

Active Living: Grade Level 10 to 12

This elaborated scale can be used to evaluate student development in this aspect anytime during the year. Note that evaluation of student progress may require observation of actual student behaviour as written activities or other products may not always offer appropriate evidence. The rating scale may require adaptation when used for different grades, purposes and tasks.

Snapshots With assistance, the student can demonstrate some understanding of creating a plan to maintain a lifelong active lifestyle	The student has some understanding of creating and demonstrating a plan to maintain a lifelong active lifestyle	The student creates and demonstrates a plan to maintain a lifelong active lifestyle	The student demonstrates leadership in advocating for self and others to practice a lifelong active lifestyle
Emerging	Developing	Acquired	Accomplished
With assistance, the student will: <ul style="list-style-type: none"> ▪ recognize the difference between a health component and skill component of fitness ▪ communicate the benefits of regular participation in physical activity ▪ monitor exertion levels by taking heart rate accurately while exercising at various levels of intensity , at rest and recovery ▪ participate safely in a variety of moderate to vigorous activities prescribed by a teacher for 150 minutes weekly ▪ set goals to maintain or improve personal fitness levels ▪ make a plan to achieve fitness goals ▪ access own heart rate and practice elevating heart rate through activities of various levels of intensity ▪ monitor exertion levels to adjust fitness goals ▪ evaluate personal fitness and activity programs to maintain a lifelong active lifestyle ▪ communicate the benefits of regular physical activity ▪ identify opportunities for physical activity within the community to support personal fitness goals 	The student will: <ul style="list-style-type: none"> ▪ identify five health components of fitness (cardiovascular, muscular strength, muscular endurance, flexibility, body composition) ▪ identify four skill components of fitness (speed, agility, power, balance) ▪ identify activities that support each of the five health components of fitness ▪ identify activities that support each of the four skill components of fitness ▪ participate safely for a minimum of 150 minutes weekly in activities that develop and maintain the five components of fitness ▪ evaluate personal fitness and activity programs to maintain a lifelong active lifestyle ▪ monitor exertion levels by taking heart rate accurately while exercising at various levels of intensity , at rest and recovery ▪ understand the connection between frequency, intensity, time and type (FITT) of activities to maintain fitness levels ▪ communicate the benefits of regular physical activity ▪ identify opportunities for physical activity within the community and initiate access to support personal fitness goals 	The student will: <ul style="list-style-type: none"> ▪ demonstrate their understanding of five health components of fitness (cardiovascular, muscular strength, muscular endurance, flexibility, body composition) ▪ identify and give examples of four skill components of fitness (speed, agility, power, balance) ▪ understand the relationship of the health and skill components of fitness, and identify activities that support their development ▪ understand the relationship between muscle mass and body weight, and the relationship between body fat and health risk factors ▪ participate safely for a minimum of 150 minutes weekly in activities that develop and maintain the five components of fitness, and evaluate their effectiveness ▪ set achievable personal goals to maintain or improve fitness levels ▪ monitor exertion levels through accessing heart rate and/or applying the perceived rate of exertion (PRE) scale to achieve a training effect ▪ understand the connection between frequency, intensity, time and type (FITT) of activities to maintain fitness levels ▪ understand the benefits of regular physical activity ▪ access opportunities for physical activity within the community to support personal fitness goals 	The student will: <ul style="list-style-type: none"> ▪ use their knowledge of health and skill components of fitness to plan, achieve and maintain personal fitness goals ▪ understand the role of core strength in the health and skill components of fitness ▪ reflect on effectiveness of personal fitness goals and use SMART goal setting to adjust goals as needed ▪ understand how body composition (% body fat, muscle mass, body weight) relates to the body mass index (BMI) and health risk factors ▪ participate safely for a minimum of 150 minutes weekly in activities that develop and maintain the five components of fitness, and evaluate their effectiveness ▪ plan, maintain and evaluate activity programs for self and others to maintain a healthy lifestyle ▪ understand how skill and fitness levels affect activity choices over the course of their life ▪ advocate and promote an active living environment for self and others within the school and community ▪ advocate for lifelong active living for self and others through leadership and mentoring activities