individual offensive AND defensive skills, tactics and strategies while practicing and playing various games. • I can always demonstrate an awareness of what opponents and teammates are doing, while participating in practice AND game situations, most of the time.

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<p>7.9 Alternate Environment and Body Management</p> <p>I can utilize selected movement skills and combinations of skills (i.e., locomotor, non-locomotor, and manipulative) to participate in a variety of:</p> <ul style="list-style-type: none"> ○ alternate environment activities (e.g., skating, cross-country skiing, swimming, snowshoeing, cycling, hiking, tracking, skateboarding, roping, canoeing, downhill skiing, orienteering) ○ body management activities including dance and educational gymnastics, as well as others (e.g., wrestling, track and field, pilates, yoga, aerobics). 	<ul style="list-style-type: none"> • With frequent reminders, I can occasionally demonstrate dynamic balance for stability in various body management activities. 	<ul style="list-style-type: none"> • I can occasionally demonstrate dynamic balance for stability in various body management activities. 	<ul style="list-style-type: none"> • I often demonstrate dynamic balance for stability in various body management activities. 	<ul style="list-style-type: none"> • I can almost always demonstrate dynamic balance for stability in various body management activities.
	<ul style="list-style-type: none"> • With extensive guidance, I can apply some biomechanical principles: speed, height, distance, accelerate or deceleration. 	<ul style="list-style-type: none"> • I can apply some biomechanical principles: speed, height, distance, acceleration, or deceleration. 	<ul style="list-style-type: none"> • I can apply most biomechanical principles: speed, height, distance, acceleration, or deceleration. 	<ul style="list-style-type: none"> • I can apply AND identify biomechanical principles for speed, height, distance, acceleration, AND deceleration.
	<ul style="list-style-type: none"> • With frequent reminders, I fully engage in some body management and alternate environment activities. 	<ul style="list-style-type: none"> • I fully engage in some body management and alternate environment activities. 	<ul style="list-style-type: none"> • I fully engage in many body management and alternate environment activities. 	<ul style="list-style-type: none"> • I fully engage in a variety of body management and alternate environment activities.
Comments				