



Physical Education Grade 7					
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. 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.
7.1 Health-Related Fitness I can create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement	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, most of the 	<ul style="list-style-type: none"> • I occasionally fully engage in opportunities to enhance my own level of health-related fitness, most of the time. 	<ul style="list-style-type: none"> • I fully engage in opportunities to enhance my own level of health-related fitness, most of the time. 	<ul style="list-style-type: none"> • I always fully engage in opportunities to enhance my own level of health-related fitness.



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activity.		time. • I can maintain target heart zone for significantly less than 11 consecutive minutes	• I can maintain target heart zone approaching 11 consecutive minutes	• I can maintain target heart zone for 11 consecutive minutes.	• I can maintain target heart zone for more than 11 consecutive minutes.
Comments					
7.2 Body Composition I can examine my daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.		<ul style="list-style-type: none"> • With extensive guidance, I can monitor my nutritional habits OR fluid intake practices over a specified period of time and for specific activities. • With extensive guidance, I can identify some positive and negative aspects of my nutritional habits AND fluid intake practices. • With extensive guidance, I can identify 	<ul style="list-style-type: none"> • I can monitor my nutritional habits OR fluid intake practices over a specified period of time and for specific activities. • I can identify some positive and negative aspects of my nutritional habits AND fluid intake practices. • I can identify a few impacts of nutritional 	<ul style="list-style-type: none"> • I can monitor my nutritional habits AND fluid intake practices over a specified period of time and for specific activities. • I can identify the positive and negative aspects of my nutritional habits AND fluid intake practices. • I can explain the impact of nutritional habits and 	<ul style="list-style-type: none"> • I can monitor my nutritional habits AND fluid intake practices correctly and faithfully over a specified period of time and for specific activities. • I can set achievable goals based on the positive and negative aspects of my nutritional habits AND fluid intake practices. • I can apply my knowledge about the



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		a few impacts of nutritional habits and fluid intake that support healthy body weight and composition.	habits and fluid intake that support healthy body weight and composition.	fluid intake that support healthy body weight and composition.	impact of nutritional habits and fluid intake that support healthy body weight and composition to my own life.
Comments					
7.3 Skeletal System I can demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/decreased bone density, increased/decreased bone mass) and the function (i.e., shape support, protection) of the skeletal system in relation to	Effects of exercise and inactivity	<ul style="list-style-type: none">With extensive guidance, I can identify some effects of exercise OR inactivity on the skeletal system.	<ul style="list-style-type: none">I can identify some effects of exercise OR inactivity on the skeletal system.	<ul style="list-style-type: none">I can explain the effects of exercise AND inactivity on the skeletal system.	<ul style="list-style-type: none">I can explain the effects of exercise AND inactivity on the skeletal system, with details, examples, and statistics.
	Function of the skeletal system	<ul style="list-style-type: none">With extensive guidance, I can demonstrate the location of several specified bones studied in class, referring to them by the proper name.With extensive guidance, I can identify some effects of exercise on the skeletal	<ul style="list-style-type: none">I can demonstrate the location of several specified bones studied in class, referring to them by the proper name.I can identify some effects of exercise on the skeletal system in relation to physical	<ul style="list-style-type: none">I can demonstrate the location of most specified bones studied in class, referring to them by the proper name.I can explain the effects of exercise on the skeletal system in relation to physical	<ul style="list-style-type: none">I can demonstrate the location of all specified bones studied in class, referring to them by the proper name.I can compare the effects of various forms of exercise on the skeletal system in



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participating in movement activities.		system in relation to physical movement.	movement.	movement.	relation to physical movement
Comments					
7.10 Volunteerism and Leadership Plan, organize, lead, and evaluate cooperatively movement activity, such as intramurals, fitness fun days, and playground games, to engage younger students and to connect with others.	Plan	<ul style="list-style-type: none"> With extensive guidance, I can plan with a small group to teach and/or lead younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations. 	<ul style="list-style-type: none"> With guidance, I can plan with a small group to teach and/or lead younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations. 	<ul style="list-style-type: none"> I can plan with a small group to teach and/or lead younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations. 	<ul style="list-style-type: none"> I can plan on my own to teach and/or lead younger children myself in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations.
	Organize	<ul style="list-style-type: none"> With a small group, and with extensive guidance, I can organize younger children to teach and/or lead them in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations. 	<ul style="list-style-type: none"> With a small group, and with guidance, I can organize younger children to teach and/or lead them in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations. 	<ul style="list-style-type: none"> With a small group, I can organize younger children to teach and/or lead them in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations. 	<ul style="list-style-type: none"> On my own, I can organize younger children to teach and/or lead them in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations.



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	Lead	<ul style="list-style-type: none"> With a small group, and with extensive guidance, I can teach and/or lead younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations. 	<ul style="list-style-type: none"> With a small group, and with guidance, I can teach and/or lead younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations. 	<ul style="list-style-type: none"> With a small group, I can teach and/or lead younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations. 	<ul style="list-style-type: none"> On my own, I can lead and/or teach younger children in participation in movement activity, such as intramurals, playground games, fitness buddies, activity stations.
	Evaluate	<ul style="list-style-type: none"> With extensive guidance, I can reflect on the success of my plan and my role in its implementation by using a list of teacher-specified criteria. 	<ul style="list-style-type: none"> I can reflect on the success of my plan and my role in its implementation by using a list of teacher-specified criteria. 	<ul style="list-style-type: none"> I can reflect on the success of my plan and my role in its implementation by using a list of teacher-specified criteria and considering feedback from a few sources. 	<ul style="list-style-type: none"> I can reflect on the success of my plan and my role in its implementation by using a list of teacher-specified criteria and considering feedback from a variety of sources.
Comments					
7.11 Influences Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that		<ul style="list-style-type: none"> With extensive guidance, I can identify several facility and program options available in the community that 	<ul style="list-style-type: none"> I can identify several facility and program options available in the community that support participation in movement activities. 	<ul style="list-style-type: none"> I can identify and describe facility and program options available in the community that support participation in 	<ul style="list-style-type: none"> I can identify gaps/activity deficits in current community facility and program options, and propose solutions.



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may affect movement skill development and options for active living in the community.	<p>support participation in movement activities.</p> <ul style="list-style-type: none"> • With extensive guidance, I can identify barriers to achieving appropriate levels of participation in movement activities. 	<ul style="list-style-type: none"> • I can identify barriers to achieving appropriate levels of participation in movement activities. 	<p>movement activities.</p> <ul style="list-style-type: none"> • I can explain barriers to achieving appropriate levels of participation in movement activities. 	<ul style="list-style-type: none"> • I can identify barriers to achieving appropriate levels of participation in movement activities, and propose options.
Comments				