

SCHOOL [®] DIVISION Students Come First	Grade 7			June 2020				
Physical Education Grade 7								
	Skillfu	al Movement						
OUTCOMES	1 - Beginning The student is having difficulty demonstrating an understanding of the concept	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4-Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.				
7.4 Cross-Training I can examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops coordination and agility used in basketball; golf and hockey develop hand/eye coordination/striking skills) while participating in movement activities.	 I occasionally participate in skill OR flexibility stations that address health and skill-related fitness as well as sport skill performance. With extensive guidance, I participate in a variety of body management activities that develop a variety of fitness components that have direct benefit to overall fitness and skill. 	 I participate in skill OR flexibility stations that address health and skill- related fitness as well as sport skill performance. I occasionally participate in a variety of body management activities that develop a variety of fitness components that have direct benefit to overall fitness and skill. 	 I can create AND fully participate in skill OR flexibility stations that address health and skill-related fitness as well as sport skill performance. I participate fully in a variety of body management activities that develop a variety of fitness components that have direct benefit to overall fitness and skill. 	 I can create AND participate in skill AND flexibility stations that address health and skill-related fitness as well as sport skill performance. I participate in a variety of body management activities that develop a variety of fitness components that have direct benefit to overall fitness and skill, and I can explain why they are beneficial. 				

Comments



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control, including smooth transitions, of complex movement skills that combine locomotor (traveling) skills, non- locomotor (non- traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a	Performance Cues	• With extensive guidance, I communicate using some performance words to support the performance of complex skills.	 I communicate using some performance words to support the performance of complex skills. 	 I communicate using many performance words to support the performance of complex skills. 	 I communicate using a wide variety of performance words to support the performance of complex skills. 			
	Control, including smooth transitions	 With extensive guidance, I can combine locomotor, nonlocomotor OR manipulative skills, including smooth transitions, in practice OR game situations at the control level. With frequent prompting, I may I occasionally practice skills at a high level of engagement. 	 I can combine locomotor, nonlocomotor OR manipulative skills, including smooth transitions, in practice OR game situations at the control level. I occasionally practice skills at a high level of engagement. 	 I can combine locomotor, nonlocomotor AND manipulative skills, including smooth transitions, in practice AND various game situations at the control level. I often practice skills at a high level of engagement. 	 I can combine locomotor, nonlocomotor AND manipulative skills, including smooth transitions, with fluidity and assurance in practice AND various game situations at the control level. I consistently and independently practice skills at a high level of engagement. 			

Comments



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7.7 Movement Concepts I can analyze and apply, with guidance, movement concepts while participating in:	Performance cues	 With extensive guidance, I communicate using some performance words related to net/wall games and striking/fielding games. 	 I communicate using some performance words related to net/wall games and striking/fielding games. 	 I communicate using many performance words related to net/wall games and striking/fielding games. 	 I communicate using a wide variety of specific performance words related to net/wall games and striking/fielding games. 				
 net/wall games (e.g., badminton - body awareness in ready position to receive a serve) striking/fielding games (e.g., softball - body position to catch a fly ball or grounder). 	Movement Concepts	 With extensive guidance I can demonstrate footwork/ready position for movement on the court or field as required for the situation. With extensive guidance, I can show how I have improved in the skills required for net/wall games AND striking/fielding games, EITHER skills I have selected OR those my teacher has selected. 	 With guidance, I can demonstrate footwork/ready position for movement on the court or field as required for the situation. I can show how I have improved in the skills required for net/wall games OR striking/fielding games, EITHER skills I have selected OR those my teacher has selected. 	 With minimal guidance, I can demonstrate footwork/ready position for movement on the court or field as required for the situation. I can show how I have improved in the skills required for net/wall games AND striking/fielding games, EITHER skills I have selected OR those my teacher has selected. 	 Consistently and independently, I can demonstrate footwork/ready position for movement on the court or field as required for the situation. I can show how I have improved in the skills required for net/wall games AND striking/fielding games, BOTH skills I have selected AND those my teacher has selected. 				



partner, and team)

of skills, tactics, and

individual and team

performance while

striking/fielding

walleyball, king's

cricket)

court).

participating in:

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