



Soccer Grade 9 Skill Development (SK)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
SSK 9.1 Core Strength I can investigate and apply safe and effective strategies for development the strength of core muscles and joint muscles.	<ul style="list-style-type: none"> • With extensive guidance, I can create OR implement workout routines that focus on the development and maintenance of core strength. 	<ul style="list-style-type: none"> • I can create OR implement workout routines that focus on the development and maintenance of core strength. 	<ul style="list-style-type: none"> • I can create AND implement workout routines that focus on the development and maintenance of core strength. 	<ul style="list-style-type: none"> • I can create AND implement consistently and independently challenging workout routines that focus on the development and maintenance of core strength.
	<ul style="list-style-type: none"> • With extensive guidance, I can incorporate some equipment and technology into simple workout routines that focus on the development of core strength. 	<ul style="list-style-type: none"> • I can incorporate some equipment and technology into simple workout routines that focus on the development of core strength. 	<ul style="list-style-type: none"> • I can incorporate some equipment and technology into age appropriate workout routines that focus on the development of core strength. 	<ul style="list-style-type: none"> • I can incorporate a variety of equipment and technology into challenging workout routines that focus on the development of core strength.
Comments				



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SSK 9.2 I can implement a personal plan for improving a soccer skill chosen from the following categories: <ul style="list-style-type: none"> • dribbling • passing • shooting • ball control 	<ul style="list-style-type: none"> • With extensive guidance, I can design OR implement a plan to improve one soccer skill (e.g. dribbling, passing, shooting, ball control) that I have chosen. 	<ul style="list-style-type: none"> • I can design OR implement a plan to improve one soccer skill (e.g. dribbling, passing, shooting, ball control) that I have chosen. 	<ul style="list-style-type: none"> • I can design AND implement a detailed plan to improve one soccer skill (e.g. dribbling, passing, shooting, ball control) that I have chosen. 	<ul style="list-style-type: none"> • I can design AND implement a detailed and challenging plan to improve a few soccer skills (e.g. dribbling, passing, shooting, ball control) that I have chosen.
	<ul style="list-style-type: none"> • With extensive guidance, I can critique personal plans to determine what worked well and what did not work well according to some of the course criteria. 	<ul style="list-style-type: none"> • I can critique personal plans to determine what worked well and what did not work well according to some of the course criteria. 	<ul style="list-style-type: none"> • I can critique personal plans to determine what worked well and what did not work well according to the course criteria. 	<ul style="list-style-type: none"> • I can independently critique personal plans to determine what worked well and what did not work well according to course criteria and make the necessary revisions.
	<ul style="list-style-type: none"> • With extensive guidance, I can perform a few identified complex skills (e.g. dribbling, passing, shooting, ball control) progressing toward a level of automation. 	<ul style="list-style-type: none"> • I can perform a few identified complex skills (e.g. dribbling, passing, shooting, ball control) progressing toward a level of automation. 	<ul style="list-style-type: none"> • I can perform many identified complex skills (e.g. dribbling, passing, shooting, ball control) at a level of automation. 	<ul style="list-style-type: none"> • I can perform a wide variety of identified complex skills (e.g. dribbling, passing, shooting, ball control) at a level of automation



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SSK 9.3 I can design and implement plans to use effective tactics and strategies to enhance performance and enjoyment in each of the following: <ul style="list-style-type: none"> • warm up • skill related activities • game (small sided or full). 	<ul style="list-style-type: none"> • I need frequent reminders to be occasionally fully engaged in a variety of game situations to practice the application of tactics, strategies, rules and skills of play. 	<ul style="list-style-type: none"> • I am occasionally fully engaged in a variety of game situations to practice the application of tactics, strategies, rules and skills of play. 	<ul style="list-style-type: none"> • I am frequently fully engaged in a variety of game situations to practice the application of tactics, strategies, rules and skills of play. 	<ul style="list-style-type: none"> • I am consistently and independently fully engaged in a variety of game situations to practice the application of tactics, strategies, rules and skills of play.
	<ul style="list-style-type: none"> • With extensive guidance, I am able to consider a few tactical and strategic options (warm up, skill related activity, game), as well as appropriate application of the rules and skills of the games. 	<ul style="list-style-type: none"> • I am able to consider a few tactical and strategic options(warm up, skill related activity, game) , as well as appropriate application of the rules and skills of the games. 	<ul style="list-style-type: none"> • I am able to consider several tactical and strategic options (e.g. warm up, skill related activity, game). 	<ul style="list-style-type: none"> • I am able to consider a variety of tactical and strategic options(warm up, skill related activity, game) , as well as appropriate application of the rules and skills of the games.
	<ul style="list-style-type: none"> • With help, I can design a plan to enhance performance and enjoyment in hockey that considers tactical and strategic options (e.g. warm-up, skill-related activity, game). 	<ul style="list-style-type: none"> • I can design a plan to enhance performance and enjoyment in hockey that considers tactical and strategic options (e.g. warm-up, skill-related activity, game). 	<ul style="list-style-type: none"> • I can implement a plan to enhance performance and enjoyment in hockey that considers tactical and strategic options (e.g. warm-up, skill-related activity, game). 	<ul style="list-style-type: none"> • I can obtain feedback on a plan to enhance performance and enjoyment in hockey, and modify the plan in accordance with the feedback.



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	<ul style="list-style-type: none"> I can apply appropriately a few of rules of soccer. 	<ul style="list-style-type: none"> I can apply appropriately most of the rules of soccer. 	<ul style="list-style-type: none"> I can apply appropriately all the rules of soccer. 	<ul style="list-style-type: none"> If I break any rules of soccer, it is for a clear and strategic purpose that I can explain.
	<ul style="list-style-type: none"> I can apply appropriately a few of the skills of soccer. 	<ul style="list-style-type: none"> I can apply appropriately several of the skills of soccer. 	<ul style="list-style-type: none"> I can apply appropriately many of the skills of soccer. 	<ul style="list-style-type: none"> I can apply appropriately a wide variety the skills of soccer.
	<ul style="list-style-type: none"> With extensive guidance, I demonstrate an understanding of effective tactical and strategic decisions to be used in given game situations by being able to show ONE of the following: <ul style="list-style-type: none"> clear instruction engaging all students in the activities and games working autonomously. 	<ul style="list-style-type: none"> I demonstrate an evolving understanding of effective tactical and strategic decisions to be used in given game situations by being able to show ONE of the following: <ul style="list-style-type: none"> clear instruction engaging all students in the activities and games working autonomously. 	<ul style="list-style-type: none"> I demonstrate an adequate understanding of effective tactical and strategic decisions to be used in given game situations by being able to show most of the following: <ul style="list-style-type: none"> clear instruction engaging all students in the activities and games working autonomously. 	<ul style="list-style-type: none"> I demonstrate a profound understanding of effective tactical and strategic decisions to be used in given game situations by being able to show ALL of the following: <ul style="list-style-type: none"> clear instruction engaging all students in the activities and games working autonomously, as well as reflect , change and adapt when necessary.



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SSK 9.4 I can examine and apply the principles of training to personal action plans that <ul style="list-style-type: none"> include daily moderate to vigorous movement activity AND <ul style="list-style-type: none"> focus on the improvement and/or maintenance of components of 	Principles of training	<ul style="list-style-type: none"> With extensive guidance, I apply some of the principles of training to my fitness plan. 	<ul style="list-style-type: none"> I apply some of the principles of training to my fitness plan. 	<ul style="list-style-type: none"> I apply all the principles of training to my fitness plan. 	<ul style="list-style-type: none"> I apply all the principles of training to my fitness plan, and I can explain the reasons for my choices. 	
	Manage a personal fitness plan	<ul style="list-style-type: none"> I have incorporated significantly less than 30 minutes of moderate to vigorous activity on a daily basis in my plan. 	<ul style="list-style-type: none"> I am approaching 30 minutes of moderate to vigorous activity on a daily basis in my plan. 	<ul style="list-style-type: none"> I have incorporated at least 30 minutes of moderate to vigorous activity on a daily basis in my plan. 	<ul style="list-style-type: none"> I have incorporated more than 30 minutes of moderate to vigorous activity on a daily basis in my 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. 	
	Movement activities	<ul style="list-style-type: none"> I need extensive guidance to choose a few activities I like and 	<ul style="list-style-type: none"> I choose a few activities I like and that support increased fitness and 	<ul style="list-style-type: none"> I choose several activities I like and that support increased 	<ul style="list-style-type: none"> I can explain why I have chosen certain activities I like and that support 	



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health-related fitness I have chosen.		that support increased fitness and enjoyment to incorporate in my plan	enjoyment to incorporate in my plan.	fitness and enjoyment to incorporate in my plan.	increased fitness and enjoyment to incorporate in my plan.	
	Evaluate and revise plan	<ul style="list-style-type: none"> • With extensive support, I can compare my personal fitness performance on appraisals to previous results and credible fitness standards. 	<ul style="list-style-type: none"> • I can compare my personal fitness performance on appraisals to previous results and credible fitness standards. 	<ul style="list-style-type: none"> • I can compare my personal fitness performance on appraisals to previous results and credible fitness standards, and revise my goals with that data in mind. 	<ul style="list-style-type: none"> • I can compare my personal fitness performance on appraisals to previous results and credible fitness standards, revise my goals with that data in mind, and explain my decisions. 	
		<ul style="list-style-type: none"> • With extensive guidance, I assess my fitness plan OR that of others. 	<ul style="list-style-type: none"> • I assess my fitness plan OR that of others. 	<ul style="list-style-type: none"> • I assess my fitness plan AND that of others. 	<ul style="list-style-type: none"> • I compare my fitness plan to that of others to obtain feedback for improvement. 	
Comments						