



Physical Education Grade 7 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.
7.12 Safety and Rules I can analyze and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others.	<ul style="list-style-type: none"> • With extensive guidance, I can represent my understanding of safety guidelines and rules appropriate for a variety of body management activities, and apply them occasionally. 	<ul style="list-style-type: none"> • I can represent my understanding of safety guidelines and rules appropriate for a variety of body management activities, and apply them occasionally. 	<ul style="list-style-type: none"> • I can represent my understanding of safety guidelines and rules appropriate for a variety of body management activities, and apply them. 	<ul style="list-style-type: none"> • I can represent my understanding of safety guidelines and rules appropriate for a variety of body management activities, apply them, and propose preventative measures.
	<ul style="list-style-type: none"> • I need extensive guidance to adhere to the rules and guidelines outlined in class. 	<ul style="list-style-type: none"> • I occasionally adhere to the rules and guidelines outlined in class. 	<ul style="list-style-type: none"> • I adhere to the rules and guidelines outlined in class most of the time. 	<ul style="list-style-type: none"> • I always adhere to the rules and guidelines outlined in class.
Comments				
7.13 Relationship Skills I can role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement	<ul style="list-style-type: none"> • With extensive guidance, I can assess my progression through the five levels of a social skills continuum (irresponsible behaviour, self-control, involvement, responsibility, caring for others), on a regular basis. 	<ul style="list-style-type: none"> • With guidance, I can assess my progression through the five levels of a social skills continuum (irresponsible behaviour, self-control, involvement, responsibility, caring for others), on a regular basis. 	<ul style="list-style-type: none"> • I can assess my progression through the five levels of a social skills continuum (irresponsible behaviour, self-control, involvement, responsibility, caring for others), on a regular basis. 	<ul style="list-style-type: none"> • I can assess my progression through the five levels of a social skills continuum (irresponsible behaviour, self-control, involvement, responsibility, caring for others), on a regular basis, and point out changes I could make.



activities.	<ul style="list-style-type: none"> • With extensive guidance, I occasionally practice behaviors associated with demonstrating responsibility and caring for others. 	<ul style="list-style-type: none"> • I occasionally practice behaviors associated with demonstrating responsibility and caring for others. 	<ul style="list-style-type: none"> • I often practice behaviors associated with demonstrating responsibility and caring for others. 	<ul style="list-style-type: none"> • I almost always practice behaviors associated with demonstrating responsibility and caring for others.
Comments				
7.14 History and Culture I can examine, evaluate, and represent both the historical and present impact of Canada's Northern people on the development of movement activity options as a means of supporting the well-being of self and others.	<ul style="list-style-type: none"> • I need extensive guidance and prompting to participate in movement activities that originated with Canada's Northern people, led by others. • With extensive guidance, I can represent the contributions of some of Canada's Northern people to the development of movement activity options. 	<ul style="list-style-type: none"> • I occasionally participate in movement activities that originated with Canada's Northern people, led by others. • I can represent the contributions of some of Canada's Northern people to the development of movement activity options. 	<ul style="list-style-type: none"> • I participate in movement activities that originated with Canada's Northern people, led by others. • I can explain my representation of the impact of some of Canada's Northern people on the development of movement activity options. 	<ul style="list-style-type: none"> • I will sometimes lead movement activities that originated with Canada's Northern people. • Using my representation, I can compare the impact of some of Canada's Northern people on the development of movement activity options.
Comments				