

All Year Outcomes- This outcome will be assessed a minimum of 3 times throughout the year.

	Mastering (consistently doing mastering)	Advancing (regularly doing mastering)	Progressing (occasionally doing mastering)	Emerging (rarely doing mastering)	Beginning (never doing mastering)	Doesn't Look/Sound Like
C2- Demonstrate etiquette & fair play	<ul style="list-style-type: none"> *positive role model *adheres to the rules but is flexible to avoid conflict or to promote participation *accepts winning and losing with grace *gives credit to good players and plays, even by opponents *manages conflict in a calm and collaborative way to create a win-win situation *understands the PE Class context and tries to give all peers a chance at success *displays a high degree of sportsmanship *all these behaviours are shown even when not supervised 		<ul style="list-style-type: none"> *Listening and following all etiquette prompts for the activity with occasional reminders *Regularly listens to and reasonably follows rules to avoid conflict. *Rule breaches are inadvertent, and student self-corrects or is responsive to intervention. 	<ul style="list-style-type: none"> *goofing around (wrestling, jumping on each other) *talking during instruction 	<ul style="list-style-type: none"> *Unaware of any rules or etiquette (not listening) *Purposefully sabotaging the game or flow of the game *Critical of others (teammates or opponents) *Win at any costs; does not understand the PE Class context *Creates a negative environment; creates a culture of others not wanting to try *Combative *Regularly complains, argues, manipulates or ignores rules (or spirit of the rules) *Displays frustration and anger. *Regularly uses profane or inappropriate language. *needs direct teacher supervision 	
Volleyball Activity-Specific Criteria	<ul style="list-style-type: none"> *trying to pass to everyone on their team *trying to go for 3 passes instead of one over to win the point 				<ul style="list-style-type: none"> *kicking the ball *throwing the ball over *serving the ball too hard & high for the space 	
Low-Org Games Activity-Specific Criteria	<ul style="list-style-type: none"> *tchoukball- passing it to everyone on their team in a way that they can catch (depending on skill level) *cricket- bowling in a manner that matches batsmans ability level *cricket- choosing an appropriate level for competition and skill level 				<ul style="list-style-type: none"> *tchoukball- not getting the ball when you throw it out of play *tchoukball- only passing to friends or top players *cricket- purposefully knocking down wickets, slamming bat against the ground, hitting the ball away (slowing the game down) 	
Wide Games Activity-Specific Criteria			<ul style="list-style-type: none"> *abides by ethical tag rule 		<ul style="list-style-type: none"> *cheating *needs direct teacher supervision to ensure rules are followed 	
Basketball Activity-Specific Criteria					<ul style="list-style-type: none"> *passing the ball too hard for the context (next person in line in a drill) 	
Peak Performance Activity-Specific Criteria:					<ul style="list-style-type: none"> *hitting the floor or excessively hitting drumsticks (breaks the tip off) 	

Dodgeball & Floor Hockey Activity-Specific Criteria	*Dodgeball- aware of power in throws and adjust by distance and opponent *Dodgeball- changes how they perform if they hit someone in the head		*Dodgeball-If they hit someone in the head they checks in with and apologizes, stays with them and takes care of them for as long as needed *Floor Hockey- Taking care of equipment (red sticks- right handed, blue sticks- left handed		*Dodgeball- squeezing all the air out of the ball, picking at or tearing the ball *Floor Hockey- jumping up or down off stage *Floor Hockey- over competitive	
Circus Activity-Specific Criteria			*taking turns with equipment or space *using equipment appropriately and putting equipment away appropriately		*misusing equipment	
Badminton Activity-Specific Criteria	Following and applying badminton etiquette consistently throughout every class Badminton Etiquette *staying out of the court *avoiding game play when moving around *watching games without getting involved *treating raquettes with respect *treating birdies with respect *waiting to pick up birdie if it's in another court in play *wins/loses gracefully **"Good Game" after each game with opponent Close Calls (must see the birdie hit the ground) *1st person to make call is player on that side of court *2nd person (if 1st person didn't see it hit the ground) will make call if they saw it *3rd person (ask a bystander) *re-serve if call can not be determined Re-Serve *re-serve if opponent was not ready *re-serve if there is interference by bystander *re-serve if both players are unsure of the rule and ask teacher when they are not playing *re-serve if players cannot decide on a call	Following badminton etiquette most of the time	Following badminton etiquette with reminders	Follows badminton etiquette with teacher support	Frequently ignores badminton etiquette	
Climbing Activity-Specific Criteria						
Dance Activity-Specific Criteria						
Survivor Activity-Specific Criteria						
Track & Field Activity-Specific Criteria						

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	Mastering (consistently doing mastering)	Advancing (regularly doing mastering)	Progressing (occasionally doing mastering)	Emerging (rarely doing mastering)	Beginning (never doing mastering)	Doesn't Look/ Sound Like
D1- Put forth effort	<ul style="list-style-type: none"> *Always in dynamic/ready position (knees bent ready to move) *Enthusiastic effort all the time *Always trying to improve skills in all activities *Breathing hard (feeling out of breath), exerted themselves *Anticipating play *Always wearing appropriate clothing *Consistently on task when not directly supervised *Brings a positive energy to the game 		<ul style="list-style-type: none"> *Listening and following directions *Always watching the game and will move when play is in there area *Willing to participate with occasional teacher motivation/supervision *Sometimes going through the motions *Participates if they consider it a good activity 		<ul style="list-style-type: none"> *Ignoring directions *Sitting down, hands in their pockets, standing or sitting in a group having a conversation (ignoring the game around them) *Ignores play when around them *Requires teacher encouragement/supervision to participate *Interferes with the learning/participation of others *Wears clothing that hinders participation (ex. Flip flops) 	
Volleyball Activity-Specific Criteria						
Low-Org Games Activity-Specific Criteria						
Wide Games Activity-Specific Criteria	<ul style="list-style-type: none"> *ready position *breathing hard, feeling out of breath 		<ul style="list-style-type: none"> *taking a turn at different roles 			
Basketball Activity-Specific Criteria						
Peak Performance Activity-Specific Criteria:	<ul style="list-style-type: none"> *pushes themselves into vigorous exercise (feeling out of breath) during workouts *always performs exercises (in dynamic warm-up or activity) to the right number of repetitions and quality 					
Dodgeball & Floor Hockey Activity-Specific Criteria						

	Grade 7		Grade 8			
	D1 Put forth effort		D1- Put forth effort			
	<ul style="list-style-type: none"> • I can participate regularly in, and identify the benefits of, an active lifestyle 		<ul style="list-style-type: none"> • I can participate regularly in, and identify and describe the benefits of, an active lifestyle the benefits of, an active lifestyle 			
	<ul style="list-style-type: none"> • I can identify and demonstrate strategies that encourage participation and continued motivation 					

All Year Outcomes- This outcome will be assessed a minimum of 3 times throughout the year.

	Mastering (consistently doing mastering)	Advancing (regularly doing mastering)	Progressing (occasionally doing mastering)	Emerging (rarely doing mastering)	Beginning (never doing mastering)	Doesn't Look/ Sound Like
D2- Follows safety rules/routines	<ul style="list-style-type: none"> *Always seeks to understand rules and routines by carefully listening to and inquiring about directions and instructions reviewed in class. *Appreciates/understands the need for routines, organization, order, and control. *Always appropriately applies rules to ensure safety for self and others by demonstrating body awareness, self-control, applying rules, assists others to ensure safety rules/routines are followed by taking initiative and responding appropriately to dangerous situations (can appraise and recommend). *Displays proper care and treatment of equipment. *Participates in warm up/cool down activities 		<ul style="list-style-type: none"> *Occasionally disengaged or distracted during rules and routine discussions. *Does not consistently demonstrate appreciation or understanding of the purpose and need for routine, organization, and order. *May occasionally disregard application of rules and/or routines even to the point of reckless behaviour that has the potential to carelessly endanger others. *Occasionally requires teacher intervention. Generally responds in a reasonable way and corrects behaviour appropriately. *Wears appropriate footwear for the activity 		<ul style="list-style-type: none"> *Regularly distracted or disengaged during rules and routines discussions. *Regularly fails to apply safety rules and routines taught in class or purposefully sabotages situations for attention or effect. *Regularly demonstrates reckless behaviour that puts others in danger or leads to contention with peers. *Struggles to acknowledge awareness, responsibility, or demonstrate apathy/remorse and therefore requires regular re-direction to follow rules and routines (a repeat offender who often requires direct supervision). *wears sandals, crocs, boots (when inside) or inappropriate footwear for the activity *diving or sliding 	
Volleyball Activity-Specific Criteria					<ul style="list-style-type: none"> *kicking the volleyball *serving too high and hard for space available *jumping into the net 	
Low-Org Games Activity-Specific Criteria			<ul style="list-style-type: none"> *ready for a pass when playing or in a drill (hands out in front of them) *ensures a person is ready for a pass (eye contact, saying their name) and uses appropriate amount of force for context 		<ul style="list-style-type: none"> *cricket- throwing bat, throwing the ball at a person *Barber Ball- not in control of body (kicking others in the shins, running into others) *Barber Ball- drop kicking or kicking the ball when someone is in front of them 	
Wide Games Activity-Specific Criteria			<ul style="list-style-type: none"> *aware of surroundings (other players, boundaries, obstacles, different surfaces) *in control of body 		<ul style="list-style-type: none"> *diving, sliding, throwing bean bags *pushing instead of tagging 	
Basketball Activity-Specific Criteria			<ul style="list-style-type: none"> *ready for a pass when playing or in a drill (hands out in front of them) *ensures a person is ready for a pass (eye contact, saying their name) and uses appropriate amount of force for context 			

Peak Performance Activity-Specific Criteria:	<ul style="list-style-type: none"> *always in control of their body and aware of designated space for activities (ex. Dynamic warm-up lines, skipping rope) *performing proper technique for body weight and dumbbell exercises (listening and clarifying) *starting with a lower weight with dumbbells before increasing 		<ul style="list-style-type: none"> *placing (not dropping) dumbbells into bin one at a time 		<ul style="list-style-type: none"> *picking up entire milk crate of weights *whipping around rope in balance challenge *throwing bean bags *jumping over plyometric boxes *swinging around or sliding with TRX 	
Dodgeball & Floor Hockey Activity-Specific Criteria			<ul style="list-style-type: none"> *Dodgeball- If you hit someone in the head then (check-in/apology, Take care of them (what do they need), change throws Floor Hockey *no body-body, stick-stick or stick-body contact *stick in contact with floor, NEVER above the waist *no slapshots, puck below the waste *Goalies must wear helmet and gloves 		<ul style="list-style-type: none"> *Dodgeball- continuously hitting players in the head or throwing with excessive force when distance does not require it 	
Circus Activity-Specific Criteria	<ul style="list-style-type: none"> *Personal Responsibility- make safe choices *Safety Principle- do you have permission? Do you understand safety rules? Do you understand the risks? Do you know how to reduce the risks? *Safe Landing Principles- always try to land on feet, tuck chin in to protect head & neck, avoid using hands, try to increase time and/or surface area of fall *Principle of Progression- do you understand and are following the mandatory progressions *Safe Workspace Principle- no free inversions; area is free of obstacles; space for activity *Shared Equipment Principle- inspecting and using equipment appropriately Object Manipulation Area *ensure space for activity Floor Space *Gymnastics or Acro Yoga *Ensure space for activity and for falling out of activity *Perform within abilities *be aware of floor (different mats, gaps, etc) *listen to partners (stop, ow, etc.) Slackline *one at a time *must follow progressions (one foot, other foot) *slow and controlled, stepping off and landing on feet Bongo Board *parallel to the wall *follow progressions (on a mat, on floor between two mats) *try to land on feet, avoid using hands if falling off Pogo Stick *must be in green box *jump off instead of landing if going to land at an angle *follow progressions (in one spot, one hand, one foot, etc) Stilts *must start at level 1, and be able to kick up, walk forward, backward, side-to-side, and a circle before moving up one level 					

Dance							
	Mastering (Consistently)	Advancing (Occasionally)	Progressing	Emerging	Beginning	Limited	Doesn't Sound Like
A3- Perform/Refine basic skills in dance and gymnastics	<p>Contains all of the following features: synchronicity, transitions, directions and levels, tempo, and style (see below).</p> <p>Dance should be smooth, natural. Whole body is involved in the dance/beat.</p> <p>Contains 6 or more counts of 8 dance steps/sequences learned in class with 2 or more found/created by group.</p>	<p>Contains 4 of the following features: synchronicity, transitions, directions and levels, tempo, and style (see Mastering Activity Specific)</p> <p>Confident in the steps, sequence, dance. May not be able to involve the whole body to move with the dance/beat</p> <p>Contains 5 or more counts of 8 dance steps/sequences learned in class with 2 or more found/created by group.</p>	<p>Contains 2-3 of the following features: synchronicity, transitions, directions and levels, tempo, and style (see Mastering Activity Specific)</p> <p>Execution of dance moves is developing, but lacks fluid transitions and a musical/expressive quality to movement (may appear mechanical).</p> <p>Contains 4 counts of 8 dance steps/sequences learned in class.</p>	<p>Contains 1 of the following features: synchronicity, transitions, directions and levels, tempo, and style (see Mastering Activity Specific)</p> <p>Regularly watches group members in order to remember sequencing and is regularly unable to execute even basic steps/movements learned in class.</p> <p>Contains 4 counts of 8 dance steps/sequences learned in class.</p>	<p>Always must watch other to remember sequencing of steps, participation is sporadic.</p> <p>Contains less than 4 counts of 8 dance steps/sequences learned in class.</p>	<p>Refusing to participate.</p>	
Activity Specific Criteria	<p>Synchronicity- group members on the same page (move in sync with each other), movements (steps) are on the beat</p> <p>Transitions- each movement sequence flows into the next, don't need to stop between moves.</p> <p>Directions and Levels- have different moves that are at different levels and in different directions</p> <p>Tempo- can perform moves at various speeds (hard beat, syncopated beat), can match with songs that are slower or faster</p> <p>Style- nature of dance is consistent with line dance (Gr. 7) or Hip Hop (Gr. 8)</p>						
C1- Use positive communication and leadership skills	<p>elevates others around them; motivating/encouraging others in the activity; language is respectful/positive; "is aware and invites the odd man out to play"; influences the tone of the class in a positive way</p>		<p>passive communicator (silently), doesn't take opportunity to lead, attempts to lead but is developing appropriate method; good followership skills</p>		<p>Refuses to participate but doesn't drag others down</p>	<p>negatively influences others; drags students to not participate; taunting others (abusive language/tone); provoking</p>	
	Grade 7	Grade 8					
	<ul style="list-style-type: none"> I can refine and present a variety of dance sequences 	<ul style="list-style-type: none"> I can select, refine and present a variety of dance sequences 					

	<ul style="list-style-type: none">• I can choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns	<ul style="list-style-type: none">• I can choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns					
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Badminton Rubric

	Badminton Rubric					
	Mastering (consistently)	Advancing (regularly)	Progressing (occasionally)	Emerging	Beginning	Doesn't Look/Sound Like
A2- Perform/Refine basic skills in games and activities	<ul style="list-style-type: none"> *moving to the middle of the court after contact with the shuttle *hitting the shuttle in different places on the court *utilizing drills during warm-up to practice low and high serves, net shots, clears and smashes *demonstrating proper technique when trying various shots taught in class 		<ul style="list-style-type: none"> * engaged in the game, watching the play, reacting to what happens *understands the basic objectives of the game *participates in drills, not focused on technique to improve skills 		<ul style="list-style-type: none"> * Standing still, not aware of what is happening, not trying to make any plays *does not understand the basic objectives of the game 	
Activity Specific Criteria						
	Grade 7	Grade 8				
	<ul style="list-style-type: none"> • I can demonstrate activity-specific basic skills in a variety of games 	<ul style="list-style-type: none"> • I can select, combine and perform activity-specific basic skills in a variety of games 				
	<ul style="list-style-type: none"> • I can demonstrate more challenging strategies and tactics that coordinate effort with others 	<ul style="list-style-type: none"> • I can be able to identify and evaluate specific strategies and tactics that coordinate effort with others 				

Climbing, Spinning (plus Resistance Training in gr. 7 & 8)

	Mastering (consistently)	Advancing (regularly)	Progressing (occasionally)	Emerging	Beginning	
D2 - Follows safety rules and routines	<p>Demonstrates all "Advancing" qualities but takes exemplary knowledge and understanding of rules and routines a step further by assisting and leading others towards a greater understanding and appreciation of safety on the wall, the bikes and with the suspension trainers. A reliable and trustworthy student who acts to assist teacher by appropriately helping to assure compliance and injury prevention.</p> <p>Demonstrates an understanding of and appreciation for activity routines. Approaches routines with a goal-oriented mindset.</p>	<p>Always seeks to understand rules and routines by carefully listening to and inquiring about directions and instructions reviewed in class.</p> <p>Always appropriately applies rules to ensure safety for self and others.</p> <p>Always demonstrates exceptional body awareness and control does not endanger others by being careless and assists others to ensure safety.</p> <p>Always demonstrates awareness of safety; takes initiative/responds appropriately to dangerous situations with sensible solutions or recommendations.</p> <p>Follows activity routines with purpose.</p>	<p>May occasionally be disengaged or distracted during rules and routine discussions.</p> <p>May occasionally disregard application of those safety rules they consider unimportant or were not 'witnessed' by teacher. Does not always demonstrate appreciation/understanding of factors that influence rules/routines.</p> <p>Occasionally demonstrates reckless behaviour that has the potential to endanger self/others (not in a malicious, premeditated manner).</p> <p>Occasionally requires teacher intervention. Generally responds in a reasonable way and corrects behaviour appropriately.</p> <p>Generally compliant in following activity routines.</p>	<p>Demonstrates some progressing and some beginning qualities.</p>	<p>Regularly distracted or disengaged during rules and routines discussions.</p> <p>Regularly fails to apply safety rules and routines taught in class or purposefully sabotages situations with malicious intent.</p> <p>Regularly demonstrates reckless behaviour that puts others in danger. Does not acknowledge responsibility, nor is remorseful for actions and requires regular re-direction. Often a "repeat offender".</p> <p>Regularly involved in disagreements with peers over irresponsible behaviour that causes or has the potential to cause injury. Seems generally unaware or unsympathetic regarding the safety of either self or others based on the repetitive nature of incidents requiring intervention.</p>	
Activity Specific Examples	<p>Assists others with belay technique or helps others with climbing knot.</p> <p>Leads spin group helping others to understand routine, bike set up/operation and motivate group.</p> <p>Demonstrates through example how to properly execute TRX exercises and appropriate level of intensity to gain health benefits.</p>		<p>Thought it was funny to belay friend down at a rate considered unsafe (though controlled).</p> <p>Required reminders to set bike up properly.</p> <p>Required teacher intervention when on the TRX station to refocus on routine.</p>		<p>Irresponsible behaviour placed self or another student in grave danger (e.g. belaying recklessly, riding single pedal on spin bikes, swinging violently on TRX suspension straps and placing too much strain on anchor point).</p>	
Looks like / Sounds Like						

Circus Arts

	Mastering (Consistently)	Advancing (Occasionally)	Progressing	Emerging	Beginning/Limited	Doesn't Sound Like
A3 Perform/Refine basic skills in dance and gymnastics	Gr. 7- mastered 5 skills/tricks in one event and perform them in a routine Gr. 8- mastered 6 skills/tricks in one event and perform them in a routine	Gr. 7- mastered 4 skills/tricks in one event events Gr. 8- mastered 5 skills/tricks in one event	Gr. 7- mastered 2-3 skills/tricks in one event Gr. 8- mastered 2-3 skills/tricks in one event or usually performs 4	Gr. 7- usually performs 2 skills/tricks in one event Gr. 8- usually performs 2 skills/tricks in one event	Gr. 7- occasionally performs 1-2 skills/tricks in one event Gr. 8- occasionally performs 1-2 skills/tricks in one event	
Activity Specific Criteria						
D3 Develop goals and personal challenges	Always trying to better skills throughout all activities; determined to persevere through failures		Trys, but can get discouraged after a while; needs occasional intervention/motivation to keep trying		Refuse to try; quick to give up; needs a babysitter	
Activity Specific Criteria	- focuses on 1 or 2 events - continuously focuses on mastering next skill/trick - once a skill is mastered, challenges themselves to learn next skill - asks questions/watches videos - watches and asks classmates that		- wanders around 3 or more events - trys a skill, but will switch events when discouraged - jumps progressions (ex. right to 3 juggling balls without mastering 2)			
		Grade 7	Grade 8			
		• I can demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group	• I can select and perform ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group			
		• I can record and analyze personal goals based on interests and abilities	• I can monitor, revise and refine personal goals based on interests and abilities			
		• I can evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging	• I can evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group			

Volleyball Rubric

	Volleyball Rubric					
	Mastering (consistently)	Advancing (regularly)	Progressing (occasionally)	Emerging (rarely)	Beginning (never)	Doesn't Look/ Sound Like
A1 - Perform/Refine locomotor, non-locomotor, & manipulative skills	<p>Always seeks to improve personal performance by listening to, inquiring about, and carefully applying "Skill Cues" taught in class.</p> <p>Always appropriately chooses the right volleyball skill for the situation in drills and games.</p> <p>Always demonstrates exceptional body awareness (e.g. anticipates flight path and uses speed, balance, coordination, strength, agility, mobility) and spatial awareness (e.g. occupies appropriate rotational position and space; assumes responsibility for space and communicates intention) in order to send/receive the volleyball with accuracy and purpose from stationary and non-stationary positions.</p>	<p>Regularly demonstrates most criterion.</p>	<p>Occasionally seeks to improve personal performance by listening to, inquiring about, and carefully applying "Skill Cues" taught in class.</p> <p>Occasionally appropriately chooses the right volleyball skill for the situation in drills and games.</p> <p>Occasionally demonstrates body awareness and spatial awareness in order to send/receive the volleyball with accuracy and purpose.</p>	<p>Rarely demonstrates most criterion.</p>	<p>Never attempts to apply skill cues taught in class or purposefully sabotages skill attempts (e.g. for peer attention/humour).</p> <p>Comprehension, appreciation and performance of physical literacy concepts and basic sport skills not yet sufficient.</p> <p>Motivation and/or health-related factors affect to demonstration of sport-related skills.</p>	

<p>Activity Specific Criteria</p>	<p>"SKILL CUES":</p> <p>1. FOREARM PASS ("BUMP")</p> <ul style="list-style-type: none"> • Active and Dynamic (AKA "ready position') • Arms at 90; Waist at 45 • Thumb pads together; Elbows Locked; Wrists hyperextended • Contact Point: "Volleyball Groove" • Drop, Pop, n' Pause; Shift n' Lift • Fifteen 'n Clean <p>2. FACE PASS ("VOLLEY")</p> <ul style="list-style-type: none"> • Active and Dynamic (AKA "ready position') • Hands up early shaped like ball • Hips and one • Thumbs to nose • Elbows and floor • Pads not Palms (or Pinkies) • One and Freeze; Raise the Roof and Lift w/ Legs • Fifteen 'n Clean <p>3. SERVE</p> <ul style="list-style-type: none"> • Shoulder to target • Weight on back foot • Underhand Rhythm: <ul style="list-style-type: none"> o Drop ("drop" center of gravity downward) o Shift (to lead foot) o Lift (rise/extend legs slightly) o Contact (No Throw! No Thumb!) • Overhand Rhythm: <ul style="list-style-type: none"> o Thumb down, elbow high o Drop (ball slightly with support hand) o Shift (to lead) o Lift (ball ~3 feet high in front of serving shoulder) o Contact (Contact Point: heel then pads; "thud" not "slap") <p>4. GAME PLAY</p> <ul style="list-style-type: none"> • Active/Dynamic position • Anticipates flight; is well positioned to receive ball • Selects appropriate contact; is purposeful and intentional • Transitions well from offense to defense; does not spectate • Attempts to set up proper attack • A team player; plays rotational position • Exhibits an appropriate level of intensity for context 									<p>FOREARM PASS: Swings arms aggressively; contacts ball with thumbs/knuckles; elbows are bent. Unable to judge flight path of ball (handcuffs self); requires an optimal 'feed'. Unaware of body position in space and unable to coordinate movement/timing required to make consistent contacts.</p> <p>FACE PASS: does not position body underneath ball. Slaps or stabs ball. Elbows too wide; does not cradle ball with thumb. Flicks wrists causing ball to spin.</p> <p>SERVE:</p> <p>Underhand - holds ball in front of body or holds ball too high. Swings support arm (causing ball to be thrown). Throws ball upward (causing ill-timed contact. Power faults . . . does not engage core/stabilize support muscles; uses wrong contact point; support hand allows ball to roll off prior to contact; steps "goofy-footed".</p> <p>Overhand - does not hold ball in front of serving arm. Tosses too high or too low. Power faults . . . does not engage core/stabilize support muscles; uses wrong contact point; steps "goofy-footed".</p>
<p>I CAN STATEMENTS:</p>	<p>* I can select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance</p>									<p>* I can select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance</p>

	• I can select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance			
	• I can demonstrate ways to receive, retain and send an object with varying speeds and accuracy and distance in skills specific to an activity			
	• I can select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance			

Low Org. Games Rubric

	Mastering (consistently)	Advancing (regularly)	Progressing (occasionally)	Emerging	Beginning	Doesn't Look/ Sound Like
A2- Perform/Refine basic skills in games and activities	<ul style="list-style-type: none"> *trying to anticipate what happens and move to new areas of the playing field *trying to figure out the strategy of each new game and modify play for it *engaging and listening to strategy in discussion or from teacher *communicating with teammates about strategies and plays 		<ul style="list-style-type: none"> * engaged in the game, watching the play, reacting to what happens *understands the basic objectives of the game 		<ul style="list-style-type: none"> * Standing still, not aware of what is happening, not trying to make any plays *does not understand the basic objectives of the game 	
Activity Specific Criteria	<p>Cricket- spreading out as fielders, moving to where the ball is hit most often, moving behind the wickets for overthrows or catch and throw at wicket, trying to hit the ball into areas with no people, only throw at wickets when there is a reasonable chance to get an out</p> <p>Tchoukball- trying more angled shots, jump shots, switching the play around quickly (different rebounders or different sides of forbidden zone, anticipating and moving to opposite angles for catch, utilizing different types of shots (hard, soft, different positions)</p> <p>Barber Ball- Fake throws (pump fake) into end zone to move away from defenders, moving ball into open space to try foot-to-hand rule, using a punt to get the ball down the field, utilizing the 5 seconds to move the ball, small and easy passes with a partner to move the ball (using give and go), blocking catches without body contact</p>				<p>Cricket- talking to friends and not aware of when the ball is hit near you, not trying to go for the ball</p> <p>Tchoukball- standing in the middle, not moving, talking to friends, not paying attention</p> <p>Barber Ball- not aware of play, standing in the middle or endzone and not participating,</p>	
	Grade 7	Grade 8				

	<ul style="list-style-type: none"> • I can demonstrate activity-specific basic skills in a variety of games 	<ul style="list-style-type: none"> • I can select, combine and perform activity-specific basic skills in a variety of games 				
	<ul style="list-style-type: none"> • I can demonstrate more challenging strategies and tactics that coordinate effort with others 	<ul style="list-style-type: none"> • I can be able to identify and evaluate specific strategies and tactics that coordinate effort with others 				

Basketball

	Mastering (consistently)	Advancing (regularly)	Progressing (occasionally)	Emerging	Beginning	Doesn't Look/ Sound Like	
A1- Perform/Refine locomotr, non-locomotor, & manipulative skills	<p>Always seeks to improve personal performance by listening to, inquiring about, and carefully applying "Skill Cues" taught in class.</p> <p>Always appropriately selects the right basketball skill for the situation in drills and games.</p> <p>Always demonstrates exceptional body awareness (e.g. uses speed, balance, coordination, strength, agility, mobility) and spatial awareness (e.g. moves to empty space/creates space/closes space) in order to send/receive the basketball with accuracy and purpose from stationary and non-stationary positions.</p>	<p>Regularly/often demonstrates most criterion.</p>	<p>Occasionally seeks to improve personal performance by listening to, inquiring about, and attempting to apply "Skill Cues" taught in class.</p> <p>Irregularly chooses the right basketball skill for the situation in drills and games.</p> <p>Occasionally demonstrates body awareness and spatial awareness in order to send/receive the basketball successfully with balance, purpose and accuracy.</p>	<p>Rarely demonstrates most criterion.</p>	<p>Never attempts to apply skill cues taught in class or purposefully sabotages skill attempts (e.g. for peer attention/humour).</p> <p>Comprehension, appreciation and performance of physical literacy concepts and basic sport skills is still approaching grade level expectations.</p> <p>Motivation, behaviour and/or health-related factors may be barriers to effective demonstration of sport-related skills.</p>		
Activity Specific Criteria	<p>"SKILL CUES":</p> <p>1. DRIBBLING</p> <ul style="list-style-type: none"> * Cushion the Contact * Head up, Butt Down * Guard the Gold * Pressure High? Ball Low! <p>2. SHOOTING</p> <ul style="list-style-type: none"> * Triple Threat * Balanced and Bent * i not A * Use the Force * Ride the Rainbow * Crane and Hold! <p>3. LAYUP</p> <ul style="list-style-type: none"> * Guard the Gold * Outside, Inside, Up * Gather with TWO, Release with ONE * i not A * Lift then Push * Bank It! 	<p>In addition to descriptors above, the taught/learned "Activity Specific Criteria" (AKA "Skill Cues") are additional "indicators" of performance that are used to make an informed determination of physical performance and level of development demonstrated by students.</p>					
C3 - Demonstrate teamwork	<p>Effort, enthusiasm and level of intensity is appropriate for the context, demonstrates respect for teammates, and acts to elevate the engagement of others.</p> <p>Inclusive, respectful and noticeably encourages others; focused on everyone participating, contributing, and finding success.</p> <p>Abides by rules of game but understands the context and adapts or applies rules in ways that demonstrate an enlightened understanding of inclusivity.</p>		<p>Playing/contributing without awareness of how to involve others; primarily focused on personal ability.</p> <p>May assume a passive role; engaged when ball is proximal to them as opposed to actively pursuing opportunities to acquire ball or seeking space in order to receive the ball. Occasionally requires encouragement/motivation.</p> <p>Unaware of rule violations or hesitates to acknowledge rules that don't serve them.</p>		<p>Chooses to not involve other students in play; excludes team members.</p> <p>Actively sabotages game or the spirit of the competition (exclusive, unsportsmanlike, Struggles to apply rules fairly.</p> <p>Withdrawn; lethargic; apathetic. Makes little effort to play ball—even when in close proximity</p> <p>Not only ignores rules, but ignores game!. Actively distracts others.</p>		

Activity Specific Criteria	<p>Active, engaged, seeks possession of ball, and consistently demonstrates an understanding of the flow of the drill or the rules of the game being played, YET, shows an invariable awareness of and consideration for others (e.g. leads, assists and involves others to an impactful degree that elevates level of engagement, skills, and enjoyment of others).</p> <p>Helps maintain pace of play while encouraging others and by adding enthusiasm and energy to the experience. Demonstrates a mature understanding of the importance and advantage of coordinating effort with others.</p>		<p>Ritually engaged. Is not necessarily leading the drill, game or experience but is engaged and contributes by generally assuming an active, though auxiliary, role. Rarely assumes a leadership role (organizing, directing, demonstrating) but may do so occasionally with competence if compelled. Alternatively, this person's comprehension of teamwork and leadership may lack maturity and needs redirection (unjust? offensive?) and refinement.</p>		<p>Does not yet demonstrate an ability or willingness to coordinate effort with others. May have a greater tendency to either be disengaged or try to sabotage or disrupt efforts of the team. Contributes negatively to the team's experience (verbally critical of others or deliberately disrupts play).</p>	
I CAN STATEMENTS:	<ul style="list-style-type: none"> • I can select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance 					
	<ul style="list-style-type: none"> • I can select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance 					
	<ul style="list-style-type: none"> • I can select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance 					
	<ul style="list-style-type: none"> • I can demonstrate ways to receive, retain and send an object with varying speeds and accuracy and distance in skills specific to an activity 					
	<ul style="list-style-type: none"> • I can select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance 					

Peak Performance Rubric

	Mastering (consistently)	Advancing (regularly)	Progressing (occasionally)	Emerging (rarely)	Beginning (never)	Doesn't Look/ Sound Like
B1 Understand, experience, and appreciate the health benefits that result from physical activity	<p>Exceeds expectations. Demonstrates authentic interest; entirely self motivated, focussed and determined. Consistently works extremely hard (max exertion, full interval, challenging resistance, works beyond discomfort and exhaustion, etc.) because they understand and value the health benefits of the activities and exercises.</p> <p>Genuinely pursuing fitness goals and is always striving for excellence as evidenced by consistent extraordinary effort and careful attention to form and technique.</p> <p>Shows genuine interest that may extend beyond the PE class context. Contributes knowledge and asks insightful/appropriate questions.</p> <p>Positively influences others by their enthusiasm, effort and passion.</p>	<p>Demonstrates some Mastery AND some Progressing qualities or demonstrates Mastery qualities to a less intensive or consistent degree.</p>	<p>Ritually engaged. Meets expectations. Engagement/intensity is inconsistent. Participation is based on/motivated by what the teacher expects or requires, NOT because the student wants to or genuinely appreciates the benefits and value of the activity.</p> <p>Desire to work through discomfort and exert "best effort" is most evident when being directly observed or encouraged by teacher. Avoids challenge and exertion if possible.</p> <p>Student generally responds well to instruction, redirection, or motivation from teacher. Struggles to sustain effort. Max exertion irregular.</p> <p>Concentration on form/technique is inconsistent and regularly needs correction and redirection.</p>	<p>Demonstrates a blend of Progressing and Beginning qualities or demonstrates Progressing qualities to a less intensive or consistent degree.</p>	<p>Avoids exertion and/or requires constant direction and motivation.</p> <p>Regularly disrupts/impedes the progress of others. Requires active supervision.</p> <p>Participation is not yet at a level where form and technique can be addressed.</p>	
Activity Specific Criteria	<p>Dynamic Warm-up: *always performing movements to proper technique (not rushing) *by end of warm-up breathing has increased or starting to feel out of breath (vigorous exercise) Workouts: *performing exercises with proper techniques *feeling out of breath (vigorous exercise), may be sweating *only taking breaks at appropriate times Fitness Olympic Challenges *competing to the best of their ability when it is their turn</p>		<p>Dymanic Warm-up: *performing warm-up, but not always going to the end, or speeding up and not performing the right technique in different movements Workouts: *performing movements, but taking lots of breaks, not pushing into the vigorous exercise level (feeling out of breath) Fitness Olympic Challenges: *performing activities, not always trying their best</p>		<p>Dymanic Warm-up: *sitting out or not performing the movement (ex. walking instead of carioca) Workouts: *sitting out, only performing movement when teacher is right there asking Fitness Olympic Challenges: *not participating in challenges</p>	
	Grade 7	Grade 8				
	<ul style="list-style-type: none"> I can demonstrate and evaluate ways to achieve a personal functional level of physical fitness 	<ul style="list-style-type: none"> I can demonstrate and monitor ways to achieve a personal functional level of physical fitness 				
	<ul style="list-style-type: none"> I can explain the components of fitness; analyze individual abilities and formulate an individual plan for growth 	<ul style="list-style-type: none"> I can explain fitness components and principles of training, and formulate individual plans for personal physical fitness 				

Flag Football (Gr. 7/8) and Soccer (Gr. 6)

	Mastering (consistently)	Advancing (regularly)	Progressing (occasionally)	Emerging	Beginning
C3 - Demonstrates Teamwork	<p>Communicates clearly, positively and interacts respectfully with teammates. Supportive of efforts and builds other's skill and confidence (by meaningfully utilizing them in spite of skill and experience).</p> <p>Stands as an example of focus and leadership. Always helps the team and the game move forward by understanding/respecting the rules and contributing tactics and strategy.</p> <p>Understands the value of roles in sports. Assumes a role, does not depend on others to do all the hard work; shares responsibility to the benefit of the whole team (helps others find and be successful at their role).</p> <p>Deals with opponents respectfully and resolves conflict reasonably and considerately.</p>	<p>Demonstrates some mastering and some progressing qualities.</p>	<p>Quality of communication with peers/teammates is inconsistent (e.g. occasionally negative or unsupportive).</p> <p>Effort/contribution is inconsistent or understanding/execution of role is undeveloped. Depends on others to do the 'hard work' or tries to assume too many roles and does not rely on (and help develop) teammates.</p> <p>May struggle to deal with conflict or independently resolve issues.</p> <p>Passively participates (drifts) through the game without determined intent. Ritualistic--plays because they 'have to'.</p> <p>Does not fully understand or properly apply rules of the game--causing team to lose possession or be penalized.</p>	<p>Demonstrates some progressing and some beginning qualities.</p>	<p>Regularly distracted or entirely disengaged. Lack of effort or assumption of a meaningful roles hurts team effort.</p> <p>Is often guilty of offensive and disrespectful behaviour toward teammates and/or opponents.</p> <p>May present a physical danger to team and/or opponents due to reckless disregard of rules.</p> <p>May even purposefully sabotage games/situations for effect.</p> <p>Does not acknowledge responsibility, nor is remorseful for actions and requires regular re-direction. Often a "repeat offender".</p>
Activity Specific Examples Looks like / Sounds Like	<p>Communication:</p> <p>"Huddle up!"</p> <p>"How about we try this play ..."</p> <p>"Let's get the ball to ___; they haven't scored yet. ___ do you want a handoff, throw, catch or run?"</p> <p>"We don't have a ref, let's just redo the play?" (win-win solutions).</p>		<p>Silent - Absence of teammate communication</p> <p>Unsupportive/negative language: "cheater!"; "don't pass to ___"</p> <p>Passively plays the easiest role to avoid exerting effort (e.g. in FFB - center or in soccer - goalie).</p> <p>"Tells" teacher when others improperly apply rules rather than finding solutions.</p>		<p>Offensive language - particularly directed at another player.</p> <p>Angrily boots ball onto street and stomps off field when others improperly apply rules.</p> <p>Involves self in adjacent games to sabotage or distract.</p> <p>Does not go on assigned team.</p> <p>Complains openly about teammates or opponents without making genuine efforts to improve the play/success of others.</p>

Track and Field

	Mastering (Consistently)	Advancing (Occasionally performing Mastery criteria)	Progressing	Emerging (occasionally performing beginning limited criteria)	Beginning/Limited	Doesn't Sound/Look Like
<p>A1 - Perform/Refine locomotor, non-locomotor, & manipulative skills</p> <p>Activity Specific Criteria/Indicators</p>	<p>Combines ALL the skill cues when performing various events (discus, shot put, long jump, high jump, triple jump (Gr. 7&8), hurdles (Gr. 7&8), sprints and long distance running) with a high performance result.</p>	<p>Combines ALL the skill cues when performing various events (discus, shot put, long jump, high jump, triple jump (Gr. 7&8) hurdles (Gr. 7&8), sprints and long distance running).</p>	<p>Combines SOME of the skill cues when performing various events (discus, shot put, long jump, high jump, triple jump (Gr. 7&8) hurdles (Gr. 7&8), sprints and long distance running).</p>	<p>Demonstrates a blend of Progressing and Beginning qualities or demonstrates Progressing qualities to a less intensive or consistent degree.</p>	<p>Follows one or none of the skill cues when performing various events (discus, shot put, long jump, high jump, triple jump (Gr. 7&8) hurdles (Gr. 7&8), sprints and long distance running).</p>	<p>Ignoring any/all critical rules/cues/safety precautions</p> <p>Silly, dangerous behaviour designed to draw negative attention that puts self or others at risk (e.g. flipping on high jump mats, throwing implement before whistle, interfering with others' performance).</p> <p>Not listening during instruction on performance cues/tips/techniques/rules</p> <p>Distracted by outdoor events (wildlife, aircraft, other classes, etc.)</p>
<p>D3 Develop goals and personal challenges</p>	<p>Exceeds expectations. Demonstrates authentic interest; entirely self motivated, focussed and determined. Consistently works extremely hard (max exertion, full interval, challenging resistance, works beyond discomfort and exhaustion, etc.) because they understand and value the benefits of the activities and exercises.</p> <p>Genuinely pursuing fitness/performance goals and is always striving for excellence as evidenced by consistent extraordinary effort and careful attention to form and technique.</p> <p>Shows genuine interest that may extend beyond the PE class context. Contributes knowledge and asks insightful/appropriate questions.</p> <p>Positively influences others by their enthusiasm, effort and passion.</p>	<p>Demonstrates some Mastery AND some Progressing qualities or demonstrates Mastery qualities to a less intensive or consistent degree.</p>	<p>Ritually engaged. Meets expectations. Engagement/intensity is inconsistent. Participation is based on/motivated by what the teacher expects or requires, NOT because the student wants to or genuinely appreciates the benefits and value of the activity.</p> <p>Desire to work through discomfort and exert "best effort" is most evident when being directly observed or encouraged by teacher. Avoids challenge and exertion if possible.</p> <p>Student generally responds well to instruction, redirection, or motivation from teacher. Struggles to sustain effort. Max exertion irregular.</p> <p>Concentration on form/technique is inconsistent and regularly needs correction and redirection.</p>	<p>Demonstrates a blend of Progressing and Beginning qualities or demonstrates Progressing qualities to a less intensive or consistent degree.</p>	<p>Avoids exertion and/or requires constant direction and motivation.</p> <p>Regularly disrupts/impedes the progress of others. Requires active supervision.</p> <p>Participation is not yet at a level where form and technique can be addressed.</p>	<p>"When is this class over (sigh)?"</p> <p>"Why do we have to do this?" (even though purpose has been explained)</p> <p>Avoidance/Refusal behaviours. Not attempting trials/training (e.g. discretely slipping to back of line, always walking during reasonable run intervals, sabotaging the training/trials of classmates, etc.)</p> <p>"Don't be such a try-hard, just walk with me--I don't feel like running (trying) today."</p>
<p>Activity Specific Criteria/Indicators</p> <p>Please See Track and Field Success Cues for event-specific indicators and Performance Targets documents.</p>	<p>Always pushes themselves into zone of discomfort (e.g. sets personal times/distances/intervals to achieve beyond prescribed class intervals).</p> <p>Practices cues while waiting for turn (when possible)</p> <p>Asks questions about cues and technique utilizes feedback tries to do as many repetitions as safely possible (goes to a smaller line)</p>		<p>Occasionally pushes themselves into zone of discomfort</p> <p>Participates in all activities</p> <p>Listens to the cues and participates in progressions or practice</p>		<p>Rarely/never pushes themselves into aerobic activity (walking with friends)</p> <p>Rarely/never listens to cues or practices progressions/warm-up activities.</p> <p>Avoids participating in events (might only try an event a few times or never)</p>	
		Grade 7	Grade 8			
		A1	A1			
		<ul style="list-style-type: none"> I can refine locomotor skills through personal performance 	<ul style="list-style-type: none"> I can select, combine and perform specific locomotor skills in a variety of activities to improve personal performance 			

		<ul style="list-style-type: none"> • I can demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance 	<ul style="list-style-type: none"> • I can select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance 			
		<ul style="list-style-type: none"> • I can demonstrate ways to improve and refine the functional and expressive quality of non locomotor skills to improve personal performance 	<ul style="list-style-type: none"> • I can select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance 			
		<ul style="list-style-type: none"> • I can demonstrate non locomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance 	<ul style="list-style-type: none"> • I can select, combine and perform non locomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance 			
		<ul style="list-style-type: none"> • I can demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity 	<ul style="list-style-type: none"> • I can demonstrate ways to receive, retain and send an object with varying speeds and accuracy and distance in skills specific to an activity 			
		<ul style="list-style-type: none"> • I can demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance 	<ul style="list-style-type: none"> • I can select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance 			
		D3	D3			
		<ul style="list-style-type: none"> • I can record and analyze personal goals based on interests and abilities 	<ul style="list-style-type: none"> • I can monitor, revise and refine personal goals based on interests and abilities 			
		<ul style="list-style-type: none"> • I can evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging 	<ul style="list-style-type: none"> • I can evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group 			

Survivor Rubric

	Survivor Rubric					
	Mastering (consistently)	Advancing (regularly)	Progressing (occasionally)	Emerging (rarely)	Beginning (never)	
C1 - Uses positive communication and leadership skills	<p>Listens actively, empathically and with sustained interest. Provides verbal or nonverbal feedback to signal understanding or agreement</p> <p>Asks focused questions to clarify understanding of speaker's point of view and reasoning.</p> <p>Is reflective. Considers how tone, words, and body language can make others feel. Addresses others with patience, respect and sensitivity by using a friendly/non-confrontational "win-win" approach to resolving conflict and making decisions.</p> <p>Expresses clear, concise, thoughts and ideas that act to move forward. Is proactive to prevent misunderstandings.</p> <p>Is observant. Shares "air time" and invites/encourages others to speak and contribute to team decisions.</p> <p>Is central in creating a culture of inclusivity and positivity</p>	<p>Regularly demonstrates positive communication and leadership that share some progressing qualities and some mastering qualities.</p>	<p>Listens with reasonable interest in the speaker's message; inconsistent verbal/nonverbal feedback indicates limited understanding or agreement</p> <p>Demonstrates that they can address others with respect and courtesy. Sometimes expresses thoughts and ideas on impulse (often based on incomplete knowledge and understanding of the topic or situation).</p> <p>Ideas expressed may not be concise or may lack clarity and/or simplicity.</p> <p>Has occasional lapses in judgement and may use language or tone that is offensive, hurtful or unsuited to the situation or audience. Generally able to accept responsibility for actions and apologize if necessary.</p> <p>Leadership skills are developing but attempts are made on occasion to assert an opinion, strategy, or tactic.</p> <p>Personal resiliency still developing and struggles to appropriately process criticism.</p> <p>Alternatively, this person may be a passive conformist. They are generally agreeable; not giving an opinion or thought towards any decision. They are ritually compliant and generally apathetic about the group or the activity (but do not sabotage or act overly fragile).</p>	<p>Demonstrates communication and leadership skills that share some progressing qualities and some beginning qualities.</p>	<p>Understanding, appreciation, or performance of positive communication and leadership skills are not yet sufficient.</p> <p>Demonstrates lack of interest in speaker's message; verbal/nonverbal feedback indicates lack of understanding or misunderstanding. Asks irrelevant questions or monopolizes "air time" or frequently interrupts other speakers.</p> <p>Often addresses others with disrespectful, offensive language or a provocative tone (e.g. sarcastic or insulting)</p> <p>May attempt to commandeer positive leadership with an aggressive, threatening, insensitive, or controlling approach.</p> <p>Tends to be overly critical rather than inspirational as a leader. Brings a negative tone or energy to the group.</p> <p>Alternatively, this person may be completely apathetic about the challenge/group/class and may attempt to purposely or passively sabotage the team's efforts.</p> <p>Does not accept responsibility for behaviour. Blames others.</p>	
Activity Specific Criteria (looks/sounds like)	<p>Adds energy: "We got this!"</p> <p>Complimentary: "Great solution, Sara!"</p> <p>Inclusive/observant: "You're quiet, Jeff. What do you think we should do?"</p> <p>Respectful/non-confrontational: Wow! Both are great ideas! What do you guys think if we try Matt's solution, then Melissa's to see which works best?"</p> <p>Polite/active listener: "I'm sorry, Emily, I think I missed part of what you said, how do you think we should rotate again?"</p>		<p>Occasionally gets caught up in the competition; forgets feelings of others</p> <p>Occasionally outwardly expresses annoyance, frustration, aggravation or dismay towards teammate. "Argh! Why do you keep dropping it!" Or, passively disengages or doesn't try in order to sabotage the team's efforts.</p>		<p>Disrespectful/Poor listening skills: lays down or walks away during conversation; body language appears disinterested or dismissive. "What's the point, we're going to lose anyway!"</p> <p>Uses offensive and/or critical language.</p> <p>Interrupts, interjects, or refuses to listen to other's ideas.</p>	
Grade 7	Grade 8					
<ul style="list-style-type: none"> I can communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity I can identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education 	<ul style="list-style-type: none"> I can communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity I can describe, apply and practise leadership and followership skills related to physical activity 					