

## Grade 9 – Specific Outcomes



### General Outcome A: Activity

#### A9–

##### Basic Skills

- 1 apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance
- 2 apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance
- 3 apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance
- 4 apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- 5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity
- 6 apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

##### Application of Basic Skills

- 7 apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing
- 8 create, refine and present a variety of dance sequences; e.g., jazz, 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 apply and refine activity-specific basic skills in a variety of games
- 11 create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal
- 12 apply and refine 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; e.g., educational, rhythmic and artistic
- 13 apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities



### General Outcome B: Benefits Health

#### B9–

##### Functional Fitness

- 1 design, monitor and personally analyze nutrition programs that will affect physical performance
- 2 demonstrate, monitor and analyze ways to achieve a personal functional level of physical fitness
- 3 design and implement a personal fitness and activity plan, using the principles of training: frequency intensity, duration

##### Body Image

- 4 acknowledge and analyze the media and peer influences on body image

- 5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

##### Well-being

- 6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise
- 7 monitor, analyze and assess fitness changes as a result of physical activity
- 8 select and perform appropriate physical activities for personal stress management and relaxation



### General Outcome C: Cooperation

#### C9–

##### Communication

- 1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- 2 identify and discuss the positive behaviours that are demonstrated by active living role models

##### Fair Play

- 3 demonstrate etiquette and fair play

##### Leadership

- 4 describe, apply, monitor and practise leadership and followership skills related to physical activity

##### Teamwork

- 5 develop 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!

#### D9–

##### Effort

- 1 participate regularly in, and realize the benefits of, an active lifestyle
- 2 develop a personal plan that encourages participation and continued motivation

##### Safety

- 3 select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions
- 4 analyze, design and perform warm-up and cool-down activities
- 5 design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games

##### Goal Setting/Personal Challenge

- 6 determine and articulate challenging personal and team goals based on interests and abilities
- 7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group

##### Active Living in the Community

- 8 evaluate community programs that promote physically active lifestyles and how they meet local needs
- 9 develop strategies to counteract influences that limit involvement in physical activity

## GRADE 9 – 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 9 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A9-1 apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance	<ul style="list-style-type: none"> <li>Perform various swimming strokes and then demonstrate them in aquatic games; e.g., water polo.</li> </ul>
A9-7 apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing	<ul style="list-style-type: none"> <li>Perform locomotor and nonlocomotor skills as they relate to alternative-environment activities, such as route finding and map reading for orienteering.</li> </ul>



Benefits Health

B9-6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise	<ul style="list-style-type: none"> <li>Plan a day hike that takes into consideration physical abilities and nutritional requirements to successfully complete the trip. Identify such things as equipment needs, preparatory activities, safety considerations, environmental concerns and food. Compare the demands of the trip to typical daily requirements.</li> </ul>
B9-7 monitor, analyze and assess fitness changes as a result of physical activity	<ul style="list-style-type: none"> <li>Identify, perform and monitor the effectiveness of various exercises and drills that help prepare for activities in alternative settings; e.g., exercises to strengthen the quadriceps for skiing activities, stretching and running activities for hiking and orienteering, upper-body exercises for canoeing or hiking.</li> </ul>



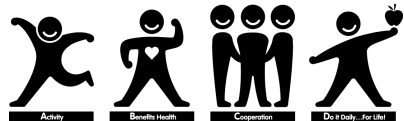
Cooperation

C9-4 describe, apply, monitor and practise leadership and followership skills related to physical activity	<ul style="list-style-type: none"> <li>Plan and lead activities during a one-day field trip for such things as cross-country skiing, rock climbing, mountain biking and hiking.</li> </ul>
C9-6 identify and demonstrate positive behaviours that show respect for self and others	<ul style="list-style-type: none"> <li>Assist in planning a trip to participate in tipi camping. Learn the significance, importance and traditions of a specific Aboriginal culture through the teachings of Elders.</li> </ul>



Do it Daily...For Life!

D9-2 develop a personal plan that encourages participation and continued motivation	<ul style="list-style-type: none"> <li>Through brainstorming and research, identify factors that might affect physical activity choices throughout life; e.g., community resources, physical needs, career choices, climate, cost. Role play to discover personal resolutions to any barriers.</li> </ul>
D9-6 determine and articulate challenging personal and team goals based on interests and abilities	<ul style="list-style-type: none"> <li>Complete a safe cycling orienteering course throughout the community that uses clues to provide individual and team challenges.</li> </ul>
D9-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group	<ul style="list-style-type: none"> <li>Brainstorm the rules, risks and challenges presented in inline skating or skateboarding prior to going onto a shared play area. Work toward an individual and/or group activity goal; e.g., different levels of obstacle courses.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																											
<p><b>Selected Specific Outcomes</b></p> <p>B9–6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise</p> <p>C9–4 describe, apply, monitor and practise leadership and followership skills related to physical activity</p> <p>D9–6 determine and articulate challenging personal and team goals based on interests and abilities</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>indicates how nutrition, fitness and physical activity relate to the cycling experience</li> <li>exhibits cycling etiquette</li> <li>contributes to the success of the team</li> <li>indicates the factors that influence personal fitness</li> <li>establishes a plan for monitoring progress</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>With the outcomes in mind, students prepare for a 5-day, 50-km cycling trip through the countryside. Have students discuss the importance of hydration, cycling etiquette on bike paths and safety on roads, and the effect of heat on fitness level.</p> <p><b>Evaluation Strategies</b></p> <table border="1" data-bbox="207 1066 972 1386"> <thead> <tr> <th>Checklist for Day Pack</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Bike repair kit</td> <td></td> <td></td> </tr> <tr> <td>Ample nutritious food</td> <td></td> <td></td> </tr> <tr> <td>Adequate fluids, water bottle</td> <td></td> <td></td> </tr> <tr> <td>First-aid kit</td> <td></td> <td></td> </tr> <tr> <td>Suitable clothing for weather conditions</td> <td></td> <td></td> </tr> <tr> <td>Money and identification</td> <td></td> <td></td> </tr> <tr> <td>Sunscreen, sunglasses, bug repellent</td> <td></td> <td></td> </tr> <tr> <td>Medication</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Feedback:</p> <p>Before – Send home an information letter detailing the expectations of the students and the purpose—student learning outcomes—for the trip. Invite parents to attend.</p> <p>After – Create a picture board/display of the trip; discuss the trip with students.</p> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>Student is able to analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise. Student is able to analyze what is needed to safely participate in a cycling trip of 5 days.</li> </ul>	Checklist for Day Pack	Yes	No	Bike repair kit			Ample nutritious food			Adequate fluids, water bottle			First-aid kit			Suitable clothing for weather conditions			Money and identification			Sunscreen, sunglasses, bug repellent			Medication			<p>Teaching safety education need not be limited to field trips. In a classroom, gymnasium and/or schoolyard, teachers can effectively teach the basic principles of preparation, prevention, travelling with others, conservation, staying put and having a positive mental attitude. For example, activities that focus on building shelters in various climates and environments can be performed easily in the schoolyard. As well, creating games out of simple tasks is an important survival skill to keep a positive mental attitude in times of distress. Other activities, such as creating a survival kit with an emergency signal; water treatment material; durable, high-caloric foods; heat source; and first-aid materials, should be included. Preparing students in advance will help enhance the quality of their future outdoor experience.</p> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p> 
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## GRADE 9 – 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 9 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A9-3 apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance	<ul style="list-style-type: none"> <li>Using music of different cultures, explore both locomotor and nonlocomotor movements; e.g., focus upon turns, hand movements, body percussions and gestures to enhance performance.</li> </ul>
A9-8 create, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others	<ul style="list-style-type: none"> <li>Perform dance steps in specific formations; e.g., couple, circle, line.</li> </ul>
A9-9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns	<ul style="list-style-type: none"> <li>Perform various dance steps; e.g., slap leather, waltz and jiffy mixer, that have been taught through teacher or peer demonstrations.</li> </ul>



Benefits Health

B9-1 design, monitor and personally analyze nutrition programs that will affect physical performance	<ul style="list-style-type: none"> <li>Compare fat content and carbohydrate levels of the top brands of nutritional supplement beverages to determine the most appropriate beverage for the current activity.</li> </ul>
B9-2 demonstrate, monitor and analyze ways to achieve a personal functional level of physical fitness	<ul style="list-style-type: none"> <li>In a group, create a 5-minute aerobic dance routine for other students. Analyze the functional components of fitness required.</li> </ul>



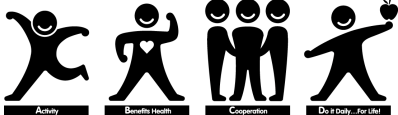
Cooperation

C9-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	<ul style="list-style-type: none"> <li>Using self-created poetry, pictures or photographs as a stimulus, create and perform dance sequences. Exhibit appropriate audience behaviours when watching classmates.</li> </ul>
C9-6 identify and demonstrate positive behaviours that show respect for self and others	<ul style="list-style-type: none"> <li>Research dances from various cultures; e.g., Métis, First Nations and Inuit, and prepare a presentation for the class.</li> </ul>



Do it Daily...For Life!

D9-1 participate regularly in, and realize the benefits of, an active lifestyle	<ul style="list-style-type: none"> <li>Work with a partner or in small groups to create a dance and perform with others. Select music, make up a name for the dance, select a formation and create the steps.</li> </ul>
D9-8 evaluate community programs that promote physically active lifestyles and how they meet local needs	<ul style="list-style-type: none"> <li>Listen to a guest instructor from a local program or a traditional First Nations dance instructor teach a dance.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																														
<p><b>Selected Specific Outcomes</b></p> <p>A9–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns</p> <p>C9–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</p> <p>C9–4 describe, apply, monitor and practise leadership and followership skills related to physical activity</p> <p>D9–1 participate regularly in, and realize the benefits of, an active lifestyle</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>demonstrates rhythmic movement/flow that is expressive and consistent with the theme</li> <li>movements are coordinated with music</li> <li>techniques of dance style are consistent and appropriate</li> <li>participant is engaged in activity</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Choreograph and perform a line, aerobic or creative dance.</p> <p><b>Evaluation Strategies</b></p> <p>Analytic Rating Scale (self/teacher/peer evaluation)</p> <table border="1" data-bbox="212 1075 1036 1377"> <thead> <tr> <th data-bbox="212 1075 805 1230">Criteria</th> <th data-bbox="807 1075 862 1230">Consistently</th> <th data-bbox="863 1075 919 1230">Frequently</th> <th data-bbox="920 1075 976 1230">Occasionally</th> <th data-bbox="977 1075 1036 1230">Rarely, if ever</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 1232 805 1262">Rhythmic movement/flow is expressive</td> <td data-bbox="807 1232 862 1262"></td> <td data-bbox="863 1232 919 1262"></td> <td data-bbox="920 1232 976 1262"></td> <td data-bbox="977 1232 1036 1262"></td> </tr> <tr> <td data-bbox="212 1264 805 1293">Movement is consistent with the theme</td> <td data-bbox="807 1264 862 1293"></td> <td data-bbox="863 1264 919 1293"></td> <td data-bbox="920 1264 976 1293"></td> <td data-bbox="977 1264 1036 1293"></td> </tr> <tr> <td data-bbox="212 1295 805 1325">Movements coordinated with music</td> <td data-bbox="807 1295 862 1325"></td> <td data-bbox="863 1295 919 1325"></td> <td data-bbox="920 1295 976 1325"></td> <td data-bbox="977 1295 1036 1325"></td> </tr> <tr> <td data-bbox="212 1327 805 1356">Techniques of dance style are consistent and appropriate</td> <td data-bbox="807 1327 862 1356"></td> <td data-bbox="863 1327 919 1356"></td> <td data-bbox="920 1327 976 1356"></td> <td data-bbox="977 1327 1036 1356"></td> </tr> <tr> <td data-bbox="212 1358 805 1377">Participant is engaged in activity</td> <td data-bbox="807 1358 862 1377"></td> <td data-bbox="863 1358 919 1377"></td> <td data-bbox="920 1358 976 1377"></td> <td data-bbox="977 1358 1036 1377"></td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Demonstrations:</p> <ul style="list-style-type: none"> <li>Perform at noon hour—intramural competition.</li> <li>Visit seniors’ home or young children to perform.</li> <li>Videotape and display for parents.</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>Student choreographed and performed dance sequences, using the elements of movement, basic dance steps and patterns.</li> </ul>	Criteria	Consistently	Frequently	Occasionally	Rarely, if ever	Rhythmic movement/flow is expressive					Movement is consistent with the theme					Movements coordinated with music					Techniques of dance style are consistent and appropriate					Participant is engaged in activity					<p>Students should be able to demonstrate and perform various dance steps from a variety of different dance forms; e.g., folk, square, line, ballroom, jazz and modern, individually and with a partner. In situations where one partner leads and the other follows, both individuals should get a chance to lead. In addition to instructors providing feedback to students on how to improve and refine their dance steps, other students should provide feedback to their peers. Students should evaluate the functional; e.g., move in a straight line to get to the other side of the room, and the expressive; e.g., move quickly to the other side of the room to convey excitement and the significance of their own and others’ dance steps. This provides students with an opportunity to develop an aesthetic appreciation for the many different types of dance steps.</p> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p> 
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## GRADE 9 – 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 9 specific outcomes.**



Activity

Specific Outcomes	Illustrative Examples
A9–5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity	<ul style="list-style-type: none"> <li>Use a variety of objects and implements; e.g., balls, racquets, quoits and sticks, to practise activity-specific motor skills, such as dribbling, cradling, passing, catching and serving in game-like situations.</li> </ul>
A9–10 apply and refine activity-specific basic skills in a variety of games	<ul style="list-style-type: none"> <li>Apply motor skills, mechanics and strategies to small- and large-group game activities; e.g., modified, cooperative or competitive games, such as cricket, badminton and soft lacrosse. Receive feedback and continue to work at applying these skills in a variety of situations.</li> </ul>
A9–11 create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal	<ul style="list-style-type: none"> <li>Create a game that incorporates the importance of creating space. After playing the game, introduce a defensive strategy to try and prevent the other team from creating space.</li> </ul>



Benefits Health

B9–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity	<ul style="list-style-type: none"> <li>Identify potential benefits of common performance-enhancing substances; e.g., caffeine, creatine. Present facts on a chart, and identify known risk factors associated with each substance. Reflect on long-term health versus quick results.</li> </ul>
B9–6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise	<ul style="list-style-type: none"> <li>Compare the demands among different types of games and the effect on heart rates. For example, plot the average heart rates of the class after playing basketball, bowling, baseball and badminton. Discuss the energy needed to play these different games.</li> </ul>




Cooperation

C9–3 demonstrate etiquette and fair play	<ul style="list-style-type: none"> <li>Call a “let” when a shot is interfered with, when playing net and wall games.</li> </ul>
C9–5 develop practices that contribute to teamwork	<ul style="list-style-type: none"> <li>In small groups, create a competitive or cooperative game. While participating, focus on ensuring that all team members feel like they are part of the game; and ensure that appropriate, positive language is used.</li> </ul>



Do it Daily...For Life!

D9–3 select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions	<ul style="list-style-type: none"> <li>Check the playing area and equipment before use; e.g., when warming up on a field, look for glass and potholes, and check that goal posts are properly secured.</li> </ul>
D9–6 determine and articulate challenging personal and team goals based on interests and abilities	<ul style="list-style-type: none"> <li>Establish and evaluate personal goals related to fitness, motor abilities and the maintenance of a healthy lifestyle. Use active health labs, personal fitness assessments or computer spreadsheets to monitor progress.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																																	
<p><b>Selected Specific Outcomes</b></p> <p>A9–5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity</p> <p>C9–3 demonstrate etiquette and fair play</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>demonstrates etiquette in the game of badminton</li> <li>demonstrates skills</li> <li>participates willingly</li> <li>cooperates, willingly, and applies the rules of the game</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Badminton—Participate in a game situation with emphasis on sportsmanship.</p> <p><b>Evaluation Strategies</b></p> <table border="1" data-bbox="228 863 992 1251"> <thead> <tr> <th>Checklist</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Shakes hands with opponent</td> <td></td> <td></td> </tr> <tr> <td>Warms up with a variety of shots</td> <td></td> <td></td> </tr> <tr> <td>Determines who serves</td> <td></td> <td></td> </tr> <tr> <td>Gives shuttlecock back to opponent</td> <td></td> <td></td> </tr> <tr> <td>Calls lines</td> <td></td> <td></td> </tr> <tr> <td>Uses sportsmanlike talk; e.g., “good shot”</td> <td></td> <td></td> </tr> <tr> <td>Keeps score</td> <td></td> <td></td> </tr> <tr> <td>Corrects serving or scoring errors</td> <td></td> <td></td> </tr> <tr> <td>Handles situation if opponent is not following rules</td> <td></td> <td></td> </tr> <tr> <td>Uses end of match procedure</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>Have an individual/group discussion during and after the game.</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>Student has a positive attitude and is willing to work with others who possess different abilities and interests.</li> </ul>	Checklist	Yes	No	Shakes hands with opponent			Warms up with a variety of shots			Determines who serves			Gives shuttlecock back to opponent			Calls lines			Uses sportsmanlike talk; e.g., “good shot”			Keeps score			Corrects serving or scoring errors			Handles situation if opponent is not following rules			Uses end of match procedure			<p>Learning games from various cultures can be a unique educational experience and a valuable component to the games program. For example, students could work in groups and choose a culture to study. The games that these cultures play, or played, can be introduced and taught by each group. Not only should students present the procedure of playing the game, they should also research the meaning or importance the game plays or played in the culture. Students can also examine the many tactics and strategies used within these games to gain an understanding of their function and compare this to the games and sports they often play. Exposing students to the games and sports of various cultures not only fosters cultural awareness but also broadens activity choices within the students’ leisure time.</p> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p>  <p>The illustration shows four stick figures in various active poses. Below each figure is a small black box with white text: 'Activity', 'Benefits Health', 'Cooperation', and 'Do it Daily... for life!'.</p>
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## GRADE 9 – 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 9 specific outcomes.**



Activity

Specific Outcomes	Illustrative Examples
A9-4 apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	<ul style="list-style-type: none"> <li>While hanging from a horizontal bar with two or three other students, pass a ball back and forth between feet as many times as possible, as a means of developing core body strength.</li> </ul>
A9-6 apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	<ul style="list-style-type: none"> <li>Use ribbons, hoops, balls or clubs to create rhythmic gymnastics routines; e.g., ribbon movement on various planes, combined with complementary body movement.</li> </ul>
A9-12 apply and refine 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; e.g., educational, rhythmic and artistic	<ul style="list-style-type: none"> <li>With a partner, create and perform a floor/mat sequence based upon the theme “assisted flight.”</li> </ul>



Benefits Health

B9-4 acknowledge and analyze the media and peer influences on body image	<ul style="list-style-type: none"> <li>Using fundamental themes of gymnastics—statics, balances, locomotion, landings—appreciate how this activity is not limited only to individuals who fit the typical body type of artistic gymnasts as seen through the media.</li> </ul>
B9-8 select and perform appropriate physical activities for personal stress management and relaxation	<ul style="list-style-type: none"> <li>Plan and participate in gymnastic-like activities, such as stretching and twisting, that help reduce stress in daily routines.</li> </ul>



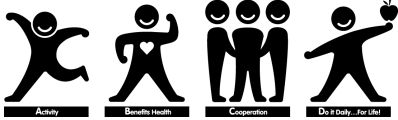
Cooperation

C9-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	<ul style="list-style-type: none"> <li>Identify the characteristics of effective and enjoyable group work; e.g., listen to everyone’s ideas; critique the idea, not the person; agree to try it out before judging it. Practise respectful behaviour while working in groups.</li> </ul>
C9-2 identify and discuss the positive behaviours that are demonstrated by active living role models	<ul style="list-style-type: none"> <li>Listen to and participate with a guest gymnastics instructor or group from the community as they demonstrate a gymnastics session. Discuss with the guest the personal benefits of being active in gymnastics.</li> </ul>



Do it Daily...For Life!

D9-4 analyze, design and perform warm-up and cool-down activities	<ul style="list-style-type: none"> <li>In groups, at the beginning of class, design and present a warm-up that will prepare the body for the activity to be performed in class; e.g., if doing rolls, the warm-up should include stretches. Review safety considerations for warm-ups.</li> </ul>
D9-6 determine and articulate challenging personal and team goals based on interests and abilities	<ul style="list-style-type: none"> <li>Use task cards to outline movement challenges on small and large apparatus; e.g., create a three-part sequence on the bench, showing three balances at two different levels.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																								
<p><b>Selected Specific Outcomes</b></p> <p>A9–3 apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance</p> <p>A9–12 apply and refine 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; e.g., educational, rhythmic and artistic</p> <p>D9–6 determine and articulate challenging personal and team goals based on interests and abilities</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>demonstrates skills</li> <li>works with partner</li> <li>includes all elements in routine</li> <li>demonstrates on-task behaviour</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Gymnastics—tumbling, partner routines. Students choose a partner and create and perform a gymnastics routine, including all of the elements.</p> <p><b>Evaluation Strategies</b></p> <p>Rubric</p> <table border="1" data-bbox="207 1062 1013 1524"> <thead> <tr> <th>4 Excellent</th> <th>3 Proficient</th> <th>2 Adequate</th> <th>1 Limited</th> </tr> </thead> <tbody> <tr> <td>consistently demonstrates proper skills with confidence <input type="checkbox"/></td> <td>frequently demonstrates proper skills <input type="checkbox"/></td> <td>occasionally demonstrates proper skills <input type="checkbox"/></td> <td>rarely, if ever, demonstrates proper skills <input type="checkbox"/></td> </tr> <tr> <td>movement/flow is consistently effortless <input type="checkbox"/></td> <td>movement/flow is usually effortless <input type="checkbox"/></td> <td>movement/flow is erratic <input type="checkbox"/></td> <td>skills are done individually without flow <input type="checkbox"/></td> </tr> <tr> <td>consistently coordinates with partner <input type="checkbox"/></td> <td>frequently coordinates with partner <input type="checkbox"/></td> <td>occasionally coordinates with partner <input type="checkbox"/></td> <td>rarely, if ever, coordinates with partner <input type="checkbox"/></td> </tr> <tr> <td>sequence includes all elements <input type="checkbox"/></td> <td>sequence is missing one or two elements <input type="checkbox"/></td> <td>sequence is missing three or four elements <input type="checkbox"/></td> <td>little or no demonstration of sequence <input type="checkbox"/></td> </tr> <tr> <td>consistently on task <input type="checkbox"/></td> <td>frequently on task <input type="checkbox"/></td> <td>occasionally on task <input type="checkbox"/></td> <td>rarely, if ever, on task <input type="checkbox"/></td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>Partners demonstrate their sequence for teacher.</li> <li>Immediate feedback is provided by students and teacher.</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>Student executes a wide variety of tumbling skills and movement sequences.</li> </ul>	4 Excellent	3 Proficient	2 Adequate	1 Limited	consistently demonstrates proper skills with confidence <input type="checkbox"/>	frequently demonstrates proper skills <input type="checkbox"/>	occasionally demonstrates proper skills <input type="checkbox"/>	rarely, if ever, demonstrates proper skills <input type="checkbox"/>	movement/flow is consistently effortless <input type="checkbox"/>	movement/flow is usually effortless <input type="checkbox"/>	movement/flow is erratic <input type="checkbox"/>	skills are done individually without flow <input type="checkbox"/>	consistently coordinates with partner <input type="checkbox"/>	frequently coordinates with partner <input type="checkbox"/>	occasionally coordinates with partner <input type="checkbox"/>	rarely, if ever, coordinates with partner <input type="checkbox"/>	sequence includes all elements <input type="checkbox"/>	sequence is missing one or two elements <input type="checkbox"/>	sequence is missing three or four elements <input type="checkbox"/>	little or no demonstration of sequence <input type="checkbox"/>	consistently on task <input type="checkbox"/>	frequently on task <input type="checkbox"/>	occasionally on task <input type="checkbox"/>	rarely, if ever, on task <input type="checkbox"/>	<p>Educational gymnastics need not be limited to the elementary grades. Including it in the secondary program is an excellent way to foster independence, critical thinking, skill development, confidence and individualized goals. Students should be encouraged to include activities that will challenge their abilities, use and combine a number of skills, use various pieces of equipment, and incorporate different spatial and effort concepts. Students should be required to set up the equipment such that spatial design, floor use, angles of approach and proximity to other pieces of equipment are considered. To achieve this objective, teachers should provide feedback to the students regarding their awareness of safety; basic skills; and ability to modify, create and move in a developmentally-appropriate gymnastics environment.</p> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p> 
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## GRADE 9 – 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 9 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A9-2 apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	<ul style="list-style-type: none"> <li>Demonstrate ways in which various skills and mechanics are transferred from activity to activity; e.g., compare running skills in long jump to sprinting.</li> </ul>
A9-13 apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities	<ul style="list-style-type: none"> <li>Demonstrate and discuss the techniques used in various activities, such as field events; e.g., discus, and target activities; e.g., golf, archery, darts.</li> </ul>



Benefits Health

B9-1 design, monitor and personally analyze nutrition programs that will affect physical performance	<ul style="list-style-type: none"> <li>Design a nutritional plan appropriate for a specific activity; e.g., cross-country running, weight lifting or aerobics, and keep a journal of nutritional intake in relation to energy expenditure.</li> </ul>
B9-3 design and implement a personal fitness and activity plan, using the principles of training: frequency, intensity, duration	<ul style="list-style-type: none"> <li>Demonstrate how to use various pieces of fitness equipment available at school or local fitness centres, in order to implement a personal program.</li> </ul>
B9-8 select and perform appropriate physical activities for personal stress management and relaxation	<ul style="list-style-type: none"> <li>Execute progressive relaxation techniques or yoga exercises as a way to relieve stress and promote relaxation. Share personal active relaxation strategies.</li> </ul>



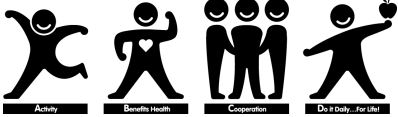
Cooperation

C9-4 describe, apply, monitor and practise leadership and followership skills related to physical activity	<ul style="list-style-type: none"> <li>Working in pairs, use a checklist based on predetermined criteria to analyze each other's performance of specific skills.</li> </ul>
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Do it Daily...For Life!

D9-1 participate regularly in, and realize the benefits of, an active lifestyle	<ul style="list-style-type: none"> <li>Listen to and participate in activities provided by guests that lead active lifestyles, as a kick-off to a two-month fitness program. Create a personal fitness log that includes specific exercises, incorporating the principles of training—frequency, intensity, time, type (FITT).</li> </ul>
D9-5 design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games	<ul style="list-style-type: none"> <li>In a cross-country running unit, come prepared with proper gear; e.g., sunscreen, light clothing, water bottle, correct footwear.</li> </ul>
D9-9 develop strategies to counteract influences that limit involvement in physical activity	<ul style="list-style-type: none"> <li>Take part in an activity that shows inefficient use of time; e.g., long line-ups, few targets, small space. Then participate in the same activity, using short line-ups, more targets and larger space. Brainstorm various influences that limit physical activity.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities
<p><b>Selected Specific Outcomes</b></p> <p>A9–13 apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities</p> <p>B9–3 design and implement a personal fitness and activity plan, using the principles of training: frequency, intensity, duration</p> <p>D9–1 participate regularly in, and realize the benefits of, an active lifestyle</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• self-reflection</li> <li>• logbook organization</li> <li>• personal fitness plan components</li> <li>• personal goal setting</li> <li>• personal monitoring of progress</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Learning Log—Students create a learning log that includes the following:</p> <ul style="list-style-type: none"> <li>• FITT principle worksheet</li> <li>• a record of fitness activity over a period of time; e.g., September–December, January–March</li> <li>• Individual fitness plan, which takes into consideration heart rate zone, FITT principle information and physical activity guidelines.</li> </ul> <p><b>Evaluation Strategies</b></p> <p>Teacher Evaluation/Student Self-evaluation</p> <ul style="list-style-type: none"> <li>• identifies strategies that are successful</li> <li>• identifies aspects that have caused difficulty</li> <li>• identifies situations where problem areas have been dealt with successfully</li> <li>• identifies what accounts for the change</li> <li>• identifies areas for future improvement and strategies to be used</li> <li>• shows improvement, or goals are met</li> <li>• parent/guardian signature</li> </ul> <p>Personal Fitness Program Analysis</p> <ul style="list-style-type: none"> <li>• frequency—how often am I going to exercise?</li> <li>• intensity—how hard am I going to exercise? What is my target heart rate?</li> <li>• time—how long am I going to exercise? (1 hour, 30 minutes)</li> <li>• type—what type of activity am I going to do?</li> <li>• how did I do?</li> <li>• goals; e.g., increase cardio-respiratory performance, weight loss, increase muscle development</li> </ul> <p><b>Communication Strategies</b></p> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>• How many were able to follow their plan?</li> <li>• What were some roadblocks?</li> <li>• How did you motivate yourself?</li> <li>• What are your goals for an active lifestyle?</li> </ul> <p>Feedback—written by the teacher in the learning log.</p> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>• Student has designed and implemented a personal fitness and activity plan.</li> </ul>	<p>Every year, there are certain individual physical activities that become popular with adolescents. Such activities should be integrated into the physical education program not only to promote interest, but also to provide all adolescents with an opportunity to develop their leadership skills. Students who have had exposure to these types of activities should be provided with an opportunity to demonstrate and perhaps instruct other students on how to do the activity. For example, students can teach each other how to do step aerobics, inline skating or skateboarding while keeping safety in mind. Having students teach others about physical activities they do in their leisure time not only fosters leadership skills but also instills feelings of autonomy, relatedness and competence.</p> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p>  <p>The image shows four stick figures in a row, each with a different pose representing a concept. Below each figure is a small box with text: 'Activity' (a running figure), 'Benefits Health' (a figure with arms raised), 'Cooperation' (two figures standing together), and 'Do it Daily for Life!' (a figure with arms raised and a small apple above its head).</p>

