

# ACHIEVEMENT CHART – HEALTH AND PHYSICAL EDUCATION, GRADES 1–8

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</b>				
<b>The student:</b>				
Knowledge of content ( <i>e.g., facts, definitions, skills, principles and strategies, safe practices and procedures</i> )	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content ( <i>e.g., processes, techniques, ideas, relationships between concepts</i> )	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking – The use of critical and creative thinking skills and/or processes</b>				
<b>The student:</b>				
Use of planning skills ( <i>e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies</i> )	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills ( <i>e.g., synthesizing information, evaluating risk and determining appropriate safety measures, revising fitness goals, detecting bias</i> )	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes ( <i>e.g., goal setting, decision making, problem solving; analysing movement skills, strategizing, reflecting on learning and determining steps for improvement, critiquing</i> )	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication – The conveying of meaning through various forms</b>				
<b>The student:</b>				
Expression and organization of ideas and information in oral, visual, and/or written forms ( <i>e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals</i> )	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences ( <i>e.g., peers, teammates, adults</i> ) and purposes ( <i>e.g., to inform, instruct, promote</i> ) and in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness

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Communication ( <i>continued</i> )				
	The student:			
Use of health and physical education conventions, vocabulary, and terminology ( <i>e.g., using and interpreting signals and body language; using correct terminology to discuss parts of the body, health-related components of fitness, phases of movement [preparation, execution, follow-through]</i> ) in oral, visual and/or written forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills ( <i>e.g., movement skills, concepts, principles, strategies; training principles; health concepts; safe practices; personal and interpersonal skills, including teamwork, fair play, etiquette, leadership</i> ) in familiar contexts ( <i>e.g., physical activities, healthy living discussions</i> )	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts ( <i>e.g., transfer of movement skills, strategies, and tactics from a familiar physical activity to a new activity, transfer of planning skills to contexts such as fitness, healthy eating, healthy sexuality</i> )	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts ( <i>e.g., between active participation, learning in the health and physical education program, and healthy, active living; between health and physical education, other subjects, and personal experiences in and beyond school</i> )	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

**Health and Physical Education: Strands, Subgroups, and Living Skills**

	<b>Strand A: Active Living</b>		
	<b>A1. Active Participation</b> Regular participation, variety, lifelong activity Enjoyment, motivation	<b>A2. Physical Fitness</b> Fitness development through daily physical activity, personal fitness plans	<b>A3. Safety</b> Personal safety and safety of others during physical activity
<b>Living Skills</b>			
	<b>Strand B: Movement Competence: Skills, Concepts, Strategies</b>		
<b>Personal Skills [PS]</b>	<b>B1. Movement Skills and Concepts</b> Movement skills – stability, locomotion, manipulation Movement concepts – body awareness, effort, spatial awareness, relationships	<b>B2. Movement Strategies</b> Components of physical activities Strategies and tactics in all physical activities	
<b>Self-awareness and self-monitoring skills</b>			
<b>Adaptive, management, and coping skills</b>			
	<b>Interpersonal Skills [IS]</b> Movement principles		
	<b>Strand C: Healthy Living</b>		
<b>Communication skills</b>	<b>C1. Understanding Health Concepts</b> Understanding the factors that contribute to healthy growth and development		
<b>Relationship and social skills</b>	<b>C2. Making Healthy Choices</b> Applying health knowledge, making decisions about personal health and well-being		
<b>Critical and Creative Thinking [CT]</b>	<b>C3. Making Connections for Healthy Living</b> Making connections to link personal health and well-being to others and the world around them		
<b>Planning</b>			
<b>Processing</b>			
<b>Drawing conclusions/presenting results</b>			
<b>Reflecting/ evaluating</b>	<p><i>Expectations in the Healthy Living strand focus on the following four health topics. Positive behaviours in relation to each topic area contribute to overall mental health and emotional well-being.</i></p> <p>Healthy Eating                  Personal Safety and Injury Prevention                  Substance Use, Addictions, and Related Behaviours Growth and Development (1998) (See p. 33)                  Mental Health and Emotional Well-being</p>		