

Grade 7 – Specific Outcomes



General Outcome A: Activity

A7–

Basic Skills

- 1 demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance
- 2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance
- 3 demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance
- 4 demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- 5 demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity
- 6 demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

Application of Basic Skills

- 7 demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering
- 8 refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others
- 9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns
- 10 demonstrate activity-specific basic skills in a variety of games
- 11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity
- 12 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; e.g., educational, rhythmic and artistic
- 13 demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk



General Outcome B: Benefits Health

B7–

Functional Fitness

- 1 analyze personal nutritional habits and how they relate to performance in physical activity
- 2 demonstrate and evaluate ways to achieve a personal functional level of physical fitness
- 3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth

Body Image

- 4 identify different body types and how all types can contribute to, or participate positively in, physical activity

- 5 discuss performance-enhancing substances as a part of the negative effect on physical activity

Well-being

- 6 identify and explain the effects of exercise on the body systems before, during and after exercise
- 7 interpret personal fitness changes as a result of physical activity
- 8 understand the connection between physical activity, stress management and relaxation



General Outcome C: Cooperation

C7–

Communication

- 1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- 2 identify positive active living role models
- 3 demonstrate etiquette and fair play

Fair Play

- 4 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

Teamwork

- 5 select and apply practices that contribute to teamwork
- 6 identify and demonstrate positive behaviours that show respect for self and others



General Outcome D: Do it Daily...for Life!

D7–

Effort

- 1 participate regularly in, and identify the benefits of, an active lifestyle
- 2 identify and demonstrate strategies that encourage participation and continued motivation

Safety

- 3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions
- 4 explain the benefits of, and demonstrate safe, warm-up and cool-down activities
- 5 recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for inline skating, ball hockey

Goal Setting/Personal Challenge

- 6 record and analyze personal goals based on interests and abilities
- 7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging

Active Living in the Community

- 8 identify local community programs that promote physically active lifestyles
- 9 identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers

GRADE 7 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Grade 7 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A7-2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	<ul style="list-style-type: none"> At a swimming pool, practise proper running techniques in deep water, using waist belts or a pool noodle.
A7-7 demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering	<ul style="list-style-type: none"> Using a map of the classroom, gymnasium, playground or local park and an orienteering compass, locate landmarks using compass bearings.



Benefits Health

B7-1 analyze personal nutritional habits and how they relate to performance in physical activity	<ul style="list-style-type: none"> With your group, use <i>Canada's Food Guide to Healthy Eating</i> to determine a nutritious meal plan for a camping trip. Remember to review your meal plan in relation to the physical activities you will be involved in during the trip.
B7-4 identify different body types and how all types can contribute to, or participate positively in, physical activity	<ul style="list-style-type: none"> Perform aqua-aerobics, using various types of movements; e.g., karate kicks, soccer kicks and grapevine walk, and discuss how to modify movements to include everyone.



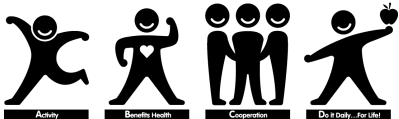
Cooperation

C7-3 demonstrate etiquette and fair play	<ul style="list-style-type: none"> Participate in an activity; e.g., canoeing, sailing, kayaking, swimming or hiking, to learn the concepts of conservation and respect for the environment.
C7-4 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"> Create a game in the pool. Teach the game to the rest of the class, have the class try it, and officiate and offer feedback.



Do it Daily...For Life!

D7-5 recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for inline skating, ball hockey	<ul style="list-style-type: none"> Participate in a challenging snowshoeing course that is appropriate and safe. Establish rules of safety and etiquette.
D7-7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging	<ul style="list-style-type: none"> Participate in an orienteering circuit of four to six stations that improves the components of personal physical fitness.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																								
<p>Selected Specific Outcomes</p> <p>A7-2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance</p> <p>D7-3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions</p> <p>D7-7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging</p> <p>Criteria</p> <ul style="list-style-type: none"> develops each station to attend to one component of fitness; e.g., cardio-respiratory activities, flexibility, endurance, strength participates in activity demonstrates proper skills at each station relates to how physical fitness components can be helpful every day develops goals for improvement <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Students design and participate in an orienteering circuit of four to six stations that develops the components of physical fitness.</p> <p>Evaluation Strategies Rubric</p> <table border="1" data-bbox="207 982 1013 1472"> <thead> <tr> <th>4 Excellent</th> <th>3 Proficient</th> <th>2 Adequate</th> <th>1 Limited</th> </tr> </thead> <tbody> <tr> <td>each station identifies a unique fitness component <input type="checkbox"/></td> <td>some overlap between stations <input type="checkbox"/></td> <td>no clear distinction between stations <input type="checkbox"/></td> <td>task not complete <input type="checkbox"/></td> </tr> <tr> <td>consistently participates with enthusiasm <input type="checkbox"/></td> <td>frequently participates with enthusiasm <input type="checkbox"/></td> <td>occasionally participates with enthusiasm <input type="checkbox"/></td> <td>participates with encouragement <input type="checkbox"/></td> </tr> <tr> <td>consistently demonstrates proper skills <input type="checkbox"/></td> <td>frequently demonstrates proper skills <input type="checkbox"/></td> <td>occasionally demonstrates proper skills <input type="checkbox"/></td> <td>requires assistance to demonstrate proper skills <input type="checkbox"/></td> </tr> <tr> <td>consistently and accurately applies components to everyday life <input type="checkbox"/></td> <td>frequently relates components to everyday life <input type="checkbox"/></td> <td>occasionally relates components to everyday life <input type="checkbox"/></td> <td>rarely, if ever, relates components to everyday life <input type="checkbox"/></td> </tr> <tr> <td>consistently achieves goals <input type="checkbox"/></td> <td>frequently achieves goals <input type="checkbox"/></td> <td>goals need to be adjusted <input type="checkbox"/></td> <td>little or no goal setting evident <input type="checkbox"/></td> </tr> </tbody> </table> <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> How did the activity assist with your understanding of physical fitness components? Which station was most beneficial, challenging, fun? How does this activity prepare you for winter activity? <p>Progress Report Comments:</p> <ul style="list-style-type: none"> Student is able to evaluate different ways to achieve an activity goal and determine a personal approach that is challenging. 	4 Excellent	3 Proficient	2 Adequate	1 Limited	each station identifies a unique fitness component <input type="checkbox"/>	some overlap between stations <input type="checkbox"/>	no clear distinction between stations <input type="checkbox"/>	task not complete <input type="checkbox"/>	consistently participates with enthusiasm <input type="checkbox"/>	frequently participates with enthusiasm <input type="checkbox"/>	occasionally participates with enthusiasm <input type="checkbox"/>	participates with encouragement <input type="checkbox"/>	consistently demonstrates proper skills <input type="checkbox"/>	frequently demonstrates proper skills <input type="checkbox"/>	occasionally demonstrates proper skills <input type="checkbox"/>	requires assistance to demonstrate proper skills <input type="checkbox"/>	consistently and accurately applies components to everyday life <input type="checkbox"/>	frequently relates components to everyday life <input type="checkbox"/>	occasionally relates components to everyday life <input type="checkbox"/>	rarely, if ever, relates components to everyday life <input type="checkbox"/>	consistently achieves goals <input type="checkbox"/>	frequently achieves goals <input type="checkbox"/>	goals need to be adjusted <input type="checkbox"/>	little or no goal setting evident <input type="checkbox"/>	<p>Including cooperative and problem-solving games in the alternative environment dimension is an excellent way to foster creative thinking, diversity, appreciation and environmental sensitivity. Students can work in small or large groups to solve challenges together. For example, asking students to go through a roped course or an obstacle course as a group requires cooperation and trust among all students. Teachers should ensure that each student plays an active role within the group. Assigning equal roles and responsibilities within each group is one way to ensure every student has a chance to participate. Students can go through the course a number of times, assuming different roles. Fostering cooperative skills within challenging activities not only enhances students' social skills, but their cognitive skills as well.</p> <p style="text-align: center;">ABCD's of Physical Education</p>  <p>The icons are: 1. A person running, labeled 'Activity'. 2. A person with arms raised, labeled 'Benefits Health'. 3. Two people shaking hands, labeled 'Cooperation'. 4. A person with arms raised, labeled 'Do it Daily...For Life!'.</p>
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GRADE 7 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 7 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A7-3 demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance	<ul style="list-style-type: none"> Use scarves, fans, canes or parachutes to exaggerate expression and nonlocomotor movements within a dance sequence.
A7-8 refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others	<ul style="list-style-type: none"> Demonstrate various types of turns; e.g., ¼, ½ and underarm turns, in fox trot rhythm. Duplicate these skills in other rhythms; e.g., rumba, waltz.
A7-9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns	<ul style="list-style-type: none"> In small groups, create a four- or five-part dance sequence to music, demonstrating changes in directions, levels and pathways.



Benefits Health

B7-3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth	<ul style="list-style-type: none"> Perform a “Step Stomp” routine to music that reflects the components of fitness. Add equipment; e.g., sticks or ropes, after mastering the original routine.
B7-4 identify different body types and how all types can contribute to, or participate positively in, physical activity	<ul style="list-style-type: none"> In small groups, create a line dance to appropriate music. Then teach this line dance to students in lower grades. Ensure that the dance is appropriate for all children in the class to perform.
B7-8 understand the connection between physical activity, stress management and relaxation	<ul style="list-style-type: none"> At the end of aerobics class, while stretching and focusing on breathing, relax and cool down to slower tempo music. Measure heart rate before and after the activity.



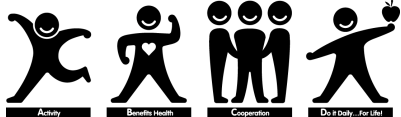
Cooperation

C7-4 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"> In a ballroom setting, reverse the roles of leading and following between male and female.
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Do it Daily...For Life!

D7-3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions	<ul style="list-style-type: none"> When designing a dance, review guidelines for contraindicated movements; e.g., weight bearing activities where the knees are bent more than 90 degrees, break-dance spins on head.
D7-8 identify local community programs that promote physically active lifestyles	<ul style="list-style-type: none"> As a community service, perform and introduce appropriate dances for senior citizens or other groups.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																																			
<p>Selected Specific Outcomes</p> <p>A7–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns</p> <p>C7–4 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</p> <p>Criteria</p> <ul style="list-style-type: none"> • suggests ideas and alternatives • makes an effort to include all members of the group • tries new activities • works with others • acknowledges contributions of others • participates in activity <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Dance routines. Have students create dance routines in groups of three to ten.</p> <p>Evaluation Strategies</p> <p>Analytic Rating Scale</p> <table border="1" data-bbox="217 1045 1032 1392"> <thead> <tr> <th data-bbox="217 1045 792 1199">Leadership</th> <th data-bbox="792 1045 846 1199">Consistently</th> <th data-bbox="846 1045 899 1199">Frequently</th> <th data-bbox="899 1045 953 1199">Occasionally</th> <th data-bbox="953 1045 1032 1199">Rarely, if ever</th> </tr> </thead> <tbody> <tr> <td data-bbox="217 1199 792 1234">Suggests ideas and alternatives</td> <td data-bbox="792 1199 846 1234"></td> <td data-bbox="846 1199 899 1234"></td> <td data-bbox="899 1199 953 1234"></td> <td data-bbox="953 1199 1032 1234"></td> </tr> <tr> <td data-bbox="217 1234 792 1270">Makes an effort to include all members of the group</td> <td data-bbox="792 1234 846 1270"></td> <td data-bbox="846 1234 899 1270"></td> <td data-bbox="899 1234 953 1270"></td> <td data-bbox="953 1234 1032 1270"></td> </tr> <tr> <td data-bbox="217 1270 792 1306">Willing to try new activities</td> <td data-bbox="792 1270 846 1306"></td> <td data-bbox="846 1270 899 1306"></td> <td data-bbox="899 1270 953 1306"></td> <td data-bbox="953 1270 1032 1306"></td> </tr> <tr> <td data-bbox="217 1306 792 1341">Works cooperatively with others</td> <td data-bbox="792 1306 846 1341"></td> <td data-bbox="846 1306 899 1341"></td> <td data-bbox="899 1306 953 1341"></td> <td data-bbox="953 1306 1032 1341"></td> </tr> <tr> <td data-bbox="217 1341 792 1377">Acknowledges contributions of others</td> <td data-bbox="792 1341 846 1377"></td> <td data-bbox="846 1341 899 1377"></td> <td data-bbox="899 1341 953 1377"></td> <td data-bbox="953 1341 1032 1377"></td> </tr> <tr> <td data-bbox="217 1377 792 1392">Participates with enthusiasm</td> <td data-bbox="792 1377 846 1392"></td> <td data-bbox="846 1377 899 1392"></td> <td data-bbox="899 1377 953 1392"></td> <td data-bbox="953 1377 1032 1392"></td> </tr> </tbody> </table> <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> • What did you do today to work well with others? • What are characteristics of good leadership? • Did you see examples of good leadership? • Response to videocassette recording. <p>Progress Report Comments:</p> <p>Student encourages others with positive feedback regardless of outcome; student takes initiative and a leadership role to encourage others.</p>	Leadership	Consistently	Frequently	Occasionally	Rarely, if ever	Suggests ideas and alternatives					Makes an effort to include all members of the group					Willing to try new activities					Works cooperatively with others					Acknowledges contributions of others					Participates with enthusiasm					<p>Many dance routines require students to hold hands, link arms and use other forms of contact. This often makes many students uncomfortable at first. Before using dances that require contact between partners, teachers can introduce various relationship concepts that do not require students to touch each other. For example, using current music, concepts such as mirroring and matching, symmetry and asymmetry, and canon; i.e., one goes and then the partner follows, can be introduced. Once students become comfortable working with other students in dance activities, dances that require contact can be introduced with less hesitation from students.</p> <p style="text-align: center;">ABCD's of Physical Education</p> 
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GRADE 7 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Grade 7 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A7-5 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"> Using a “double ball”—two beanbags linked with a string or two socks tied together, with a beanbag in each sock—and ringette sticks, try to move the ball from goal line to goal line in teams of 4 to 8. The ball can only be passed by use of the sticks. No stick on stick or stick on body contact is permitted. The ball cannot be carried on a stick; rather it must be continually passed.
A7-10 demonstrate activity-specific basic skills in a variety of games	<ul style="list-style-type: none"> In small groups, create stations to practise specific game skills; e.g., striking with an implement, throwing, bowling, catching, defence.
A7-11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity	<ul style="list-style-type: none"> To practise projecting an object and following the pass, perform a three-person weave in a variety of games; e.g., handball, basketball, rugby.



Benefits Health

B7-2 demonstrate and evaluate ways to achieve a personal functional level of physical fitness	<ul style="list-style-type: none"> Using a basketball at each low post, shoot, run to the other low post, and shoot again as many times as possible in 30 seconds. A partner rebounds as quickly as possible, replaces balls and records shots made. Discuss which components of fitness must improve in order to increase score.
B7-6 identify and explain the effects of exercise on the body systems before, during and after exercise	<ul style="list-style-type: none"> Participate in a number of skill stations around the gymnasium or playing field; e.g., soccer dribble, handball rally, basketball rebound, football zigzag, softball throw. Identify, on a checklist, the benefits of each station; e.g., motor coordination, strength, agility.



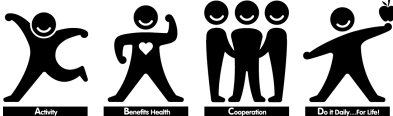
Cooperation

C7-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	<ul style="list-style-type: none"> Modify a game from one category to create a game in another category; e.g., modify tennis to create a target game.
C7-5 select and apply practices that contribute to teamwork	<ul style="list-style-type: none"> Take part in a cooperative game with rules that encourage group participation.



Do it Daily...For Life!

D7-1 participate regularly in, and identify the benefits of, an active lifestyle	<ul style="list-style-type: none"> After playing or being taught a target game, such as bocce, horseshoes or lawn bowling, by a group of seniors, interview the seniors as to their perceived benefits of an active lifestyle.
D7-2 identify and demonstrate strategies that encourage participation and continued motivation	<ul style="list-style-type: none"> Circulate through each of five to six skill development stations. As improvements are noted, record progress/results. Repeat each station for a portion of each lesson to maximize improvement.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																																																			
<p>Selected Specific Outcomes</p> <p>A7-5 demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity</p> <p>Criteria</p> <ul style="list-style-type: none"> • overhead throw <ul style="list-style-type: none"> – rotates trunk away – places opposite foot forward – rotates hips forward in advance of trunk – lags forearm behind elbow • catching <ul style="list-style-type: none"> – focuses eyes on ball – bends elbows and hands in front of body – moves hands to meet the ball – positions hands and fingers correctly – catches with hands only – bends elbows to absorb force of ball <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Football—throwing and catching activities.</p> <p>Evaluation Strategies</p> <p>Checklist</p> <table border="1" data-bbox="215 1024 1044 1524"> <thead> <tr> <th>Skill</th> <th>Criteria</th> <th>Yes</th> <th>No</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Overhead Throw</td> <td>Rotates trunk away</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Places opposite foot forward</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Rotates hips forward in advance of trunk</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lags forearm behind elbow</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total action is fast and vigorous</td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="6">Catching</td> <td>Focuses eyes on ball</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bends elbows and hands in front of body</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Moves hands to meet the ball</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Positions hands and fingers correctly</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Catches with hands only</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bends elbows to absorb force of ball</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> • The class gives feedback on how they did on the checklist. • Have students demonstrate the criteria; e.g., could you demonstrate and explain proper weight transfer. <p>Progress Report Comments:</p> <ul style="list-style-type: none"> • Student performs basic throwing, catching and movement patterns with increased proficiency. 	Skill	Criteria	Yes	No	Comments	Overhead Throw	Rotates trunk away				Places opposite foot forward				Rotates hips forward in advance of trunk				Lags forearm behind elbow				Total action is fast and vigorous				Catching	Focuses eyes on ball				Bends elbows and hands in front of body				Moves hands to meet the ball				Positions hands and fingers correctly				Catches with hands only				Bends elbows to absorb force of ball				<p>Test questions that examine student knowledge of every rule and call in the game are not required to lead an active lifestyle. Students should instead be knowledgeable of how to modify and adapt rules to achieve a predetermined outcome. Knowing the reasons why rules exist will assist students in understanding their function within the games context. Students can work with teachers to adopt or modify the rules such that they match the goal of the game activity. For example, if the objective is to improve passing skills in soccer, they could introduce a rule whereby a player can only touch the ball three times and then must pass or shoot the ball. Students should be encouraged to critically analyze the rules during the game and to discuss potential rule changes with their peers and the teacher.</p> <div data-bbox="1068 1709 1474 1869" style="text-align: center;"> <p>ABCD's of Physical Education</p>  </div>
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GRADE 7 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Grade 7 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
<p>A7-6 demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance</p> <p>A7-12 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; e.g., educational, rhythmic and artistic</p>	<ul style="list-style-type: none"> Through rhythmic gymnastics, integrate manipulative skills with nonlocomotor and locomotor activities; e.g., roll across a mat while retaining a ball with different body parts, demonstrate with a partner two ways that using a hoop can assist in a static balance. Critique a partner's short floor/mat sequence. Provide specific feedback based upon the theme of the lesson and the criteria checklist. Repeat the process several times with one another.



Benefits Health

<p>B7-7 interpret personal fitness changes as a result of physical activity</p> <p>B7-8 understand the connection between physical activity, stress management and relaxation</p>	<ul style="list-style-type: none"> Create an individual gymnastics sequence that emphasizes specific components of fitness; e.g., create a sequence that emphasizes stability and strength, and note improvement in these areas by the end of a unit. Perform stretching and flexibility activities as a way to reduce stress and increase relaxation.
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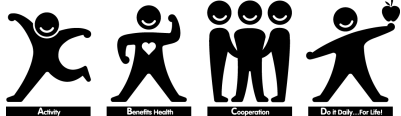
Cooperation

<p>C7-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</p> <p>C7-6 identify and demonstrate positive behaviours that show respect for self and others</p>	<ul style="list-style-type: none"> In groups of three, plan and practise ways to create various balances that include everyone. As part of a team, line up in single file. Hold the waist of the person in front and lower into a squat position with knees bent no further than 90°. Chanting “choom-choom,” try to hold the squat position as long as possible.
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Do it Daily...For Life!

<p>D7-2 identify and demonstrate strategies that encourage participation and continued motivation</p> <p>D7-4 explain the benefits of, and demonstrate safe, warm-up and cool-down activities</p> <p>D7-6 record and analyze personal goals based on interests and abilities</p>	<ul style="list-style-type: none"> Coach partners as they balance; e.g., handstand, headstand. Participate in warm-up activities to prepare for participation in educational gymnastics. Warm up muscles that will be used in the movement activities of the lesson. Record goals for a component in gymnastics that reflects individual interest/ability; e.g., progressions in balances for floor exercise.
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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																											
<p>Selected Specific Outcomes</p> <p>B7-7 interpret personal fitness changes as a result of physical activity D7-4 explain the benefits of, and demonstrate safe, warm-up and cool-down activities D7-5 recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for inline skating, ball hockey</p> <p>Criteria</p> <ul style="list-style-type: none"> • includes an aerobic activity; e.g., jogging, skipping • stretches major muscle groups; e.g., quadriceps, triceps • provides for muscular strength/endurance; e.g., push-ups, tubing <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Warm-up. Have students create a warm-up activity that includes proper warm-up progression, aerobic activity, strengthening and stretching for Grade 7 students.</p> <p>Evaluation Strategies</p> <p>Checklist (self/peer/teacher)</p> <table border="1" data-bbox="207 1012 1029 1348"> <thead> <tr> <th>Warm-up</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Appropriate for fitness level of participants</td> <td></td> <td></td> </tr> <tr> <td>Engages participation</td> <td></td> <td></td> </tr> <tr> <td>Includes aerobic, strength, endurance, flexibility</td> <td></td> <td></td> </tr> <tr> <td>Prepares participants for the intended activity</td> <td></td> <td></td> </tr> <tr> <td>Allows for monitoring of progress and goal setting (warm-ups/cool-downs)</td> <td></td> <td></td> </tr> <tr> <td>Ensures safety (stretches)</td> <td></td> <td></td> </tr> <tr> <td>Individual needs of participants are addressed</td> <td></td> <td></td> </tr> <tr> <td>Provides clear, concise and easy-to-follow instructions</td> <td></td> <td></td> </tr> </tbody> </table> <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> • Describe the benefits of warm-up: <ul style="list-style-type: none"> – Why is it important to stretch warm muscles? – Give three good reasons why we warm up for this activity. • Give students feedback on their warm-up, based on criteria. • Ask questions of the class; e.g., How do you know you are ready for activity? • Ask the group that led the warm-up questions related to the criteria. <p>Progress Report Comments:</p> <ul style="list-style-type: none"> • Student understands and can demonstrate the basic principles and benefits of a proper warm-up. 	Warm-up	Yes	No	Appropriate for fitness level of participants			Engages participation			Includes aerobic, strength, endurance, flexibility			Prepares participants for the intended activity			Allows for monitoring of progress and goal setting (warm-ups/cool-downs)			Ensures safety (stretches)			Individual needs of participants are addressed			Provides clear, concise and easy-to-follow instructions			<p>By Grade 7, most students should have mastered a majority of the locomotor and nonlocomotor basic skills required in gymnastics. Students should be encouraged to attempt these basic skills and create personal movement sequences on large equipment; e.g., climbers, benches, ropes, vaults, balance beams, box horses. Students should be allowed to have some input into setting up their own equipment. For example, a group of students can work together to set up a station that contains a number of pieces of large equipment on which to work. Depending on the objective of the lesson, students can then create movement sequences that are performed individually, with a partner or as a group. When working with a partner or group, concepts like matching, mirroring, canon and contrasting can be integrated into the sequence.</p> <p style="text-align: center;">ABCD's of Physical Education</p> 
Warm-up	Yes	No																										
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GRADE 7 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 7 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A7-1 demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance	<ul style="list-style-type: none"> Use short and long skipping ropes to create various types of skipping routines individually, with a partner or in small groups for particular purposes; e.g., cardio-respiratory fitness, innovative steps, body language and expression.
A7-4 demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	<ul style="list-style-type: none"> Build strength using various objects like rubber tubing and soup cans or by performing resistance activities with a partner.
A7-13 demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk	<ul style="list-style-type: none"> Create a fitness routine to music and teach it to the class or to small groups; e.g., aerobics, tai chi.



Benefits Health

B7-4 identify different body types and how all types can contribute to, or participate positively in, physical activity	<ul style="list-style-type: none"> Examine a body image circuit in the classroom or gymnasium. In groups of three or four, move throughout the stations and complete the activities related to body image, which include strategies to cope with related societal pressures.
B7-5 discuss performance-enhancing substances as a part of the negative effect on physical activity	<ul style="list-style-type: none"> After participating in such activities as wrestling or track and field, discuss the negative ramifications of using drugs in sports.



Cooperation

C7-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	<ul style="list-style-type: none"> Keep an active living log to monitor the types of activities done in leisure time and to describe how participation affects emotions.
C7-2 identify positive active living role models	<ul style="list-style-type: none"> Discuss criteria for an active living role model; and identify appropriate school, family and community role models.



Do it Daily... For Life!

D7-6 record and analyze personal goals based on interests and abilities	<ul style="list-style-type: none"> Record, in logbooks, various fitness challenges; and chart and record personal track and field goals and accomplishments.
D7-9 identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers	<ul style="list-style-type: none"> Through a short questionnaire, identify factors that affect participation in daily activity. Discuss alternatives for physical activity, and create a personal plan for active living in the community.

Sample Assessment, Evaluation and Communication Strategies

Active Living Opportunities

Selected Specific Outcomes

- A7-1 demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance
- B7-4 identify different body types and how all types can contribute to, or participate positively in, physical activity
- C7-2 identify positive active living role models

Criteria

- compares and contrasts different body types in different sports or activities—ectomorph, mesomorph, endomorph
- presents research report with organization, originality, visual impact, support material and meaningful content
- defines body types
- identifies the athlete, sport, age
- explains how each athlete’s body type contributes positively to the performance in the sport
- determines that everyone can be involved in every activity regardless of body type

Assessment Strategies/Activities

Performance Task

Have students choose, as a class, an activity in which they can all participate. Have them participate for at least 20 minutes. Compare how each student felt and why; relate this to individual strengths and weaknesses. As an assignment, have students write a report that compares and contrasts different types of athletes in different sports.

Evaluation Strategies

Analytic Rating Scale— Written Language Report	Consistently	Frequently	Occasionally	Rarely, if ever
Uses a variety of research sources, including own notes				
Introduces report topic, and defines purpose				
Uses visuals and/or graphics with explanation				
Describes interesting or unusual aspects of the ideal/recommended body type				
Develops a logical and effective conclusion based on an analysis of information—no matter the body type movement can occur				
Composes report in own words				

Communication Strategies

Class Discussion:

- In a class discussion, consider information gathered by the students on all three body types.

Progress Report Comments:

- Student understands that body type can affect performance.

Providing students with exposure to a variety of different fitness programs allows them to demonstrate various basic skills in a variety of individual pursuits. Activities can range from jogging, skipping, cycling and aerobics programs to less traditional programs, such as aqua-fit, karate, speed skating, inline skating and self-defense. Exposing students to a variety of programs increases the likelihood they will find something they enjoy and continue to participate in during their leisure time. Many times, students are not aware of the nontraditional fitness programs that are available in their community. Inviting experts from the area to teach such classes can be a great way to raise awareness of the fitness opportunities open to students in their community.

