

# Grade 8 PE Proficiency Scale Q1

	<b>1 = Novice</b>	<b>2 = Partially Proficient</b>	<b>3 = Meeting Expectations</b>	<b>4 = Exceeding Expectations</b>
<b>Motor Skills and Movement Patterns</b>	Demonstrate throwing and catching while stationary or in motion with it without an implement. Dribble with hand or foot and shoot on goal during quarter 1 small-sided games.	Demonstrate an ability to throw and catch while in motion with and without an implement. Dribble with dominant and nondominant hand or foot attempting to change speed and direction with and without an implement. Shoot on goal appropriate to quarter 1 small-sided games.	Demonstrate correct technique in throwing and catching from a variety of trajectories while in motion, using distance and power, with and without an implement. Dribble with dominant and nondominant hand or foot using a change of speed and direction with and without an implement. Shoot with power and accuracy on goal using an implement appropriate to quarter 1 small-sided games. (S1.M2.8, S1.M3.8, S1.M4.8, S1.M5.8, S1.M8.8, S1.M9.8, S1.M10.8, S1.M18.8, S1.M21.8, S1.M22.8)	Demonstrate correct technique in throwing and catching with accuracy from a variety of trajectories in a mature pattern while in motion using distance and power, with and without an implement. Dribble with dominant and nondominant hand or foot using a change of speed and direction to gain an advantage in game play with and without an implement. Consistently shoot with power and accuracy on goal using an implement appropriate to quarter 1 small-sided games.
<b>Concepts and Strategies</b>	Recognize the conditions that factor into the safety of self and others with help and support. Recognize offense and defense transitions.	Recognize the conditions that factor into the safety of self and others. Demonstrate transitions from offense to defense to offense and communicate with teammates.	Implement appropriate decision-making based on safe protocols for self and others. Demonstrate transition from offense to defense and from defense to offense recovering quickly, communicating with teammates, and capitalizing on an advantage. (S2.M6.8, S2.M13.8)	Implement and provide rationale for appropriate decision making based on safe protocols for self and others. Demonstrate and mentor others in transitions from offense to defense and from defense to offense recovering quickly, communicating with teammates, and capitalizing on an advantage.
<b>Health-Enhancing Level</b>	Recognize warm-ups and cool downs in physical activity. Understand techniques and methods of stretching.	Recognize the value and role of group led warm-ups and cool downs before and after physical activity. Apply techniques and methods of stretching for different muscle groups.	Design and implement appropriate warm-ups and cool downs before and after physical activity. Employ dynamic and static techniques and methods of stretching for all muscle groups. (S3.M9.8, S3.M12.8)	Design, implement, and lead appropriate warm-ups and cool downs before and after physical activity. Execute and model the correct techniques and methods of dynamic and static stretching for all muscle groups.

<b>Value of Physical Education</b>	Identify some of the components of health related fitness and refer to a connection between fitness and the overall physical and mental health with guidance and support.	Identify some of the components of health related fitness and refer to a connection between fitness and the overall physical and mental health.	Identify the five components of health related fitness and explain the connection between fitness and the overall physical and mental health. (S5.M1.8, S5.M2.8)	Explain the five components of health related fitness and expound upon the connection between fitness and the overall physical and mental health.
------------------------------------	---	---	--	---

# Grade 8 PE Proficiency Scale Q2

	<b>1 = Novice</b>	<b>2 = Partially Proficient</b>	<b>3 = Meeting Expectations</b>	<b>4 = Exceeding Expectations</b>
<b>Motor Skills and Movement Patterns</b>	Recognize two hand volley techniques, striking, weight transfer, and use drop-steps. Attempt to underhand serve.	Demonstrate two hand volley techniques, overhand striking, weight transfer, and use drop-steps. Underhand serve.	Demonstrate control using two hand volley techniques and strike with a mature overhand pattern. Demonstrate correct timing with weight transfer and use drop-steps in the direction of the pass. Demonstrate underhand serve consistently for distance and accuracy. (S1.M11.8, S1.M12.8, S1.M13.8, S1.M15.8, S1.M17.8, S1.M19.8)	Execute control in a mature manner using two hand volley techniques and using a mature overhand pattern to strike. Demonstrate correct timing with weight transfer and consistently use drop-steps in the direction of the pass. Execute underhand serve consistently for distance, accuracy, and power.
<b>Concepts and Strategies</b>	Understand open space for offensive movement concepts and recognize reducing open space through positioning and movement appropriate to quarter 2 tasks.	Attempt to create open space utilizing movement concepts: staying spread on offense, varying placement through force and timing, and using a variety of passes, fakes, and give and goes. Attempt to reduce open space through positioning and movement and try to utilize correct defensive plays appropriate to quarter 2 tasks.	Create open space utilizing offensive movement concepts: staying spread on offense, varying placement through force and timing, and using a variety of passes, fakes, and give and goes. Reduce open space by denying a catch, anticipating the speed of the object or person appropriate to quarter 2 tasks. (S2.M1.8, S2.M2.8, S2.M3.8, S2.M5.8, S2.M7.8, S2.M8.8, S2.M10.8)	Lead others in creating open space utilizing offensive movement concepts: staying spread on offense, varying placement through force and timing, and using a variety of passes, fakes, and give and goes. Consistently reduce open space by denying a catch, anticipating the speed of the object or person appropriate to quarter 2 tasks.
<b>Health-Enhancing Level</b>	Attempt to design a remediation program focused on an area of weakness based on the results of the health-related fitness assessment. Use available technology to self-monitor current fitness level with help and support.	Attempt to design a remediation program focused on areas of weakness based on the results of the health-related fitness assessment. Use available technology to self-monitor current fitness level.	Design and implement a remediation program focused on 3 areas of weakness based on the results of the health-related fitness assessment. Use available technology to self-monitor the quantity of exercise based on current fitness level. (S3.M8.8, S3.M15.8)	Design, implement, and advocate for a remediation program focused on 3 areas of weakness based on the results of the health-related fitness assessment and personal health and fitness knowledge. Use available technology to self-monitor and make adjustments for a quantity exercise-based fitness level.

<b>Value of Physical Education</b>	Identify a plan of action when faced with individual challenges with guidance and support.	Identify a plan of action when faced with individual challenges.	Develop a plan of action when faced with individual challenges. (S5.M3.8)	Develop and execute a plan of action, providing solutions when faced with individual challenges.
------------------------------------	--	--	---	--

## Grade 8 PE Proficiency Scale Q3

	<b>1 = Novice</b>	<b>2 = Partially Proficient</b>	<b>3 = Meeting Expectations</b>	<b>4 = Exceeding Expectations</b>
<b>Motor Skills and Movement Patterns</b>	<p>Demonstrate stationary dribbling or dribbling in motion attempting to change speed.</p> <p>Understand offensive skills and stepping to the direction of a pass with guidance and support appropriate to quarter 3 tasks.</p>	<p>Demonstrate dribbling with dominant and nondominant hand or foot attempting to change speed and direction with and without an implement.</p> <p>Attempt offensive skills.</p> <p>Attempt to uses drop-steps in the direction of the pass appropriate to quarter 3 tasks.</p>	<p>Demonstrate proficiency in dribbling with both dominant and nondominant hand or foot using a change of speed and direction with and without an implement.</p> <p>Execute at least 2 offensive skills (pivot, give and go, fake, jab step, and screen) to create open space with correct technique and uses drop-steps in the direction of the pass appropriate to quarter 3 tasks. (S1.M6.8, S1.M7.8, S1.M8.8, S1.M9.8, S1.M11.8)</p>	<p>Consistently execute dribbling with both dominant and nondominant hand and foot using a change of speed and direction with and without an implement.</p> <p>Execute several offensive skills (pivot, give and go, fake, and jab step) to create open space using correct techniques consistently and executes drop-steps in the direction of the pass appropriate to quarter 3 tasks.</p>
<b>Concepts and Strategies</b>	<p>Recognize offense and defense transitions.</p> <p>Understand open space for offensive movement concepts and recognize reducing open space through positioning and movement.</p> <p>Shoot to a target recognizing a varying shot appropriate to quarter 3 tasks.</p>	<p>Demonstrate transitions from offense to defense to offense.</p> <p>Attempt to create open space utilizing movement concepts: staying spread on offense, varying placement through force and timing, and using a variety of passes, fakes, and give and goes.</p> <p>Attempt to reduce open space through positioning and movement and try to utilize correct defensive plays.</p> <p>Select an offensive shot and recognize differences in the varying speed or trajectory based on location relative to the target appropriate to quarter 3 tasks.</p>	<p>Demonstrate transition from offense to defense and from defense to offense recovering quickly communicating with teammates and capitalizing on an advantage.</p> <p>Create open space utilizing offensive movement concepts, staying spread on offense, varying placement through force and timing, and using a variety of passes, fakes, and give and goes.</p> <p>Reduce open space by denying a catch, anticipating the speed of the object or person and staying on the goal side of the offensive player.</p> <p>Vary the speed, force, and trajectory of a shot based on location relative to the target appropriate to quarter 3 tasks. (S2.M1.8, S2.M2.8, S2.M3.8, S2.M4.8, S2.M5.8, S2.M6.8, S2.M7.8, S2.M8.8, S2.M9.8)</p>	<p>Demonstrate and mentor others in transitions from offense to defense and from defense to offense recovering quickly communicating with teammates and capitalizing on an advantage.</p> <p>Lead others in creating open space utilizing offensive movement concepts: staying spread on offense, varying placement through force and timing, and using a variety of passes, fakes, and give and gos.</p> <p>Consistently reduce open space by denying a catch, anticipating the speed of the object or person and staying on the goal side of the offensive player.</p> <p>Consistently create offensive shot executing speed, force, and trajectory of a shot based on location relative to the target of a goal appropriate to quarter 3 tasks.</p>

<p style="text-align: center;"><b>Health-Enhancing Level</b></p>	<p>Identify the components of health-related and skill-related fitness and the components of the overload principle with help and support (FITT formula). Attempt to define the relation of the Borg Rating of Perceived Exertion (RPE) and work effort with guidance and support.</p>	<p>Identify the components of health-related and skill-related fitness and the components of the overload principle (FITT formula). Attempt to define how the Borg Rating of Perceived Exertion (RPE) can be used to determine perception of the work effort or intensity of exercise.</p>	<p>Compare and contrast health-related and skill-related fitness components and use the overload principle (FITT formula). Define how the Borg Rating of Perceived Exertion Scale (RPE) can be used to adjust intensity during physical activity. (S3.M7.8, S3.M11.8, S3.M13.8)</p>	<p>Distinguish and implement the components of health-related and skill-related fitness and use the components of the overload principle (FITT formula). Define how the Borg Rating of Perceived Exertion (RPE) can be used to determine perception of the work effort or intensity of exercise and implement the use.</p>
<p style="text-align: center;"><b>Value of Physical Education</b></p>	<p>Identify enjoyable activity that promotes self-expression with help and support.</p>	<p>Identify enjoyable activity that promotes self-expression.</p>	<p>Identify and participate in an enjoyable activity that promotes self-expression. (S5.M5.8)</p>	<p>Participate and advocate for an enjoyable activity that promotes self-expression.</p>

# Grade 6 PE Proficiency Scale Q4

	<b>1 = Novice</b>	<b>2 = Partially Proficient</b>	<b>3 = Meeting Expectations</b>	<b>4 = Exceeding Expectations</b>
<b>Motor Skills and Movement Patterns</b>	<p>Attempt to demonstrate forehand and backhand strokes with long-handled or short-handled implement. Attempt to strike with an overhand pattern and strike a pitched ball. Understand offensive skills and stepping to the direction of a pass. Attempt rhythmic activities/dance forms.</p>	<p>Attempt to demonstrate forehand and backhand strokes with long-handled and short-handled implement. Strike with an overhand pattern and strike a pitched ball. Attempt offensive skills to create open space and use drop-steps in the direction of the pass. Attempt to demonstrate rhythm and pattern for different rhythmic activities/dance forms.</p>	<p>Demonstrate control using forehand and backhand strokes with long-handled and short-handled implement. Strike with an mature overhand pattern using an implement demonstrating accuracy and power. Strike a pitched ball with power. Execute at least 2 offensive skills (pivot, give and go, fake, jab step, and screen) to create open space with correct technique and uses drop-steps in the direction of the pass. Demonstrate correct rhythm and pattern for different rhythmic activities/dance forms. (S1.M1.8, S1.M6.8, S1.M7.8, S1.M11.8, S1.M13.8, S1.M14.8, S1.M16.8, S1.M19.8, S1.M20.8)</p>	<p>Consistently execute correct form for forehand and backhand strokes with long-handled and short-handled implement. Strike while moving demonstrating speed, accuracy, consistency, and power with an mature overhand pattern using an implement. Strike a pitched ball with power to an open space. Execute several offensive skills (pivot, give and go, fake, and jab step) to create open space using correct techniques consistently and executes drop-steps in the direction of the pass. Demonstrate and model for others correct rhythm and pattern for different rhythmic activities/dance forms.</p>
<b>Concepts and Strategies</b>	<p>Attempt to implement appropriate decision making based on safe protocols for self and others. Attempt to describe mechanical advantages for a variety of movement patterns such as: transition between offense and defense quickly communicating with teammates, creating open space utilizing varying offensive concepts, reducing open space applying defensive strategies, and demonstrating body control or spatial awareness to rhythmic activities/dance.</p>	<p>Attempt to implement appropriate decision making based on safe protocols for self and others. Describe mechanical advantages for a variety of movement patterns such as: transition between offense and defense quickly communicating with teammates, creating open space utilizing varying offensive concepts, reducing open space applying defensive strategies, and demonstrating body control and spatial awareness to rhythmic activities/dance.</p>	<p>Implement appropriate decision making based on safe protocols for self and others. Describe and apply mechanical advantages for a variety of movement patterns such as: transition between offense and defense quickly communicating with teammates, creating open space utilizing varying offensive concepts, reducing open space applying defensive strategies, and demonstrating body control and spatial awareness to rhythmic activities/dance. (S2.M1.8, S2.M2.8, S2.M3.8, S2.M4.8, S2.M5.8, S2.M6.8, S2.M7.8, S2.M8.8, S2.M10.8, S2.M11.8, S2.M12.8, S2.M13.8)</p>	<p>Consistently implement mature decision making based on safe protocols for self and others. Describe, consistently apply and evaluate mechanical advantages for a variety of movement patterns such as: transition between offense and defense quickly communicating with teammates, creating open space utilizing varying offensive concepts, reducing open space applying defensive strategies, and demonstrating body control and spatial awareness to rhythmic activities/dance.</p>

<b>Health-Enhancing Level</b>	Attempt to describe how body systems interact with one another during physical activity with guidance and support.	Attempt to describe how body systems interact with one another during physical activity.	Explain how body systems interact with one another during physical activity. (S3.M14.8)	Analyze how body systems interact with one another during physical activity.
<b>Value of Physical Education</b>	Find enjoyment in physical activity and use self-monitoring skills with guidance and support.	Identify physical activity as enjoyment and use self-monitoring skills to incorporate opportunities for physical activity.	Identify how physical activity creates enjoyment. Use effective self-monitoring skills to incorporate opportunities for physical activity. (S4.M2.8, S5.M4.8)	Identify and advocate for physical activity as a way to create enjoyment. Model effective self-monitoring skills to incorporate opportunities for physical activity.