



Physical Education Grade 6 Relationships				
OUTCOMES	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. <b>I achieve the outcome.</b>	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.
<b>6.11 Volunteerism and Leadership</b>  <b>Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.</b>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance,</b> I can identify <b>some</b> tasks involved in planning an event for others to participate in movement activity.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify <b>some</b> tasks involved in planning an event for others to participate in movement activity.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify <b>the various tasks involved</b> in planning an event for others to participate in movement activity.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify <b>and plan at least one</b> of the various tasks involved in planning an event for others to participate in movement activity.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With extensive guidance,</b> I can <b>design OR implement a portion</b> of the class plan that involves others participating in movement activities, either a teacher-selected one or one I have chosen myself.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>design OR implement a portion</b> of the class plan that involves others participating in movement activities, either a teacher-selected one or one I have chosen myself.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>design AND implement a portion</b> of the class plan that involves others participating in movement activities, either a teacher-selected one or one I have chosen myself.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>design in detail AND implement fluidly a portion</b> of the class plan that involves others participating in movement activities, either a teacher-selected one or one I have chosen myself.</li> </ul>
Comments				
<b>6.12 Influences</b>  <b>Analyze the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as source of information for making decisions related to</b>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance,</b> I can identify my own physical attributes and limitations and those of others related to participation in movement activities <b>OR</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can identify my own physical attributes and limitations and those of others related to participation in movement activities <b>OR</b> career choices.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify my own physical attributes and limitations and those of others related to participation in movement activities <b>AND</b> career choices.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify my own physical attributes and limitations and those of others related to participation in movement activities <b>AND</b> career choices, <b>while incorporating</b></li> </ul>



participation of self and others in movement activity as well as possible career choice implications.	career choices.			each person's unique abilities in varying activities.
Comments				
<b>6.13 Safety and Rules</b>  Analyze and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others.	<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I can distinguish between rules and guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>I can distinguish between rules and guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>I can illustrate why specific rules and guidelines exist in <b>particular activities</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can illustrate why specific rules and guidelines exist in a <b>variety of activities</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>I <b>need extensive guidance</b> to adhere to the rules and guidelines outlined in class.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>occasionally</b> adhere to the rules and guidelines outlined in class.</li> </ul>	<ul style="list-style-type: none"> <li>I adhere to the rules and guidelines outlined in class <b>most of the time</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>always</b> adhere to the rules and guidelines outlined in class.</li> </ul>
Comments				
<b>6.14 Relationship Skills</b>  Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities.	<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I can assess the level of social skills I demonstrate on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>With <b>guidance</b>, I can assess the level of social skills I demonstrate on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>I can assess the level of social skills I demonstrate on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>I can assess the level of social skills I demonstrate on a regular basis, and <b>point out changes I could make</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I can <b>propose options for personal behavior adjustments</b> to progress through the levels of social skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose options for personal behavior adjustments</b> to progress through the levels of social skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose AND willingly practice</b> options for personal behavior adjustments to progress through the levels of social skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose AND willingly practice</b> options for personal behavior adjustments to progress through the levels of social skills, and <b>continue to reassess my behavior and set new goals</b>.</li> </ul>



Comments				
<b>6.15 History and Culture</b>  <b>Examine, evaluate, and represent the historical and present impact of our World neighbours on the development of movement activity options as a means of supporting the well-being of self and others.</b>	<ul style="list-style-type: none"><li>• I need <b>extensive guidance and prompting</b> to participate in movement activities that originated with our World neighbors, led by others.</li><li>• With <b>extensive guidance</b>, I can represent the contributions of some of our World neighbors to the development of movement activity options.</li></ul>	<ul style="list-style-type: none"><li>• I <b>occasionally</b> participate in movement activities that originated with our World neighbors, led by others.</li><li>• I can <b>represent the contributions</b> of some of our World neighbors to the development of movement activity options.</li></ul>	<ul style="list-style-type: none"><li>• I participate in movement activities that originated with our World neighbors, led by others.</li><li>• I can <b>represent and explain the impact</b> of some of our World neighbours on the development of movement activity options.</li></ul>	<ul style="list-style-type: none"><li>• I <b>will sometimes lead</b> movement activities that originated with our World neighbors.</li><li>• Using my <b>representation</b>, I can <b>compare</b> the impact of some of our World neighbours on the development of movement activity options.</li></ul>
Comments				