



Physical Education Grade 8					
Active Living					
OUTCOMES		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. <b>I achieve the outcome.</b>	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.
<b>8.1 Health-Related Fitness</b>  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"> <li>• <b>With extensive guidance</b>, 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>• <b>With extensive guidance</b>, 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</b>, and convincing evidence that I have implemented my fitness plan.</li> </ul>
	Apply the FITT principle	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, 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.</li> <li>• I can maintain target heart zone <b>for</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.</li> <li>• I can maintain target heart zone <b>approaching</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 <b>for 12</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 <b>for more</b></li> </ul>



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(Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.		<b>significantly less than 12 consecutive minutes.</b>	<b>12 consecutive minutes.</b>	<b>consecutive minutes.</b>	<b>than 12 consecutive minutes.</b>
	Evaluate and revise plan	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can compare my personal fitness performance on appraisals to previous results</li> <li>• <b>With extensive guidance</b>, I reflect on my plan <b>using a list of teacher-specified criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can compare my personal fitness performance on appraisals to previous results.</li> <li>• I reflect on my plan <b>using a list of teacher-specified criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can compare my personal fitness performance on appraisals to previous results, <b>and revise my goals with that data in mind.</b></li> <li>• I teacher-specified criteria consider <b>AND feedback from several sources</b> when I reflect on my plan.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare my personal fitness performance on appraisals to previous results, revise my goals with that data in mind, <b>and explain my decisions.</b></li> <li>• I consider <b>teacher-specified criteria AND feedback from a variety of</b> sources when I reflect on my plan.</li> </ul>
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<b>8.8 Alternate Environment</b>  <b>I can apply and adapt selected activity-related skills and strategies required for</b>		<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I <b>occasionally</b> participate in a variety of alternate activities focusing on developing the skills that are unique to the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>occasionally</b> participate in a variety of alternate activities focusing on developing the skills that are unique to the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>usually</b> participate in a variety of alternate activities focusing on developing the skills that are unique to the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>consistently and independently</b> participate in a variety of alternate activities focusing on developing the skills that are unique to the activities.</li> </ul>



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participation in alternate environment activities.		<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I <b>occasionally</b> practice skills required to enhance enjoyment in specific alternate environment activities.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>occasionally</b> practice skills required to enhance enjoyment in specific alternate environment activities.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>usually</b> practice skills required to enhance enjoyment in specific alternate environment activities.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>consistently and independently</b> practice skills required to enhance enjoyment in specific alternate environment activities.</li> </ul>
		<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I can explain <b>some</b> safety considerations OR apply <b>some</b> safety practices when participating in an alternate environment activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain <b>many</b> safety considerations OR apply <b>many</b> safety practices when participating in an alternate environment activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain safety considerations <b>AND</b> apply safety practices when participating in an alternate environment activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain safety considerations <b>AND</b> apply safety practices when participating in an alternate environment activity, and <b>remind others of safety practices.</b></li> </ul>
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8.9 Movement Sequences  I can perform, both as a leader and a	Performance Cues	<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I communicate using <b>some</b> performance words to support the performance complex body management skills that require a sequence of movements.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate using <b>some</b> performance words to support the performance of complex body management skills that require a sequence of movements.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate using <b>many</b> performance words to support the performance of complex body management skills that require a sequence of movements.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate using a <b>wide variety of</b> performance words to support the performance of complex body management skills that require a sequence of movements.</li> </ul>



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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.	Design and perform skills	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can design <b>OR</b> perform a pattern of games related skills that follow a rhythm.</li> <li>• <b>With extensive guidance</b>, I can perform as a follower a <b>simple and short</b> sequence of movements incorporating skills from <b>a few</b> games and body management activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design <b>OR</b> perform a pattern of games related skills that follow a rhythm.</li> <li>• I can perform as a follower a <b>simple and short</b> sequence of movements incorporating skills from <b>a few</b> games and body management activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design <b>AND</b> perform a pattern of games related skills that follow a rhythm.</li> <li>• I can <b>perform as a follower a complex sequence of movements</b> incorporating skills from <b>many games</b> and body management activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>consistently and independently</b> design and perform a <b>complex</b> pattern of games related skills that follow a rhythm.</li> <li>• I can perform as a follower a complex sequence of movements incorporating skills from <b>a variety of games</b> and body management activities, <b>with fluidity</b>.</li> </ul>
	Lead activities	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I am able to work with others in creating <b>OR</b> leading various movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to work with others in creating <b>OR</b> leading various movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to work with others in creating <b>AND</b> leading various movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I am <b>consistently and independently</b> able to work with others in creating <b>AND</b> leading various movement activities, <b>showing leadership and sensitivity to others</b>.</li> </ul>
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<b>8.10 Volunteerism and Leadership</b>  <b>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.</b>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can propose strategies to encourage others to participate in movement activity.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>propose strategies to encourage others</b> to participate in movement activity.</li> </ul>	<ul style="list-style-type: none"> <li>• I can propose strategies to create <b>AND</b> implement a personal plan to increase and support someone else's level of participation in movement activity.</li> </ul>	<ul style="list-style-type: none"> <li>• I can propose strategies to create <b>AND</b> implement a personal plan to increase and support someone else's level of participation in movement activity.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I share <b>brief</b> personal reflections on the experience and success of engaging someone else in the movement activity <b>when I am asked to do so.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I share <b>brief</b> personal reflections on the experience and success of engaging someone else in the movement activity <b>when I am asked to do so.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I share <b>personal reflections</b> on the experience and success of engaging someone else in the movement activity <b>when I am asked to do so.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>independently and spontaneously</b> share <b>insightful and detailed</b> personal reflections on the experience and success of engaging someone else in the movement activity.</li> </ul>
Comments				
<b>8.12 Basic First Aid</b>  <b>I can demonstrate the skills required to administer basic first aid (e.g., scene</b>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can demonstrate how to care for <b>some injuries</b>, using safety precautions, which can occur during</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate how to care for <b>some injuries</b>, using safety precautions, which can occur during participation in physical</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>demonstrate</b> how to care for <b>a variety of injuries</b>, using safety precautions, which can occur during participation in physical</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate <b>and explain</b> how to care for <b>a variety of injuries</b>, using safety precautions, which can occur during participation in physical</li> </ul>



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management, seeking help, treating minor injuries, applying precautions for body fluids) required as a result of injury caused by participation in movement activities.	participation in physical activity <b>in a few</b> settings.	activity <b>in a few</b> settings.	activity <b>in a variety of</b> settings.	activity <b>in a variety of</b> settings.
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