

<b>achievement</b>	– the demonstration of outcomes, or the progression of knowledge, skills and attitudes a student shows at a particular point in time
<b>active living</b>	– is a way of life in which physical activity is valued and integrated into daily routines
<b>active living in the community</b>	– the ability to identify, evaluate and use the resources within the community that facilitate active living
<b>activity-specific motor skills</b>	– movement skills; specific to a particular activity; e.g., square dance: do-si-do, soccer: dribbling, aquatics: front crawl
<b>alternative environment activities</b>	– activities that occur in environments outside the classroom/gymnasium; e.g., outdoor pursuits and aquatics
<b>analytic rating scale</b>	– an evaluation tool of three or more points that illustrates how frequently a student demonstrates the criteria
<b>application of basic skills</b>	– using basic skills in many different situations; e.g., running in basketball, cross-country racing or relay racing
<b>assessment</b>	– the process of collecting information about student achievement and growth
<b>attitude</b>	– a general predisposition or mental set with regard to any persons, beliefs or other entities
<b>authentic assessment</b>	– collecting information about student achievement and growth, using activities that have relevance, value and meaning to students
<b>basic skills</b>	– the building blocks/foundation upon which other movement skills are based. They are the prerequisites to activity-specific motor skills
<b>body awareness</b>	– individual awareness of the parts of the body and how they work
<b>body image</b>	– an individual’s personal perception of one’s body in relation to societal norms
<b>cardio-respiratory endurance</b>	– the ability of the heart and lungs to sustain activity
<b>checklist</b>	– a list of performance criteria for an activity upon which an observer determines the quality of student performance, using a scale that has only two points—yes or no
<b>communication</b>	– the exchange of thoughts, messages or the like, as by speech, signals or writing; e.g., listening, speaking, nonverbal viewing
<b>cool-down activities</b>	– the last stage of an activity program, consisting of activities to help return the heart rate to normal and prevent muscle soreness; e.g., stretching

<b>creative movement process</b>	– a combination of exploring, selecting, performing and refining a variety of basic movement skills
<b>criteria-related</b>	– describing a student’s performance according to established criteria that are based on specific outcomes
<b>developmentally appropriate practices</b>	– strategies that are used in delivering a program that are consistent with the developmental needs of the students
<b>developmentally appropriate programs</b>	– programs that take into account such differences as age, body size, mental development, fitness level, skill level and previous movement experiences
<b>dimensions</b>	– categories by which the activities are organized to address the outcomes of the physical education program of studies. The dimensions are: alternative environment, dance, games, types of gymnastics and individual activities
<b>effort</b>	– the active use of physical or mental power to do something
<b>endurance</b>	– the ability to participate continuously, for a period of time, in an activity that benefits the heart, lungs and circulatory system
<b>etiquette</b>	– the formal or customary rules for conduct or behaviour
<b>evaluation</b>	– a judgement regarding the quality, value or worth of a student response, product or performance, based upon established criteria
<b>fair play</b>	– participating with integrity and respect for teammates, opponents, officials and rules
<b>first-aid principles</b>	– the sequence of events that should be followed in any emergency situation
<b>flexibility</b>	– the ability to move joints fully through a wide range of motion
<b>force</b>	– the degree of effort or tension involved in a movement
<b>formative assessment</b>	– ongoing assessment that provides information to guide instruction and improve student performance
<b>functional fitness</b>	– the possession of the necessary fundamental components of fitness—endurance, strength and flexibility—to allow for comfortable and confident participation in a selected physical activity
<b>general outcomes</b>	– broad statements that identify what students are expected to know and be able to do upon completion of a program
<b>goal setting</b>	– a mechanism through which students can set and understand their limits and feel satisfied with their accomplishments
<b>growth</b>	– evidence of positive change in student achievement over time
<b>health benefits</b>	– acquiring the positive advantages associated with improved health
<b>hip-hop dance</b>	– a dance form performed to hip-hop music that uses small, isolated body part movements that are repetitive and loose and that display attitude

<b>illustrative examples</b>	– the sample strategies, activities and ideas that help students to achieve the specific outcomes of the program of studies
<b>leadership</b>	– intentional, positive influence on the lives and behaviour of others
<b>locomotor skills</b>	– basic movement skills involving movement from place to place; e.g., hopping, jumping, walking
<b>manipulative skills</b>	– movement skills associated with the ability to receive, project or maintain possession of an object with body parts or an implement; e.g., throwing, catching, kicking, dribbling, striking
<b>modifying task</b>	– changing the variables that affect performance and the level of participation in a physical activity
<b>movement concepts</b>	– body awareness, space awareness, effort and relationships
<b>muscular endurance</b>	– the ability to perform repeated muscular contractions or hold a contraction for a period of time
<b>muscular strength</b>	– the ability to contract muscles to overcome resistance and to exert force
<b>nonlocomotor skills</b>	– basic movement skills involving movement that is performed from a relatively stable, stationary base; e.g., stretching, balancing, turning
<b>norm referenced</b>	– describing a student’s performance by comparing it to a normal group
<b>observation</b>	– the process of watching and listening to children in action in order to assess their learning
<b>personal challenge</b>	– a desire to improve personal performance and take appropriate risks to gain a challenging experience
<b>physical fitness</b>	– the ability of the body to respond or adapt to the demands and stresses of physical effort
<b>portfolio</b>	– a purposeful collection of products that exhibits to students and others the student’s achievement and growth in the curriculum
<b>principles of training</b>	– the three basic principles of progression, overload and specificity, which serve to help individuals design training programs for changes and improvement in personal functional fitness
<b>proficiency</b>	– the mastery of skills
<b>program of studies</b>	– the legal document in Alberta that prescribes the physical education program rationale and philosophy, and general and specific outcomes
<b>qualities of movement</b>	– time, force, flow and relationships used in movement tasks or sequences
<b>rationale</b>	– a philosophy or principle about learning that addresses the relevance of the curriculum content to the lives of students
<b>rubric</b>	– an evaluation tool designed to lay out a continuum of quality from excellent to limited

<b>safety</b>	– creating an environment where all are safe
<b>self-assessment/ self-evaluation</b>	– process in which a student reflects on his or her own performance, thinking or learning
<b>scull</b>	– propulsion created by symmetrical outward and inward movement of legs or arms; e.g., in skating, movement of legs outward then forcefully pulling legs together simultaneously
<b>spatial awareness</b>	– individual awareness of personal and general space, directions, pathways, levels and planes
<b>specific outcomes</b>	– statements that identify the component knowledge, skills and attitudes of a general outcome
<b>stomp dancing</b>	– a percussive dance in which choreographed foot stomping and percussive actions create a heavy, rhythmic sound pattern
<b>summative assessment</b>	– processes where the primary purpose is to measure or judge the extent of student learning relative to the specific outcomes
<b>teamwork</b>	– the acting together of two or more people to make the work of the group successful and effective
<b>tinikling</b>	– a culturally rhythmic dance performed with two seated people holding the ends of long bamboo poles. Poles are tapped together and then apart on the ground while a dancer moves appropriately across the poles in rhythm
<b>warm-up activities</b>	– the first stage of an activity program, done to prepare the body for more sustained activity and to reduce the chance of injury
<b>well-being</b>	– personal growth to maximize our potential—physically, mentally, emotionally and socially; being able to function and enjoy life, and having a personal zest for living