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| **Name:** | **Teacher:** | **Period:** |

***Physical and Health Education Self-Assessment – Term 2***

*Helping students acquire the knowledge, skills, and attitudes needed to develop and maintain their overall health & wellbeing*

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|  | | N/A  YET | EM | | D | P | | EX | |
| ***Physical Literacy: Learning Goals*** | |  |  | |  |  | |  | |
| 1. I practice AND apply fundamental movement skills (FMS) using PROPER FORM and TECHNIQUE:  locomotive - run, jump, hop, skip  non-locomotive - stretch, turn, flex, bend twist manipulative skills – kick, volley, strike, throw, bounce, catch | |  |  | |  |  | |  | |
| 2. I develop AND use a variety of movement concepts and game strategies in different physical activities. | |  |  | |  |  | |  | |
| 3. I monitor AND adjust my exertion levels as needed during fitness & physical activities. | |  |  | |  |  | |  | |
| 4. I demonstrate safety, fair play, and leadership in physical activities. | |  |  | |  |  | |  | |
| 5. I participate in a variety of physical activities in my school and community. | |  |  | |  |  | |  | |
| 6. I can explain motivational factors that influence participation in physical activities. | |  |  | |  |  | |  | |
| ***Healthy & Active Living: Learning Goals*** | |  |  | |  |  | |  | |
| 1. I participate in A VARIETY of physical activities to enhance and maintain my health & fitness. | |  |  | |  |  | |  | |
| 2. I can explain WHY developing skills in physical activities can increase confidence and lifelong participation. | |  |  | |  |  | |  | |
| 3. I reflect on MY healthy sexual decision making. | |  |  | |  |  | |  | |
| 4. I PLAN ways to overcome physical & health challenges that may prevent me from participating in physical activities. | |  |  | |  |  | |  | |
| 5. I plan and follow through with personal healthy-living goals. | |  |  | |  |  | |  | |
| ***Social and Community Health: Learning Goals*** | |  |  | |  |  | |  | |
| 1. I practice skills I have learned to maintain healthy relationships (self-regulation, responsible social media use) | |  |  | |  |  | |  | |
| 2. I participate in creating a culture of kindness in my class & school community. | |  |  | |  |  | |  | |
| 3. I respond to discrimination, stereotyping, and bullying in a positive way. | |  |  | |  |  | |  | |
| ***Mental Well-Being: Learning Goals*** | |  |  | |  |  | |  | |
| 1. I practice strategies that promote mental well-being (sleep, exercise, nutrition, reducing screen time) | |  |  | |  |  | |  | |
| 2. I understand the factors that contribute to substance use, vaping, and self-harming and the potential risk to myself. | |  |  | |  |  | |  | |
| 3. I can explore and discuss factors (social/cultural) that shape personal identities. | |  |  | |  |  | |  | |
| 4. I can describe the relationship between physical activity, mental well-being, and overall health. | |  |  | |  |  | |  | |
| **My overall learning at this time is INC EM D P EX** | | | | | | | | |
| ***My work habits are*** | **N** | | | **S** | | | **G** | | |

***Learning Standard Proficiency Scale:***

**Not Applicable Yet**

* The LEARNING has not been taught or practiced yet.
* Not able to communicate on student learning at this reporting period.

**Emerging**

* The student demonstrates an initial understanding of the concepts and competencies in relation to the expected LEARNING
* There is little evidence of progress toward the grade level expectations
* The situation needs intervention

### **Developing**

* The student demonstrates a partial understanding of the concepts and competencies in relation to the expected LEARNING.
* There is evidence of progress toward relevant prescribed learning outcomes but is inconsistent.
* The student needs support in some areas

### **Proficient**

* The student demonstrates a complete understanding of the concepts and competencies in relation to the expected learning.
* The LEARNING meets grade-level expectations
* There is evidence that relevant prescribed learning outcomes have been accomplished

### **Extending**

* The student demonstrates a sophisticated understanding of the concepts and competencies in relation to the expected learning.
* the LEARNING exceeds grade-level expectations in significant ways
* the student may benefit from extra challenge

***Training Principles: FITT principle, SAID principle, and Specificity***

**Frequency**-How many days per week  **Intensity**-how hard one exercises in the activity

**Type**-the type of activity or exercise, focusing on the fitness goal **Time-** how long the exercise session lasts

**SAID: Specific Adaptations to Imposed Demand:** the body will react and respond to the type of demand placed on it (eg. A student’s flexibility will eventually improve if person participates in regular stretching activities.)

**Specificity:** The types of exercises chosen will determine the kinds of fitness improvements (e.g., a student who wants to improve his or her flexibility levels would perform stretching exercises).

**Using the Training Principles, Write an INQUIRY question that DEVELOPS GOAL SETTING SKILLS for yourself next term.**

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