Physical and Health Education

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

1. outline physical health education-related factual, procedural and conceptual knowledge
2. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
3. apply physical and health terminology to communicate understanding.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. **recalls some** physical health education factual, procedural, conceptual knowledge
2. **identifies** physical and health education knowledge to **outline** issues
3. **recalls** physical and health terminology.
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| 3-4 | The student: 1. **recalls** physical health education factual, procedural, conceptual knowledge
2. **identifies** physical and health education knowledge to **outline** issues **and suggest** solutions to problems set in familiar situations
3. **applies** physical and health terminology to communicate understanding **with limited success**.
 |
| 5-6 | The student: 1. **states** physical health education factual, procedural, conceptual knowledge
2. **identifies** physical and health education knowledge to **outline** issues **and solve** problems set in familiar situations
3. **applies** physical and health terminology to communicate understanding.
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| 7-8 | The student: 1. **outlines** physical health education factual, procedural, conceptual knowledge
2. **identifies** physical and health education knowledge to **describe** issues **and solve** problems set in familiar situations
3. **applies** physical and health terminology **consistently** to communicate understanding.
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Criterion B: Planning for performance

Maximum: 8

At the end of year 1, students should be able to:

1. construct and outline a plan for improving health or physical activity
2. describe the effectiveness of a plan based on the outcome.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. **states** plans for improving health or physical activity
2. **states** the effectiveness of the plan.
 |
| 3-4 | The student: 1. **outlines a basic** plan for improving health or physical activity
2. **states** the effectiveness of a plan **based on the outcome.**
 |
| 5-6 | The student: 1. **outlines** a plan for improving health or physical activity
2. **identifies** the effectiveness of a plan **based on the outcome.**
 |
| 7-8 | The student: 1. **constructs** and **outlines** a plan for improving health or physical activity
2. **describes** the effectiveness of a plan **based on the outcome.**
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Criterion C: Applying and performing

Maximum: 8

At the end of year 1, students should be able to:

1. recall and apply a range of skills and techniques effectively
2. recall and apply a range of strategies and movement concepts
3. recall and apply information to perform effectively.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. **recalls some** skills and techniques
2. **recalls some** strategies and movement concepts
3. **applies** information to perform with limited success.
 |
| 3-4 | The student: 1. **recalls** skills and techniques
2. **recalls** strategies and movement concepts
3. **applies** information to perform.
 |
| 5-6 | The student: 1. **recalls** and **applies** skills and techniques
2. **recalls** and **applies** strategies and movement concepts
3. **applies** information to perform **effectively**.
 |
| 7-8 | The student: 1. **recalls** and **applies a range** ofskills and techniques
2. **recalls** and **applies range** ofstrategies and movement concepts
3. **recalls** and **applies** information to perform **effectively**.
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Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 1, students should be able to:

1. identify and demonstrate strategies to enhance interpersonal skills
2. identify goals and apply strategies to enhance performance
3. describe and summarize performance.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. **states** a strategy to enhance interpersonal skills
2. **states** a goal to enhance performance
3. **describes** performance.
 |
| 3-4 | The student: 1. **lists** strategies to enhance interpersonal skills
2. **states** a goal and **applies** strategies to enhance performance
3. **summarizes** performance.
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| 5-6 | The student: 1. **identifies** strategies to enhance interpersonal skills
2. **lists** goals and **applies** strategies to enhance performance
3. **outlines** and **summarizes** performance.
 |
| 7-8 | The student: 1. **identifies** and **demonstrates** strategies to enhance interpersonal skills
2. **identifies** goals and **applies** strategies to enhance performance
3. **describes** and **summarizes** performance.
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