



Physical Education Grade 9 Skillful Movement					
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 <b>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>9.2 Body Composition</b>  <b>I can</b> <ul style="list-style-type: none"> <li><b>determine safe and credible publicly promoted options for managing body composition and weight;</b></li> <li><b>analyze the influence of mass media on body image.</b></li> </ul>	Options for managing body composition and weight	<ul style="list-style-type: none"> <li><b>With extensive guidance,</b> I can determine the safety <b>OR</b> benefits of commercialized means promoted for managing body weight and composition based on class-established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the safety <b>OR</b> benefits of commercialized means promoted for managing body weight and composition based on class-established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the safety <b>AND</b> benefits of commercialized means promoted for managing body weight and composition based on class-established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the safety <b>AND</b> benefits of commercialized means promoted for managing body weight and composition based on class-established criteria, and support <b>my thinking with extensive details, facts, and examples.</b></li> </ul>
	Influence of mass media on body image	<ul style="list-style-type: none"> <li><b>With extensive guidance,</b> I can determine <b>a few</b> positive and negative influences of mass media on body image.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine <b>a few</b> positive and negative influences of mass media on body image.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine <b>several</b> positive and negative influences of mass media on body image, supported by <b>some</b> details, facts and examples.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine <b>many</b> positive and negative influences of mass media on body image, supported by <b>extensive</b> details, facts and examples.</li> </ul>
Comments					



Physical Education Grade 9 Skillful Movement					
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 <b>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>9.3 Core Strength</b>  <b>I can investigate and apply safe and effective strategies for development the strength of core muscles and joint muscles.</b>	Investigate	<ul style="list-style-type: none"> <li>From my explorations, I can demonstrate how I came to understand <b>the distinction between core muscles and joint muscles.</b></li> </ul>	<ul style="list-style-type: none"> <li>From my explorations, I can demonstrate the <b>safety issues</b> that are common to, and unique to, the development of strength in core muscles and joint muscles <b>OR the advantages of focusing on the development of core strength.</b></li> </ul>	<ul style="list-style-type: none"> <li>From my explorations, I can <b>demonstrate</b> the <b>safety issues</b> that are common to, and unique to, the development of strength in core muscles and joint muscles <b>AND the advantages of focusing on the development of core strength.</b></li> </ul>	<ul style="list-style-type: none"> <li>From my explorations, I can demonstrate and <b>explain clearly</b> the <b>safety issues</b> that are common to, and unique to, the development of strength in core muscles and joint muscles <b>OR the advantages of focusing on the development of core strength.</b></li> </ul>
	Apply	<ul style="list-style-type: none"> <li><b>With extensive guidance,</b> I can create <b>OR</b> implement workout routines that focus on the development and maintenance of core strength.</li> <li><b>With extensive guidance,</b> I can incorporate <b>some</b> equipment and technology into <b>simple</b> workout routines that focus on the</li> </ul>	<ul style="list-style-type: none"> <li>I can create <b>OR</b> implement workout routines that focus on the development and maintenance of core strength.</li> <li>I can incorporate <b>some</b> equipment and technology into <b>simple</b> workout routines that focus on the development of core strength.</li> </ul>	<ul style="list-style-type: none"> <li>I can create <b>AND</b> implement workout routines that focus on the development and maintenance of core strength.</li> <li>I can incorporate <b>some</b> equipment and technology into workout routines that focus on the development of core strength.</li> </ul>	<ul style="list-style-type: none"> <li>I can create <b>AND</b> implement <b>consistently and independently challenging</b> workout routines that focus on the development and maintenance of core strength.</li> <li>I can incorporate a <b>variety of</b> equipment and technology into <b>challenging</b> workout routines that focus on the development of core</li> </ul>



Physical Education Grade 9 Skillful Movement					
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.
		development of core strength.			
Comments					
<b>9.4 Skill-related Fitness</b>  <b>I can implement a personal plan for improving a skill-related component of fitness (power, agility, speed, reaction time, balance, and coordination) that I have chosen.</b>		<ul style="list-style-type: none"> <li>• <b>With extensive guidance,</b> I can design <b>OR</b> implement a plan to improve <b>one</b> skill-related component of fitness I have chosen.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design <b>OR</b> implement a plan to improve <b>one</b> skill-related component of fitness I have chosen.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design <b>AND</b> implement a <b>detailed</b> plan to improve <b>one</b> skill-related component of fitness I have chosen.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design <b>AND</b> implement a <b>detailed</b> and <b>challenging</b> plan to improve <b>a few</b> skill-related components of fitness I have chosen.</li> </ul>
		<ul style="list-style-type: none"> <li>• <b>With extensive guidance,</b> I can critique personal plans to determine what worked well and what did not work well according to <b>some</b> of the teacher or class-created criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• I can critique personal plans to determine what worked well and what did not work well according to <b>some</b> of the teacher or class-created criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>critique personal plans</b> to determine what worked well and what did not work well <b>according to teacher or class-created criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>independently</b> critique personal plans to determine what worked well and what did not work well according <b>and make the necessary revisions.</b></li> </ul>
		<ul style="list-style-type: none"> <li>• <b>With extensive guidance,</b> I can draw <b>a few</b> conclusions about my strengths and weaknesses in skill related components of fitness through participation in skillful</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw <b>a few</b> conclusions about my strengths and weaknesses in skill related components of fitness through participation in skillful movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw <b>several</b> conclusions about my strengths and weaknesses in skill related components of fitness through participation in skillful movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw <b>many profound and insightful conclusions</b> about my strengths and weaknesses in skill related components of fitness through participation in skillful</li> </ul>



Physical Education Grade 9 Skillful Movement				
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 <b>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.
	movement activities.			movement activities.
Comments				
<b>9.5 Complex Skills</b>  <b>I can build skill toward proficiency in movement skills chosen from FOUR of the following categories:</b> <ul style="list-style-type: none"> <li>○ <b>target games</b> (e.g., bowling, curling, golf, archery)</li> <li>○ <b>striking/fielding games</b> (e.g., long ball, softball, slo-pitch, cricket)</li> <li>○ <b>net/wall games</b> (e.g., badminton, tennis, table tennis, volleyball)</li> <li>○ <b>invasion/territorial games</b> (e.g., basketball, soccer, touch football, soft</li> </ul>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can <b>assess with acceptable accuracy</b> my level of complex skill performance <b>OR</b> that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>assess with acceptable accuracy</b> my level of complex skill performance <b>OR</b> that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>assess with acceptable accuracy</b> my level of complex skill performance <b>AND</b> that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>always assess accurately</b> my level of complex skill performance and that of others.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can perform <b>a few</b> identified complex skills <b>progressing toward</b> a level of automation while participating in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform <b>a few</b> identified complex skills <b>progressing toward</b> a level of automation while participating in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform <b>many</b> identified complex skills <b>approaching a level of automation</b> while participating in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform identified complex skills <b>at a level of automation</b> while participating in game situations.</li> </ul>



Physical Education Grade 9 Skillful Movement				
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.
<ul style="list-style-type: none"> <li>lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)</li> <li><b>alternate environment activities (e.g. orienterring, skating, cross-country skiing, canoeing, roping, downhill skiing, dog sledding, wall climbing, in-line skating, skate boarding, cycling)</b></li> <li><b>body management activities (e.g., dance, wrestling, track and field, pilates, martial arts, yoga, aerobics, gymnastics).</b></li> </ul>	<ul style="list-style-type: none"> <li><b>With extensive guidance,</b> I <b>occasionally</b> consider the feedback from others when making decisions about ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>occasionally</b> consider the feedback from others when making decisions about ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>usually</b> consider the feedback from others when making decisions about ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>always</b> consider the feedback from others when making decisions about ways to improve.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With extensive guidance,</b> I can implement <b>a few</b> visual and verbal strategies to support my performance of specific complex skills.</li> <li><b>With frequent reminders,</b> I <b>occasionally</b> engage completely in practicing complex skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can implement <b>a few</b> visual and verbal strategies to support my performance of specific complex skills.</li> <li>I <b>occasionally</b> engage completely in practicing complex skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can implement <b>several</b> visual and verbal strategies to support my performance of specific complex skills.</li> <li>I <b>usually</b> engage completely in practicing complex skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can a <b>variety of implement visual and verbal strategies</b> to support my performance of specific complex skills.</li> <li>I <b>consistently and independently</b> engage completely in practicing complex skills</li> </ul>
Comments				
<b>9.6 Games, Tactics and Strategies</b>  <b>I can design and implement, with others, plans to use effective</b>	<ul style="list-style-type: none"> <li>I need frequent reminders to be <b>occasionally</b> fully engaged in a variety of game situations to</li> </ul>	<ul style="list-style-type: none"> <li>I am <b>occasionally</b> fully engaged in a variety of game situations to practice the application of tactics, strategies,</li> </ul>	<ul style="list-style-type: none"> <li>I am <b>frequently</b> fully engaged in a variety of game situations to practice the application of tactics, strategies,</li> </ul>	<ul style="list-style-type: none"> <li>I am <b>consistently and independently</b> fully engaged in a variety of game situations to practice the application</li> </ul>



Physical Education Grade 9 Skillful Movement				
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 <b>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.
<p><b>tactics and strategies to enhance performance and enjoyment in each of the following:</b></p> <ul style="list-style-type: none"> <li>○ <b>target games</b> (e.g., bowling, curling, golf, archery, bocce ball);</li> <li>○ <b>striking/fielding games</b> (e.g., long ball, softball, slo-pitch)</li> <li>○ <b>net/wall games</b> (e.g., badminton, tennis, table tennis, volleyball, pickleball)</li> <li>○ <b>invasion/territorial games</b> (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)</li> <li>○ <b>low-organizational, inventive, and cooperative games</b> (e.g., capture the flag, prisoner's base, speedball, kick the can, bombardment, dodgeball).</li> </ul>	<p>practice the application of tactics, strategies, rules and skills of play.</p> <ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I am able to consider <b>a few</b> tactical and strategic options, as well as appropriate application of the rules and skills of the games.</li> <li>• <b>With extensive guidance</b>, I demonstrate an <b>evolving</b> understanding of effective tactical and strategic decisions to be used in given game situations.</li> </ul>	<p>rules and skills of play.</p> <ul style="list-style-type: none"> <li>• I am able to consider <b>a few</b> tactical and strategic options, as well as appropriate application of the rules and skills of the games.</li> <li>• I demonstrate an <b>evolving</b> understanding of effective tactical and strategic decisions to be used in given game situations.</li> </ul>	<p>rules and skills of play.</p> <ul style="list-style-type: none"> <li>• I am able to consider <b>several</b> tactical and strategic options, as well as appropriate application of the rules and skills of the games.</li> <li>• I demonstrate an <b>adequate</b> understanding of effective tactical and strategic decisions to be used in given game situations.</li> </ul>	<p>of tactics, strategies, rules and skills of play.</p> <ul style="list-style-type: none"> <li>• I am able to consider <b>a variety of</b> tactical and strategic options, as well as appropriate application of the rules and skills of the games.</li> <li>• I demonstrate a <b>profound</b> understanding of effective tactical and strategic decisions to be used in given game situations.</li> </ul>
Comments				