

Hockey Grade 9 Skills Development (SK)				
are can use the skills I have	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	Outcome
on and independently challenging workout	I can create AND implement workout routines that focus on the development and maintenance of core strength.	I can create OR implement workout routines that focus on the development and maintenance of core strength.	With extensive guidance, I can create OR implement workout routines that focus on the development and maintenance of core strength.	HSK 9.1 Core Strength I can investigate and apply safe and effective strategies for development the strength of core muscles and joint muscles.
variety of equipment and technology into challenging workout routines that focus on	I can incorporate some equipment and technology into age appropriate workout routines that focus on the development of core strength.	I can incorporate some equipment and technology into simple workout routines that focus on the development of core strength.	With extensive guidance, I can incorporate some equipment and technology into simple workout routines that focus on the development of core strength.	
	·	•	focus on the development of core	Comments



	Hockey Grade 9 Skills Development (SK)			
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
I can implement a personal plan for improving a skill-related component of hockey (skating, passing, shooting, puckhandling) that I have chosen.	With extensive guidance, I can design OR implement a plan to improve one skill-related component of hockey I have chosen. With extensive guidance, I can critique personal plans to determine what worked well and what did not work well according to some of the class criteria.	I can design OR implement a plan to improve one skill-related component of hockey I have chosen. I can critique personal plans to determine what worked well and what did not work well according to some of the class criteria.	I can design AND implement a detailed plan to improve one skill-related component of hockey I have chosen. I can critique personal plans to determine what worked well and what did not work well according to class criteria.	I can design AND implement a detailed and challenging plan to improve a few skill-related components of hockey I have chosen. I can independently critique personal plans to determine what worked well and what did not work well according and make the necessary revisions.
	With extensive guidance, I can draw a few conclusions about my strengths and weaknesses in skill related components of hockey through participation in skillful movement activities.	I can draw a few conclusions about my strengths and weaknesses in skill related components of hockey through participation in skillful movement activities.	I can draw several conclusions about my strengths and weaknesses in skill related components of hockey through participation in skillful movement activities.	I can draw many profound and insightful conclusions about my strengths and weaknesses in skill related components of hockey through participation in skillful movement activities.



Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
	With extensive guidance, I can perform a few identified complex skills progressing toward a level of automation.	I can perform a few identified complex skills progressing toward a level of automation.	I can perform many identified complex skills approaching a level of automation.	I can perform identified complex skills at a level of automation.



Hockey Grade 9				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
I can design and implement plans to use effective tactics and strategies to enhance performance and enjoyment in each of the following:	I need frequent reminders to be occasionally fully engaged in a variety of game situations to practice the application of tactics, strategies, rules and skills of play.	I am occasionally fully engaged in a variety of game situations to practice the application of tactics, strategies, rules and skills of play.	I am frequently fully engaged in a variety of game situations to practice the application of tactics, strategies, rules and skills of play.	I am consistently and independently fully engaged in a variety of game situations to practice the application of tactics, strategies, rules and skills of play.
*warm up *skill building *small game.	With help, I can design a plan to enhance performance and enjoyment in hockey that considers tactical and strategic options (e.g. warm-up, skill-related activity, game).	I can design a plan to enhance performance and enjoyment in hockey that considers tactical and strategic options (e.g. warm-up, skill-related activity, game).	I can implement a plan to enhance performance and enjoyment in hockey that considers tactical and strategic options (e.g. warm-up, skill-related activity, game).	I can obtain feedback on a plan to enhance performance and enjoyment in hockey, and modify the plan in accordance with the feedback.
	I can apply appropriately a few of rules of hockey.	I can apply appropriately most of the rules of hockey.	I can apply appropriately all the rules of hockey.	If I break any rules of hockey, it is for a clear and strategic purpose that I can explain.
	I can apply appropriately a few of the skills of hockey.	I can apply appropriately several of the skills of hockey.	I can apply appropriately many of the skills of hockey.	I can apply appropriately a wide variety the skills of hockey.



Skills Development (SK)					
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.	
Comments					