



Physical Education Grade 8 Relationships				
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. 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.
8.11 Technological Influences I can demonstrate an understanding of the impact of current and emerging technologies on fitness, fitness-related career options, and well-being.	<ul style="list-style-type: none"> • With extensive guidance, I can identify the fitness benefits of various equipment-related exercising options: technologically advanced equipment, less advanced equipment, and non-equipment options. 	<ul style="list-style-type: none"> • I can identify the fitness benefits of various equipment-related exercising options: technologically advanced equipment, less advanced equipment, and non-equipment options. 	<ul style="list-style-type: none"> • I can compare the fitness benefits of equipment-related exercising options with the dollar costs by considering technologically advanced equipment, less advanced equipment, and non-equipment options. 	<ul style="list-style-type: none"> • I can recommend and justify cost-effective exercising equipment options by considering technologically advanced equipment, less advanced equipment, and non-equipment options.
	<ul style="list-style-type: none"> • With extensive guidance, I can outline a few career options that would involve working with technology to support others' participation in movement activities. 	<ul style="list-style-type: none"> • I can outline a few career options that would involve working with technology to support others' participation in movement activities. 	<ul style="list-style-type: none"> • I can outline several career options that would involve working with technology to support others' participation in movement activities. 	<ul style="list-style-type: none"> • I can describe several career options that would involve working with technology to support others' participation in movement activities.
Comments				
8.13 Social Behavior I can analyze the impact of environmental influences on responsible social behaviour in movement activity settings.	<ul style="list-style-type: none"> • With extensive guidance, I can identify a few responsible social behaviors in the context of participating in movement activities. 	<ul style="list-style-type: none"> • I can identify a few responsible social behaviors in the context of participating in movement activities. 	<ul style="list-style-type: none"> • I can describe what responsible social behavior looks like in the context of participating in movement activities. 	<ul style="list-style-type: none"> • I can model what responsible social behavior looks like in the context of participating in movement activities.
	<ul style="list-style-type: none"> • With extensive guidance, I can give examples of influence that media has 	<ul style="list-style-type: none"> • I can give examples of influence that media has on the behavior 	<ul style="list-style-type: none"> • I can draw conclusions about the level of influence that media has 	<ul style="list-style-type: none"> • I can defend a position about the level of influence that media has



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	on the behavior associated with participation in movement activities.	associated with participation in movement activities.	on the behavior associated with participation in movement activities.	on the behavior associated with participation in movement activities.
	<ul style="list-style-type: none"> • With extensive guidance, I can give examples of the impact of factors such as culture, gender, parent behaviour and peer influence on the behavior associated with participation in movement activities. 	<ul style="list-style-type: none"> • I can give examples of the impact of factors such as culture, gender, parent behaviour and peer influence on the behavior associated with participation in movement activities. 	<ul style="list-style-type: none"> • I can draw conclusions about the impact of factors such as culture, gender, parent behaviour and peer influence on the behavior associated with participation in movement activities. 	<ul style="list-style-type: none"> • I can defend a position about the impact of factors such as culture, gender, parent behaviour and peer influence on the behavior associated with participation in movement activities.
Comments				
8.14 History & Culture I can analyze the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives that support personal, family, and community active living and well-being.	<ul style="list-style-type: none"> • With extensive guidance, I can propose a few specific reasons for changes that have occurred over time in movement activity options that appeal to different groups of people. 	<ul style="list-style-type: none"> • I can propose a few specific reasons for changes that have occurred over time in movement activity options that appeal to different groups of people. 	<ul style="list-style-type: none"> • I can propose several specific reasons for changes that have occurred over time in movement activity options that appeal to different groups of people. 	<ul style="list-style-type: none"> • I can propose and substantiate specific reasons for changes that have occurred over time in movement activity options that appeal to different groups of people.



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