Skill Development Plan

*Chosen Sport: Basketball*

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Grade 1

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| **Skill** | **Outcomes** | **Indicators** |
| Dribbling | **1.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing towards-control level when:  • throwing (rolling)  • catching (collecting, gathering)  • kicking | a. Use performance words (e.g., “look at the ball”, “step forward”) to demonstrate understanding of performance cues language related to skillful sending and receiving of objects.  b. Repeat teacher-stated performance cues (think-aloud) while performing manipulative skills. |
| Shooting | **1.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing towards-control level when:  • throwing (rolling)  • catching (collecting, gathering)  • kicking. | a. Use performance words (e.g., “look at the ball”, “step forward”) to demonstrate understanding of performance cues language related to skillful sending and receiving of objects.  b. Repeat teacher-stated performance cues (think-aloud) while performing manipulative skills.  **Progressing-towards-control Level of Skill:**  f. Explore rolling balls of various sizes at targets such as pylons.  j. Practise throwing a ball towards a stationary surface, such as a wall, and catching it after it rebounds off the wall, and off the wall and then the floor. |
| Passing/Receiving | **1.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing towards-control level when:  • throwing (rolling)  • catching (collecting, gathering)  • kicking. | a. Use performance words (e.g., “look at the ball”, “step forward”) to demonstrate understanding of performance cues language related to skillful sending and receiving of objects.  b. Repeat teacher-stated performance cues (think-aloud) while performing manipulative skills.  **Progressing-towards-control Level of Skill:**  c. Explore, with guidance, and discuss a variety of ways to throw small and large balls, scarves, beanbags, and other objects (e.g., throw underhand straight up, throw overhand far ahead, throw with right hand, throw with left hand, throw with two hands) to determine how the body movement changes when throwing in different ways.  d. Move objects such as small balls, bean bags, and scarves by transferring one, two, or three objects between hands (e.g., juggle two bean bags).  e. Throw various small objects (e.g., balls, beanbags) from varying distances, both underhand and overhand, under, over, through, and at obstacles such as nets and hoops, using one hand and then the other.  **Indicators**  g. Explore, with guidance, and discuss trying to catch in a variety of ways (e.g., with one hand, with two hands, objects thrown up high, objects thrown down low, objects that are rolling) to determine how the body movement changes when catching in different ways.  h. Catch, using two hands, a medium size ball thrown underhand by an experienced thrower who stands a short distance away.  i. Practise repeatedly tossing medium size balls to self and trying to catch them while not traveling. |
| Strategy/Tactics | **1.8 Play Strategies and Skills**  Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:   * low-organizational games involving travelling (e.g., tag games, follow-the- leader, hopscotch, long-rope skipping) * target games (e.g., ring or hoop toss, bowling, bocce ball) * alternate environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross- country skiing). | a. Explain and try to follow the main purpose or objective of games and activities while participating.  b. Practise teacher-described strategies for play that will support enjoyment in specified movement activities (e.g., tag games – move into open spaces, hide behind other people, move only when the ‘it’ person is getting close; bocce ball – release the ball close to the ground so it will roll on the ground and not fly through the air).  c. Demonstrate a willingness to try to apply discussed strategies for playing a variety of games (e.g., take turns being the leader in follow-the-leader).  d. Demonstrate attempts to use appropriate skills when playing games (e.g., hopping on one foot when appropriate while playing hopscotch).  e. Assume responsibility for various roles (e.g., leader, follower, “it”, “not it”) while participating in low-organizational games and activities. |

Grade 2

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| **Skill** | **Outcomes** | **Indicators** |
| Dribbling | **2.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: control level of skill when:  • throwing  • catching (collecting, gathering)  • kicking  progressing-towards control level of skill when:  • hand dribbling  • foot dribbling  • striking objects with hands  • striking objects with short-handled implements (e.g., short-handled racquets, paddles). | a. Use performance words (e.g., “look at the ball”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.  b. Say performance cues (think-aloud) while throwing, catching, kicking, hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements.  **Progressing-towards-control Level of Skill:**  i. Explore, with guidance, and discuss a variety of ways to dribble large balls with hands and feet (e.g., with two hands, with right hand, with left hand, with inside of right foot, with inside of left foot) to determine how the body movement changes when dribbling in different ways.  k. Practise bouncing a ball with two hands and catch it repeatedly, while remaining stationary.  l. Practise dribbling a ball with two hands continuously, while remaining stationary.  m. Explore dribbling a ball with one hand, and the other hand. |
| Shooting | **2.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: control level of skill when:  • throwing  • catching (collecting, gathering)  • kicking  progressing-towards control level of skill when:  • hand dribbling  • foot dribbling  • striking objects with hands  • striking objects with short-handled implements (e.g., short-handled racquets, paddles). | a. Use performance words (e.g., “look at the ball”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.  b. Say performance cues (think-aloud) while throwing, catching, kicking, hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements.  **Control Level of Skill:**  e. Throw/roll small objects (e.g., bean bags, balls) along the ground, in intended direction.  g. Catch various sizes of self-thrown balls that rebound off a wall, gradually progressing in distance away from the wall. |
| Passing/Receiving | **2.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: control level of skill when:  • throwing  • catching (collecting, gathering)  • kicking  progressing-towards control level of skill when:  • hand dribbling  • foot dribbling  • striking objects with hands  • striking objects with short-handled implements (e.g., short-handled racquets, paddles). | a. Use performance words (e.g., “look at the ball”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.  b. Say performance cues (think-aloud) while throwing, catching, kicking, hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements.  c. Describe how the body will move when in control of throwing, catching, and kicking skillfully.  **Control Level of Skill:**  d. Throw small objects (e.g., whiffle balls, bean bags) both overhand and underhand, with one hand, while looking at target and standing with hips open to the throwing arm side of the body, pointing non-throwing shoulder towards target, rocking backward and then stepping forward with the opposite foot from throwing arm, with hips and spine rotating to open to side of throwing arm, elbow flexing and held away from the body, non-throwing arm raising to shoulder level and pointing in direction of intended target, throwing arm extending backward into the backswing, and then throwing arm moving forward through release as nonthrowing arm moves downward, and after release, throwing arm moves to a follow through in the direction of intended target.  f. Catch with two hands both a self-tossed and a gently thrown object (e.g., whiffle balls, bean bags) from an experienced thrower, such as an older student, by holding arms in front of body with elbows flexed when preparing to catch, tracking the object with the eyes, extending arms to meet the object, and pulling the object into the body.  **Progressing-towards-control Level of Skill:**  q. Explore, with guidance, throwing and catching, kicking and receiving objects while moving (e.g., walking, jogging, skipping, sliding). |
| Strategy/Tactics | 2.8 Strategies and Skills  Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:  • low-organizational, cooperative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games, follow the-leader, fox and geese, parachute play, hopscotch)  • target games (e.g., ring or hoop toss, bowling, bocce ball, curling)  • alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country, skiing, cycling, dog sledding, tobogganing). | a. Describe and incorporate strategies for play that will support deeper understanding of, and engagement in, specified movement activities (e.g., tag games - move into open spaces, hide behind other people, move only when the ‘it’ person is getting close; bocce ball - release the ball close to the ground so it will roll on the ground and not fly through the air).  b. Use movement skills, rules, and basic strategies to support cooperative participation in a variety of low-organizational games.  c. Create, with a partner, rules and strategies for combining manipulative skills into target games and share games with others.  f. Participate in a variety of games and activities that focus on ‘hitting a target’ |

Grade 3

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| **Skill** | **Outcomes** | **Indicators** |
| Dribbling | **3.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  utilization level of skill when:  • throwing  • catching (collecting, gathering)  • kicking  control level of skill when:  • hand dribbling  • foot dribbling  • striking objects with hands  • striking objects with short-handled implements (e.g., short-handled racquets, paddles)  progressing-towards control level of skill when:  • volleying (to send an object in the air before it comes to rest) • striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks). | c. Use performance words (e.g., “head up looking forward”, “ball out in front”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.  d. Say performance cues (think-aloud) while performing hand dribbling, foot dribbling, striking objects with hands, striking objects with short-handled implements, volleying, and striking objects with long-handled implements. e. Describe how the body will move in control while hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements skillfully and safely.  **Control Level of Skill**  p. Dribble on the spot with one hand using the pads of the fingers to make contact on top of the ball and holding wrist firm yet flexible; bending knees slightly and keeping back straight as if sitting down a little; positioning feet with foot opposite to dribbling hand forward; holding head up looking for open spaces in the direction of potential travel.  q. Dribble with one hand through general space without losing control while keeping the hand on top of the ball and keeping the ball a little in front and to the side of the body. |
| Shooting | **3.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  utilization level of skill when:  • throwing  • catching (collecting, gathering)  • kicking  control level of skill when:  • hand dribbling  • foot dribbling  • striking objects with hands  • striking objects with short-handled implements (e.g., short-handled racquets, paddles)  progressing-towards control level of skill when:  • volleying (to send an object in the air before it comes to rest) • striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks). | c. Use performance words (e.g., “head up looking forward”, “ball out in front”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.  g. Throw and catch objects that rebound off a surface (e.g., off the floor, off a wall).  h. Throw a ball at a target, such as a net, while body is in the air (jumping). |
| Passing/Receiving | **3.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  utilization level of skill when:  • throwing  • catching (collecting, gathering)  • kicking  control level of skill when:  • hand dribbling  • foot dribbling  • striking objects with hands  • striking objects with short-handled implements (e.g., short-handled racquets, paddles)  progressing-towards control level of skill when:  • volleying (to send an object in the air before it comes to rest) • striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks). | c. Use performance words (e.g., “head up looking forward”, “ball out in front”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.  **Utilization Level of Skill**  f. Throw (toss) and catch with hands, maintaining control, a variety of objects (e.g., bean bags, hoops) and different sized and shaped balls, with different combinations of movement (stationary thrower to stationary receiver, stationary thrower to moving receiver, moving thrower to stationary receiver, and moving thrower to moving receiver).  j. Catch objects thrown to different levels, both with the hands and with implements such as a scoop.  k. Catch small objects with one hand utilizing both the right hand and the left hand.  **Control Level of Skill**  o. Self-assess ability to control manipulative skills such as throwing, catching, and kicking, to move as many balls as possible in a given amount of time (e.g., throw and catch with a partner, counting successful completions; kick a line-up of balls at a target, counting number of kicks). |
| Strategy/Tactics | **3.7 Strategies and Skills**  Select and use effective movement skills, tactics, and strategies while participating in:  • low-organizational, inventive, and cooperative games (e.g., tag games, relay races, fox and geese, prisoner’s base)  • small-sided and lead-up target games (e.g., bowling, curling, ring or hoop toss, bocce ball) • small-sided and lead-up striking/fielding games (e.g., kickball, long ball) • small-sided and lead-up invasion/territorial games (e.g., two-on-two, three on-three games using skills from games such as soccer, basketball, touch football)  • alternate environment activities (e.g., hiking, cross-country skiing, orienteering, aquatics, snowshoeing, canoeing, skating, tobogganing, cycling). | a. Identify the main intention of games (e.g., target games – to send away an object and make contact with a specific stationary target in fewer attempts or with more accuracy than the opponent; striking/fielding games – to place a ball away from fielders in order to run to bases and score more runs than opponents; invasion/territorial games – invading, getting possession, keeping possession, scoring on opponents’ goal) and suggest how these affect strategies used.  b. Cooperatively design, explain, and manage a team game involving given criteria (e.g., must include at least one target, at least two pieces of equipment, some vigorous movement, and a goal) to be played by classmates.  c. Identify and apply effective tactics to use in various games (e.g., striking games – placement of object, coverage of field; net games – positioning, placement of object; invasion games – moving to the open spaces when not in possession of the object).  d. Explain and apply tactics and simple rules used in low organizational and cooperative games (e.g., tag games, prisoner’s base, bombardment).  g. Demonstrate effective selection of movement skills and correct application of performance cues (e.g., look at target, move into open spaces, visually track object) in throwing and catching type games (e.g., keep away, person-in-the-middle).  h. Respond physically and correctly to movement vocabulary verbalized by the teacher (e.g., run to the North, turn in the direction that the sun sets, glide on two feet, frog kick with your legs).  i. Follow given directions and/or symbols to perform cooperative team tactics in specified situations (e.g., indoor kickball – spread out to cover the open spaces when team is on defense; orienteering race – follow a map to locate items to be gathered and return to a starting point). |

Grade 4

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| **Skill** | **Outcomes** | **Indicators** |
| Dribbling | **4.6 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  utilization level of skill when:  • hand dribbling • foot dribbling  • striking objects with hands and/or short handled implements (racquets and paddles)  control level of skill when:  • volleying (to send an object in the air before it comes to rest)  • striking objects with long-handled implements (bats, golf clubs, hockey sticks)  progressing-towards control level of skill when:  • punting. | Utilization Level of Skill:  d. Dribble with one hand a given number of times, then switch to dribble with the other hand the same number of times, without losing control of the ball.  e. Dribble with one hand, and then the other, varying the height of the dribble without stopping the dribble (e.g., low level bouncing - to knee height, medium level bouncing - between knee and waist height, high level bouncing - up to waist height).  f. Dribble with hands (one at a time) and feet to move through general space, starting and stopping on signal, without losing control of the ball.  g. Dribble with hands (one at a time) and feet around objects, covering general space |
| Shooting | **4.6 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  utilization level of skill when:  • hand dribbling • foot dribbling  • striking objects with hands and/or short handled implements (racquets and paddles)  control level of skill when:  • volleying (to send an object in the air before it comes to rest)  • striking objects with long-handled implements (bats, golf clubs, hockey sticks)  progressing-towards control level of skill when:  • punting.  **4.7 Complex Manipulative Skills**  Select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying objects) skills in increasingly complex movement activities such as lead-up games, including:  • throwing  • catching (gathering, collecting)  • kicking. | a. Use performance words (e.g., “hips at 90 degrees to target”, “backswing”, “transfer weight”) to demonstrate understanding of performance cues associated with skillful sending and receiving of objects.  **In the context of participation in lead-up games (e.g., scoopball, three on-three soft lacrosse, two-on-two basketball):**  c. Throw a ball at a target as a stationary opponent tries to block or deflect the throw.  e. Practise shooting at baskets using lightweight balls (e.g., sponge balls, soft-touch balls) keeping eyes focused on the goal, feet shoulder width apart with “shooting foot” forward and elbows close to the body; bending knees, placing shooting hand on the back of and slightly under the ball and non-shooting hand on the side of the ball with fingers, not palms, touching the ball; pushing ball upward towards the basket while extending legs; reaching hand up and “over” the rim. |
| Passing/Receiving | **4.6 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  utilization level of skill when:  • hand dribbling • foot dribbling  • striking objects with hands and/or short handled implements (racquets and paddles)  control level of skill when:  • volleying (to send an object in the air before it comes to rest)  • striking objects with long-handled implements (bats, golf clubs, hockey sticks)  progressing-towards control level of skill when:  • punting.  **4.7 Complex Manipulative Skills**  Select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying objects) skills in increasingly complex movement activities such as lead-up games, including:  • throwing  • catching (gathering, collecting)  • kicking. | a. Use performance words (e.g., “hips at 90 degrees to target”, “backswing”, “transfer weight”) to demonstrate understanding of performance cues associated with skillful sending and receiving of objects.  **In the context of participation in lead-up games (e.g., scoopball, three on-three soft lacrosse, two-on-two basketball):**  d. Throw and catch a variety of balls (e.g., football, basketball, softball), from a stationary and moving position, to and from partners who are both stationary and moving.  h. Trap and/or deflect balls sent by others. |
| Strategy/Tactics | **4.9 Skillful Play**  Select and use effective movement skills, tactics, and strategies while participating in:  • small-sided and leadup net/wall games (e.g., balloon volleyball, pickleball, hand ball) and refine selected movement skills, tactics, and strategies while participating in:  • low-organizational, inventive, and cooperative games (e.g., tag games, relay race, prisoner’s base) • small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball)  • small-sided and lead-up striking/fielding games (e.g., long ball, kick ball, softball)  • small-sided and lead-up invasion/territorial games (e.g., two-on-two, three on-three games using skills from games such as soccer, basketball, and soft lacrosse)  • alternate environment activities (e.g., hiking, aquatics, skating, snowshoeing, orienteering, cross-country skiing, tobogganing, cycling, tracking).  **4.10 Tactics, Strategies, and Rules**  Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to co-operative and competitive lead-up games as well as alternate environment activities, when alone and with others. | c. Distinguish between appropriate offensive tactics (e.g., placing ball farthest away from opponents, quickest and most effective way to move a ball as a team) and defensive tactics (e.g., moving to cover the open spaces, anticipating opponent’s ball placement) to be used in various games.  d. Apply the beginning individual offensive and defensive skills such as blocking, shielding, protecting, as well as spatial orientation while participating in low-organizational and lead-up games.  e. Create, as a class and with guidance, a checklist of effective game and team tactics and strategies to use in specified games (e.g., placement of the ball on opponent’s side of the net in a pickleball game), view classmates performing in a game situation, and provide feedback on the use of the strategies based on the checklist.  f. Plan and implement, cooperatively in pairs or groups, individual and team offensive and defensive skills and tactics for given situations while participating in a variety of invasion/territorial lead-up games (e.g., two-on-two no dribble “keep-away”, two on-one “person-in-the-middle”) and striking/fielding games (e.g., one-on-one kickball-at-the wall, one-on-two T-ball “bat where they are not”).  b. Work productively and respectfully with others in achieving a common group goal while participating in movement activities.  c. Work towards positive solutions in resolving disagreements that occur while participating in cooperative and competitive games.  d. Demonstrate correct and respectful application of rules and procedures when participating in a variety of games and alternate environment activities.  e. Express insights into why games have boundaries, time rules, and other restrictions, and how a game might change by varying one or more of these restrictions.  f. Create and implement tactics, strategies, and rules for cooperative and competitive lead-up games that support the well-being of self and others (e.g., increase the level of cardiovascular challenge, decrease the risk factors, maximize opportunities for all to play).  g. Demonstrate inclusiveness while participating in movement activities by ensuring that all classmates have the opportunity to use equipment and to take leadership roles.  h. Propose and implement modifications to strategies and rules used in games and alternate environment activities to enhance the inclusiveness of the activity (e.g., for people in wheelchairs, for people who are hearing impaired). |

Grade 5

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| **Skill** | **Outcomes** | **Indicators** |
| Dribbling | **5.5 Complex Manipulative**  Skills Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including:  • throwing  • catching (collecting, gathering)  • kicking  • hand dribbling  • foot dribbling  • striking with hands and short-handled implements (short-handled racquets and paddles). | a. Use performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of the performance cues used in refined manipulative skills performance.  j. Hand/foot dribble, maintaining control of the ball, through teacher and/or student designed obstacle courses.  k. Hand/foot dribble while trying to prevent an opponent from stealing the ball. |
| Shooting | **5.5 Complex Manipulative**  Skills Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including:  • throwing  • catching (collecting, gathering)  • kicking  • hand dribbling  • foot dribbling  • striking with hands and short-handled implements (short-handled racquets and paddles) | a. Use performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of the performance cues used in refined manipulative skills performance.  b. Incorporate “talk-aloud” self-learning methods (e.g., while performing manipulative skills saying the performance cues words out loud) to strengthen the ability to skillfully move objects.  c. Throw and catch a ball/object while being guarded by opponents.  e. Throw quickly at a target immediately after catching a ball/object. |
| Passing/Receiving | **5.5 Complex Manipulative**  Skills Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including:  • throwing  • catching (collecting, gathering)  • kicking  • hand dribbling  • foot dribbling  • striking with hands and short-handled implements (short-handled racquets and paddles). | a. Use performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of the performance cues used in refined manipulative skills performance.  b. Incorporate “talk-aloud” self-learning methods (e.g., while performing manipulative skills saying the performance cues words out loud) to strengthen the ability to skillfully move objects. |
| Strategy/Tactics | **5.7 Skillful Play**  Refine, alone and with others, selected movement skills, tactics, and strategies while participating in:  • small-sided and lead-up net/ wall games (e.g., badminton, tennis, table tennis, one bounce, three-on-three volleyball, pickleball, paddle ball) and critically reflect on chosen movement skills, tactics, and strategies used in: • small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball, archery)  • small sided and lead-up striking/fielding games (e.g., long ball, softball, kickball, cricket)  • small-sided and lead-up invasion/territorial games (e.g., two-on-two, three on-three games using skills from games such as soccer, basketball, and soft lacrosse)  • small-sided and lead-up alternate environment activities and games (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking, cycling, wall climbing, paddling). | a. Determine effective game tactics, in cooperation with others, using a problem-solving approach (e.g., devise an attacking and defending strategy in a small group participation game).  b. Execute the combination of selected movement skills in a variety of games and activities (e.g., scooter soccer, kick ball, one bounce volleyball, frisbee basketball, hoop golf).  c. Design and play an invasion/territorial type game, including rules and tactics, incorporating at least two motor skills. d. Distinguish between effective and ineffective individual and small group offensive and defensive tactics (i.e., body fakes, speed use, change of direction, keeping the body low while moving) to be used in specified types of games (e.g., net/wall games versus invasion/territorial games).  e. Verbalize effective skill performance as well as tactical decisions to strengthen the internalization and application potential.  f. Describe and apply the elements of making good decisions related to game play including paying attention to relevant actions (those that are affecting the progress of the game), anticipating responses by opponents, and choosing appropriate skills to perform (e.g., passing rather than shooting, drop shot rather than clear). g. Demonstrate an understanding of how the strategic components of one game can transfer to another game (e.g., make the object go to the opponents’ open spaces – badminton, softball, soccer).  j. Discuss and apply movement skills and strategies that will increase efficiency of movement used in a variety of alternate environment activities. |

Grade 6

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| **Skill** | **Outcomes** | **Indicators** |
| Dribbling | **6.5 Complex Skills**  Demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball). | a. Communicate using performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of performance cues to strengthen the performance of complex skills.  b. Incorporate “talk-aloud” self-learning methods (e.g., while performing complex skills, saying the performance cues words out loud) to strengthen the ability to skillfully perform complex skills.  **Progressing towards Control:**  e. Accompany (hand dribble, foot dribble, and/or carry), consistently using proper form, a variety of balls while moving (forwards, backwards, sideways) and while dodging opponents and objects following given criteria (e.g., speed, distance, stopping and starting, changing direction).  i. Demonstrate and apply an understanding of the concept of flow and how to achieve flow in relation to combined movements.  k. Explain and demonstrate examples of learning transfer as they relate to skill development (e.g., individual defensive movement in soccer and basketball; overhead clear in badminton compared to overhand serve in volleyball). |
| Shooting | **6.5 Complex Skills**  Demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball). | a. Communicate using performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of performance cues to strengthen the performance of complex skills.  b. Incorporate “talk-aloud” self-learning methods (e.g., while performing complex skills, saying the performance cues words out loud) to strengthen the ability to skillfully perform complex skills.  **Progressing towards Control:**  c. Send (throw [shoot], kick, strike, and volley), consistently using proper form, a variety of balls (e.g., volleyball, basketball, lacrosse ball, baseball, soccer ball, football) and objects (e.g., soft hockey pucks, frisbee, double balls) at stationary targets such as nets, hoops, pins, and open spaces, and at moving targets such as partners while varying movement of self (e.g., stationary, moving forward, moving backward, moving sideways, while dodging opponents and objects) following given criteria (e.g., speed, distance, type of pass or shot).  f. Verbalize and apply skill appropriate performance cues (e.g., opposite foot forward, weight transfer, backswing, follow through) while performing complex skills that are associated with target games and invasion/territorial games (e.g., golf drive from tee-off, delivering a rock in curling, shooting on a net in floor hockey).  h. Use the correct language of movement to identify the basic motor skills of complex movement skills (e.g., basketball layup: running, springing, leaping, landing, balancing, weight transfer).  i. Demonstrate and apply an understanding of the concept of flow and how to achieve flow in relation to combined movements. |
| Passing/Receiving | **6.5 Complex Skills**  Demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball). | a. Communicate using performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of performance cues to strengthen the performance of complex skills.  b. Incorporate “talk-aloud” self-learning methods (e.g., while performing complex skills, saying the performance cues words out loud) to strengthen the ability to skillfully perform complex skills.  **Progressing towards Control:**  c. Send (throw [shoot], kick, strike, and volley), consistently using proper form, a variety of balls (e.g., volleyball, basketball, lacrosse ball, baseball, soccer ball, football) and objects (e.g., soft hockey pucks, frisbee, double balls) at stationary targets such as nets, hoops, pins, and open spaces, and at moving targets such as partners while varying movement of self (e.g., stationary, moving forward, moving backward, moving sideways, while dodging opponents and objects) following given criteria (e.g., speed, distance, type of pass or shot).  d. Receive (catch, gather/trap, and deflect), consistently using proper form, a variety of balls (e.g., volleyball, basketball, lacrosse ball, baseball, soccer ball, football) and objects (e.g., soft hockey pucks, frisbee, double balls) while varying movement of self (e.g., stationary, moving forward, moving backward, moving sideways, while dodging opponents and objects).  g. Combine locomotor, non-locomotor, and manipulative skills to progress in the development of consistency in performance of individual skills that are sport specific (e.g., bowling delivery, soccer throw-in, badminton short serve, volleyball underhand pass to target). |
| Strategy/Tactics | **6.8 Movement Concepts**  Analyze and apply, with guidance, movement concepts to support skill development while participating in:  • target games (e.g., effort qualities in backswing and wrist action on “out-turn” in curling)  • invasion/territorial games (e.g., offensive pace to an “open space”). | a. Communicate, with clarity, using performance words to demonstrate understanding of how to perform a variety of movements associated with target games and invasion/ territorial games.  b. Communicate, with clarity, the terminology associated with skills and rules for selected team movement activities (e.g., in-turn and out-turn in curling, traveling/double dribble in basketball).  c. Apply concepts of aim and line of vision to the preparatory stage of skills used in target games (e.g., focus on the lane dots or the pins in bowling; focus on the skip’s broom or the intended ending position in curling).  e. Express insights into how to make adjustments to performance related to the movement concepts associated with target games (e.g., clockwise spin versus counter clockwise spin for a right-handed delivery in bowling) and invasion/territorial games (e.g., high speed dribble versus low control dribble in basketball).  f. Explain the difference between, and the importance of, developing both on-the-ball and off-the-ball movement.  g. Compare the performance cues related to various skills in a variety of target games and invasion/territorial games (e.g., shooting in basketball compared to delivery in bowling; individual defensive movement in soccer compared to lacrosse).  h. Demonstrate progression in skills development of self selected and teacher-selected skills required in target games and invasion/territorial games by using a pre-assessment, plan for growth, principle of practice, and post-assessment method.  i. Identify when self and others have reached the stage of “automatic” in skill performance. |

Grade 7

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| **Skill** | **Outcomes** | **Indicators** |
| Dribbling | **7.5 Complex Skills**  Demonstrate control, including smooth transitions, of complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, paddling a kayak, passing a lacrosse ball) while participating in movement activities. | c. Select personal goals for the performance of complex skills and practise for attainment by identifying the critical elements of a specific skill (e.g., basketball – dribbling: dominant hand, non-dominant hand, while guarded) and establishing criteria for demonstration of competent performance of skill (e.g., time ranges for an obstacle course or relay dribble, time to cover a long distance running course).  g. Combine locomotor, non-locomotor, and manipulative skills to perform game or sport required combination skills (e.g., soccer – dodge an opponent, run to an open space, receive a pass, fake, dribble in for a shot on net) in practise, and in modified game-like and game situations (e.g., three-on-three soccer, five-on-five soccer).  h. Combine movement skills that have been practised and learned for unpredictable situations and for the flow of the game in game situations (e.g., gathering and throwing while moving, dribbling and shooting while moving, shifting appropriately to receive).  k. Practise skills at a high level of engagement. |
| Shooting | **7.5 Complex Skills**  Demonstrate control, including smooth transitions, of complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, paddling a kayak, passing a lacrosse ball) while participating in movement activities. | a. Communicate, with clarity and correctness, using performance words to demonstrate understanding of the performance cues (e.g., backswing, hip rotation, follow through) to support the performance of complex skills.  b. Incorporate “talk-aloud” self-learning methods (e.g., while performing complex skills saying the performance cues words out loud) to strengthen the ability to skillfully perform complex skills  c. Select personal goals for the performance of complex skills and practise for attainment by identifying the critical elements of a specific skill (e.g., basketball – dribbling: dominant hand, non-dominant hand, while guarded) and establishing criteria for demonstration of competent performance of skill (e.g., time ranges for an obstacle course or relay dribble, time to cover a long distance running course).  h. Combine movement skills that have been practised and learned for unpredictable situations and for the flow of the game in game situations (e.g., gathering and throwing while moving, dribbling and shooting while moving, shifting appropriately to receive).  i. Analyze skill performance of self and others, detecting and correcting mechanical errors, based on pre-established and communicated criteria (e.g., performance cues checklist, rubric).  k. Practise skills at a high level of engagement. |
| Passing/Receiving | **7.5 Complex Skills**  Demonstrate control, including smooth transitions, of complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, paddling a kayak, passing a lacrosse ball) while participating in movement activities. | a. Communicate, with clarity and correctness, using performance words to demonstrate understanding of the performance cues (e.g., backswing, hip rotation, follow through) to support the performance of complex skills.  b. Incorporate “talk-aloud” self-learning methods (e.g., while performing complex skills saying the performance cues words out loud) to strengthen the ability to skillfully perform complex skills  d. Verbalize and apply skill appropriate performance cues (e.g., opposite foot forward, weight transfer, follow through) while practising striking skills associated with net/wall games and striking/fielding games (e.g., overhand serve in volleyball, short and long serve in badminton, batting in softball).  g. Combine locomotor, non-locomotor, and manipulative skills to perform game or sport required combination skills (e.g., soccer – dodge an opponent, run to an open space, receive a pass, fake, dribble in for a shot on net) in practise, and in modified game-like and game situations (e.g., three-on-three soccer, five-on-five soccer).  h. Combine movement skills that have been practised and learned for unpredictable situations and for the flow of the game in game situations (e.g., gathering and throwing while moving, dribbling and shooting while moving, shifting appropriately to receive).  k. Practise skills at a high level of engagement. |
| Strategy/Tactics | **7.8 Decision Making**  Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in:  - net/wall games (e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball)  - striking/fielding games (e.g., softball, longball, kickball, cricket)  - low-organizational, inventive, and cooperative games (e.g., walleyball, king’s court). | a. Communicate, with clarity and correctness, the terminology associated with the tactics of selected net/wall and striking/ fielding games while participating in practice and game situations.  c. Propose and practise the application of individual performance adjustments (e.g., badminton – opponent has a weak backhand stroke; therefore, birdie placement is to backhand) and team performance adjustments (e.g., shifting the positioning of the infield to accommodate batter strength) as a response to reading the opponent’s strategy.  d. Make effective choices that demonstrate strategic planning and reflect an awareness of what opponents and teammates are doing while in practice and game situations. e. Explain the connection between tactics and strategies used and the rules of a variety of net/wall games and striking/ fielding games (e.g., which serve is best to use in badminton based on the boundary lines – whether singles or doubles).  f. Identify, practise, and incorporate various offensive tactics, while participating in practice and game situations with classmates, that are used in a variety of:  - net/wall games (e.g., set to a spike in volleyball, hitting to open spaces in all games)  - striking/fielding games (e.g., when would be a good time to bunt in softball)  - low-organizational, inventive, and cooperative games (e.g., when to use the wall, and when not to, in walleyball).  g. Identify, practise, and incorporate various defensive tactics, while participating in practice and game situations with classmates, that are used in a variety of:  - net/wall games (e.g., returning to base position within the court after playing the ball, shifting to cover as a team)  - striking/fielding games (e.g., shifting positioning on the field when there is a left-handed batter)  - low-organizational, inventive, and cooperative games (e.g., adjusting positioning to receive a ball that is coming off the wall in walleyball)  i. Appropriately support teammates who are playing the ball by moving into position to receive the ball from the teammate.  j. Demonstrate purposeful team communication skills (e.g., calling the ball, calling for help, sharing what opponents are doing) while participating in game situations with classmates.  k. Adapt rules of low-organizational and inventive games (e.g., one bounce volleyball) based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusion, and/or safety) and participate in game situations with classmates using adapted rules. |

Grade 8

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| **Skill** | **Outcomes** | **Indicators** |
| Dribbling | **8.4 Complex Skills**  Utilize, including smooth transitions, complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities. | a. Demonstrate the ability to repeatedly perform a skill at game appropriate speed without hesitation. b. Demonstrate the ability to manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.  c. Demonstrate the ability to smoothly apply variations to a complex skill as required by a situation (e.g., basketball: reverse pivot to shot, reverse pivot while dribbling to avoid an opponent, cross-over dribble to avoid an opponent; educational gymnastics: tossing and catching a ball while rotating, while balancing, while leaping and landing).  d. Perform a variety of game specific complex skills (e.g., drop shot return of a short serve in badminton) at a level of automation while practising and participating in game situations.  e. Perform a variety of combinations of movement skills that reflect smooth transitions between skills (e.g., dance routines, gymnastics sequences, yoga sequences). |
| Shooting | **8.4 Complex Skills**  Utilize, including smooth transitions, complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities. | a. Demonstrate the ability to repeatedly perform a skill at game appropriate speed without hesitation. b. Demonstrate the ability to manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.  c. Demonstrate the ability to smoothly apply variations to a complex skill as required by a situation (e.g., basketball: reverse pivot to shot, reverse pivot while dribbling to avoid an opponent, cross-over dribble to avoid an opponent; educational gymnastics: tossing and catching a ball while rotating, while balancing, while leaping and landing).  d. Perform a variety of game specific complex skills (e.g., drop shot return of a short serve in badminton) at a level of automation while practising and participating in game situations.  e. Perform a variety of combinations of movement skills that reflect smooth transitions between skills (e.g., dance routines, gymnastics sequences, yoga sequences). |
| Passing/Receiving | **8.4 Complex Skills**  Utilize, including smooth transitions, complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities. | a. Demonstrate the ability to repeatedly perform a skill at game appropriate speed without hesitation. b. Demonstrate the ability to manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.  c. Demonstrate the ability to smoothly apply variations to a complex skill as required by a situation (e.g., basketball: reverse pivot to shot, reverse pivot while dribbling to avoid an opponent, cross-over dribble to avoid an opponent; educational gymnastics: tossing and catching a ball while rotating, while balancing, while leaping and landing).  d. Perform a variety of game specific complex skills (e.g., drop shot return of a short serve in badminton) at a level of automation while practising and participating in game situations.  e. Perform a variety of combinations of movement skills that reflect smooth transitions between skills (e.g., dance routines, gymnastics sequences, yoga sequences). |
| Strategy/Tactics | **8.6 Concepts, Tactics, & Strategies**  Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of:  • target games (e.g., bowling, curling, archery, golf, bocce ball)  • striking/fielding games (e.g., long ball, softball, slo-pitch, cricket)  • net/wall games (e.g., badminton, tennis, table tennis, volleyball, pickleball)  • invasion/territorial games (e.g., double ball, basketball, soccer, soft lacrosse, touch football, floor hockey, ultimate frisbee, rugby, team handball)  • low-organizational and inventive games (e.g., walleyball, capture the flag, prisoner’s base, speedball, kick the can, snowsnakes, bombardment). | a. Discuss and apply the various concepts involved in the different types of games (i.e., target games – sending away, wrist action on release of object, starting in aiming position; striking/fielding – placement of the ball on the field, covering bases, base running; net/wall – spatial awareness, positioning on court, returning to ‘base’ position, position of body, trajectory, depth, angles; invasion/territorial – keeping position, penetration, defensive positioning and movement in passing lanes, support for ball carrier, locomotion, on-the-ball movement, off-the-ball movement).  b. Communicate, with clarity and correctness, and practise offensive and defensive tactics and strategies that reflect the performance concepts to be used as a team while participating in striking/fielding, invasion/territorial, net/wall games, and low-organizational and inventive games (e.g., slo-pitch: one out, runner on first, grounder hit to short stop; volleyball: having a full team of six people receiving a serve compared to five, four, or three team members receiving a serve).  c. Explain and practise performance concepts and tactical decisions related to target games (e.g., wrist action in bowling and curling delivery release; club selection and stroke performance variation related to ball position in golf).  d. Collaboratively plan and implement the leading of physical experiences to enhance a self-selected skill, or game tactic and strategic concepts that involve individual and team performance (e.g., teach younger students how to move into open spaces in keep-away type games; teach classmates how to perform a skill in an area of personal expertise). |

Grade 9

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| **Skill** | **Outcomes** | **Indicators** |
| Dribbling | **9.5 Complex Skills**  Build skills towards proficiency in four self-selected complex movement skills including one from four of the following categories:  - target games (e.g., bowling, curling, golf, archery)  - striking/fielding games (e.g., long ball, softball, slo-pitch, cricket)  - net/wall games (e.g., badminton, tennis, table tennis, volleyball)  - invasion/territorial games (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)  - alternate environment activities (e.g., orienteering, skating, cross-country skiing, canoeing, roping, downhill skiing, dog sledding, wall climbing, in-line skating, skate boarding, cycling)  - body management activities (e.g., dance, wrestling, track and field, pilates, martial arts, yoga, aerobics, gymnastics). | a. Apply principles of practice (e.g., whole-part-whole, partwhole) to a self-created or pre-designed plan to improve performance in self-selected complex skills.  b. Implement visual and oral strategies (e.g., sketch movement patterns, verbalize performance of skill while performing it) to support skill development for each of the four self-selected complex movement skills.  c. Identify complex skills that are at a level of automation (i.e., can perform with control, smoothly and without hesitation) and demonstrate the ability to perform these skills while participating in game situations.  d. View and provide meaningful feedback on skill performance, of self and others, that could be a focus for improvement.  e. Create and implement plans to improve performance.  f. Use feedback from classmates, teacher, and self-assessment strategies (e.g., video, checklists) to determine strengths and weaknesses in performance of self-selected complex skills.  j. Assess level to which proficiency of performance of complex movement skills has been attained after repeated participation in the movement activities that incorporate the skills.  k. Willingly engage in opportunities for improvement by initiating and taking responsibility for learning how to support own skillful movement. |
| Shooting | **9.5 Complex Skills**  Build skills towards proficiency in four self-selected complex movement skills including one from four of the following categories:  - target games (e.g., bowling, curling, golf, archery)  - striking/fielding games (e.g., long ball, softball, slo-pitch, cricket)  - net/wall games (e.g., badminton, tennis, table tennis, volleyball)  - invasion/territorial games (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)  - alternate environment activities (e.g., orienteering, skating, cross-country skiing, canoeing, roping, downhill skiing, dog sledding, wall climbing, in-line skating, skate boarding, cycling)  - body management activities (e.g., dance, wrestling, track and field, pilates, martial arts, yoga, aerobics, gymnastics). | a. Apply principles of practice (e.g., whole-part-whole, partwhole) to a self-created or pre-designed plan to improve performance in self-selected complex skills.  b. Implement visual and oral strategies (e.g., sketch movement patterns, verbalize performance of skill while performing it) to support skill development for each of the four self-selected complex movement skills.  c. Identify complex skills that are at a level of automation (i.e., can perform with control, smoothly and without hesitation) and demonstrate the ability to perform these skills while participating in game situations.  d. View and provide meaningful feedback on skill performance, of self and others, that could be a focus for improvement.  e. Create and implement plans to improve performance.  f. Use feedback from classmates, teacher, and self-assessment strategies (e.g., video, checklists) to determine strengths and weaknesses in performance of self-selected complex skills.  j. Assess level to which proficiency of performance of complex movement skills has been attained after repeated participation in the movement activities that incorporate the skills.  k. Willingly engage in opportunities for improvement by initiating and taking responsibility for learning how to support own skillful movement. |
| Passing/Receiving | **9.5 Complex Skills**  Build skills towards proficiency in four self-selected complex movement skills including one from four of the following categories:  - target games (e.g., bowling, curling, golf, archery)  - striking/fielding games (e.g., long ball, softball, slo-pitch, cricket)  - net/wall games (e.g., badminton, tennis, table tennis, volleyball)  - invasion/territorial games (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)  - alternate environment activities (e.g., orienteering, skating, cross-country skiing, canoeing, roping, downhill skiing, dog sledding, wall climbing, in-line skating, skate boarding, cycling)  - body management activities (e.g., dance, wrestling, track and field, pilates, martial arts, yoga, aerobics, gymnastics). | a. Apply principles of practice (e.g., whole-part-whole, partwhole) to a self-created or pre-designed plan to improve performance in self-selected complex skills.  b. Implement visual and oral strategies (e.g., sketch movement patterns, verbalize performance of skill while performing it) to support skill development for each of the four self-selected complex movement skills.  c. Identify complex skills that are at a level of automation (i.e., can perform with control, smoothly and without hesitation) and demonstrate the ability to perform these skills while participating in game situations.  d. View and provide meaningful feedback on skill performance, of self and others, that could be a focus for improvement.  e. Create and implement plans to improve performance.  f. Use feedback from classmates, teacher, and self-assessment strategies (e.g., video, checklists) to determine strengths and weaknesses in performance of self-selected complex skills.  j. Assess level to which proficiency of performance of complex movement skills has been attained after repeated participation in the movement activities that incorporate the skills.  k. Willingly engage in opportunities for improvement by initiating and taking responsibility for learning how to support own skillful movement. |
| Strategy/Tactics | **9.6 Games, Tactics, & Strategies**  Design and implement, collaboratively, plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others in each of the following:  - target games (e.g., bowling, curling, golf, archery, bocce ball)  - striking/fielding games (e.g., long ball, softball, slopitch)  - net/wall games (e.g., badminton, tennis, table tennis, volleyball, pickleball)  - invasion/territorial games (e.g., basketball, soccer, touch football, soft lacrosse, floor hockey, rugby, ultimate frisbee, double ball, team handball)  - low-organizational, inventive, and cooperative games (e.g., capture the flag, prisoner’s base, speedball, kick the can, bombardment, dodgeball). | a. Participate, at moderate to vigorous levels, in a variety of game situations to practise the application of tactics, strategies, rules, and skills of play.  b. Consider tactical and strategic options, made alone and with others, as well as appropriate application of the rules and skills of the games, both full and lead-up (e.g., three-on-three soccer, halfcourt basketball, king’s court volleyball).  c. Demonstrate a willingness to discuss with teammates and to make group decisions regarding options for tactics and strategies to be used in game situations (e.g., play to run in touch football, defense to use in basketball, call to make in curling, how to create distractions to support teammates in prisoner’s base).  d. Demonstrate a personal understanding of effective tactical and strategic decisions to be used in given game situations.  e. Work towards a level of automation (i.e., can perform with control, smoothly and without hesitation) in the application of some self-specified, team-specified, and/or teacher-specified tactical decisions while participating in game situations.  f. Propose, and apply modifications to, rules of games to enhance the enjoyment and fitness benefits for all (e.g., two ‘spies’ allowed in prisoner’s base, one bounce allowed between contact in volleyball). |