



Physical Education Grade 6 Skillful Movement					
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. I <b>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>6.4 Skill-related Fitness</b>  <b>I can demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) and how they connect with the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body</b>	Skill-related components of fitness	<ul style="list-style-type: none"> <li>• <b>With extensive guidance,</b> I can demonstrate through movement an understanding of <b>some</b> of the <b>skill-related components of fitness.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate through movement an understanding of <b>some</b> of the <b>skill-related components of fitness.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate through movement an understanding of <b>most</b> of the <b>skill-related components of fitness (power, agility, speed, reaction time, balance, coordination).</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate through movement an understanding of <b>all</b> of the <b>skill-related components of fitness (power, agility, speed, reaction time, balance, coordination).</b></li> </ul>
	Health-related components of fitness	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b> I can demonstrate through movement an understanding of <b>some</b> of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate through movement an understanding of <b>some</b> of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate through movement an understanding of <b>most</b> of the <b>health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate through movement an understanding of <b>all</b> of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).</li> </ul>
	Connection	<ul style="list-style-type: none"> <li>• <b>With extensive guidance,</b> I can make connections between skill related and health related fitness <b>OR</b> show how they are different, through physical performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make connections between skill related and health related fitness <b>OR</b> show how they are different, through physical performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make connections between skill related and health related fitness <b>AND</b> show how they are different, through physical performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make <b>insightful</b> connections between skill related and health related fitness <b>AND</b> show how they are different, through physical performance <b>and explanation using</b></li> </ul>



Physical Education Grade 6 Skillful Movement					
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. I <b>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.
composition) in the development of each other.		<ul style="list-style-type: none"> <li>With frequent reminders, I will <b>occasionally</b> exert a physical effort when participating in challenges that develop health-related fitness and skill-related components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>occasionally</b> exert a physical effort when participating in challenges that develop health-related fitness and skill-related components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>almost always</b> exert a physical effort when participating in challenges that develop health-related fitness and skill-related components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>consistently and independently</b> exert a physical effort when participating in challenges that develop health-related fitness and skill-related components of fitness.</li> </ul>
Comments					
<b>6.5 Complex Skills</b>  I can demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and	Performance Cues	<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I communicate using <b>some</b> performance words to demonstrate an understanding of complex movement.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate using <b>some</b> performance words to demonstrate an understanding of complex movement.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate using <b>many</b> performance words to demonstrate an understanding of complex movement.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate using a <b>wide variety of specific</b> performance words to demonstrate an understanding of complex movement.</li> </ul>
	Combining Skills	<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I can combine locomotor,</li> </ul>	<ul style="list-style-type: none"> <li>I can combine locomotor, nonlocomotor <b>OR</b></li> </ul>	<ul style="list-style-type: none"> <li>I can combine locomotor, nonlocomotor <b>AND</b></li> </ul>	<ul style="list-style-type: none"> <li>I can combine locomotor, nonlocomotor <b>AND</b></li> </ul>



Physical Education Grade 6 Skillful Movement					
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. I <b>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.
manipulative (moving objects) skills as they apply to games and sports.		nonlocomotor <b>OR</b> manipulative skills in practice <b>OR</b> game activity while progressing towards control level.  • With <b>frequent prompting</b> , I may <b>occasionally</b> engage in opportunities to practice and enhance performance.	manipulative skills in practice <b>OR</b> game activity while progressing towards control level.  • I <b>occasionally</b> engage in opportunities to practice and enhance performance.	manipulative skills in practice <b>AND</b> game activity while progressing towards control level.  • I <b>often</b> engage in opportunities to practice and enhance performance.	manipulative skills <b>fluidly and with control</b> in practice <b>AND</b> game activity.  • I <b>consistently and independently</b> engage in opportunities to practice and enhance performance.
	Progressing toward control: sending	• With <b>extensive guidance</b> , I can send <b>some</b> objects using proper form at stationary <b>OR</b> moving targets while varying my movements.	• I can send <b>some</b> objects using proper form at stationary <b>OR</b> moving targets while varying my movements.	• I can send a variety of objects using proper form at stationary <b>AND</b> moving targets while varying my movements.	• I can send a variety of objects using proper form <b>and with accuracy</b> at stationary <b>AND</b> moving targets while varying my movements.
	Progressing toward control: receiving	• With <b>extensive guidance</b> , I can receive <b>some</b> objects using <b>acceptable</b> form while varying my movements.	• I can receive <b>some</b> objects using <b>acceptable</b> form while varying my movements.	• I can <b>receive</b> a variety of objects using <b>proper form</b> while varying my movements.	• I can <b>consistently receive</b> a variety of objects using <b>exemplary form</b> while varying my movements.
	Progressing toward control:	• With <b>extensive guidance</b> , I can <b>accompany</b> a variety of	• I can <b>accompany</b> a variety of objects using <b>acceptable form</b> while	• I can <b>accompany</b> a variety of objects using <b>proper form</b> while	• I can <b>accompany</b> a variety of objects using <b>exemplary form</b> while



Physical Education Grade 6 Skillful Movement					
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. I <b>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.
	accompanying	objects using <b>acceptable form</b> while moving <b>OR</b> evading opponents and objects.	moving <b>OR</b> evading opponents and objects.	moving <b>AND</b> evading opponents and objects.	moving <b>AND</b> evading opponents and objects.
Comments					
<b>6.6 Manipulative Skills</b> I can express and apply, with guidance, performance cues to help me move objects: ➤ to the utilization level of skill when punting.	Performance cues	<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I communicate using <b>some</b> performance related to sending objects.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate using <b>some</b> performance words related to sending objects.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate using <b>many</b> performance words related to <b>sending objects.</b></li> </ul>	<ul style="list-style-type: none"> <li>I communicate using a <b>wide variety of specific</b> performance words related to sending objects.</li> </ul>
	Punting	<ul style="list-style-type: none"> <li>I can punt a ball accurately based on given criteria at <b>the exploration level of skill.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can punt a ball based on given criteria at <b>the progressing toward control level of skill.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can punt a ball accurately based on given criteria at <b>the control level of skill.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can punt a ball accurately based on given criteria at <b>the utilization level of skill.</b></li> </ul>
Comments					
<b>6.7 Biomechanics</b> Explore, apply, and communicate the biomechanical concepts and	Force production	<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I can demonstrate my understanding of force production by using performance words <b>OR</b></li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate my understanding of force production by using performance words <b>OR</b> through movement.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate my understanding of force production by using performance words <b>AND</b> through movement.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>make connections</b> between my understanding of force production and various games, body management activities,</li> </ul>



Physical Education Grade 6 Skillful Movement					
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. 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.
principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills involving locomotor (traveling), non-locomotor (non-traveling), and manipulative (moving objects) skills.		through movement.			OR alternate environment activities.
	Force absorption	<ul style="list-style-type: none"> <li>With extensive guidance, I can demonstrate my understanding of force absorption by using performance words OR through movement.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate my understanding of force absorption by using performance words OR through movement.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate my understanding of force absorption by using performance words AND through movement.</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between my understanding of force absorption and various games, body management activities, OR alternate environment activities.</li> </ul>
	Force resistance	<ul style="list-style-type: none"> <li>With extensive guidance, I can demonstrate my understanding of force resistance by using performance words OR through movement.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate my understanding of force resistance by using performance words OR through movement.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate my understanding of force resistance by using performance words AND through movement.</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between my understanding of force resistance and various games, body management activities, OR alternate environment activities.</li> </ul>
Comments					



Physical Education Grade 6 Skillful Movement					
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. 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.
<b>6.8 Movement Concepts</b>  <b>Analyze and apply, with guidance, movement concepts to support skill development while participating in:</b> <ul style="list-style-type: none"> <li>target games</li> <li>invasion/territorial games.</li> </ul>	Performance cues	<ul style="list-style-type: none"> <li>With extensive guidance, I communicate using some performance related to sending objects.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate using some performance words related to sending objects.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate using many performance words related to sending objects.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate using a wide variety of specific performance words related to sending objects.</li> </ul>
	Target games	<ul style="list-style-type: none"> <li>With extensive guidance, I can apply concepts of aim and line of vision in target games.</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, I can apply concepts of aim and line of vision in target games.</li> </ul>	<ul style="list-style-type: none"> <li>With minimal guidance, I can apply concepts of aim and line of vision in target games.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and independently, I can apply concepts of aim and line of vision in target games.</li> </ul>
	Invasion/territorial games	<ul style="list-style-type: none"> <li>With extensive guidance, I can explain what peripheral vision is.</li> <li>With extensive guidance, I can show how I have improved in the skills required for target games or invasion/territorial games, EITHER skills I have selected OR those my teacher has selected.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what peripheral vision is.</li> <li>I can show how I have improved in the skills required for target games or invasion/territorial games, EITHER skills I have selected OR those my teacher has selected.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate the use of peripheral vision.</li> <li>I can show how I have improved in the skills required for target games or invasion/territorial games, both skills I have selected and those my teacher has selected.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply the use of peripheral vision to target games and invasion/territorial games.</li> <li>I can show how I have improved in the skills required for target games AND invasion/territorial games, both skills I have selected and those my teacher has selected.</li> </ul>



Physical Education Grade 6 Skillful Movement					
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. I <b>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.
Comments					
<b>6.9 Decision-Making</b>  <b>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:</b> <ul style="list-style-type: none"> <li>◦ target games</li> <li>◦ invasion/territorial games</li> <li>◦ low-organizational, inventive, and co-operative games.</li> </ul>	Performance cues	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I communicate, with <b>some clarity</b>, tactics <b>OR</b> strategies of selected target, territorial/invasion and low-organizational games.</li> </ul>	<ul style="list-style-type: none"> <li>• I communicate, with <b>some clarity</b>, tactics <b>OR</b> strategies of selected target, territorial/invasion and low-organizational games.</li> </ul>	<ul style="list-style-type: none"> <li>• I communicate <b>clearly</b> tactics <b>OR</b> strategies of selected target, territorial/invasion and low-organizational games.</li> </ul>	<ul style="list-style-type: none"> <li>• I communicate, <b>often and with extreme clarity</b>, tactics <b>AND</b> strategies of selected target, territorial/invasion and low-organizational games.</li> </ul>
	Defensive skills	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can <b>a few</b> effective <b>individual</b> defensive skills, tactics and strategies while practicing and playing various games.</li> <li>• <b>With extensive guidance</b>, I can use <b>a few</b> effective <b>team</b> defensive skills, tactics and strategies while practicing and playing various games.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use <b>a few</b> effective <b>individual</b> defensive skills, tactics and strategies while practicing and playing various games.</li> <li>• I can use <b>a few</b> effective <b>team</b> defensive skills, tactics and strategies while practicing and playing various games.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use effective <b>individual</b> defensive skills, tactics and strategies while practicing and playing various games.</li> <li>• I can use effective <b>team</b> defensive skills, tactics and strategies while practicing and playing various games.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use <b>and explain</b> effective <b>individual</b> defensive skills, tactics and strategies while practicing and playing various games.</li> <li>• I can use <b>and explain</b> effective <b>team</b> defensive skills, tactics and strategies while practicing and playing various games.</li> </ul>



Physical Education Grade 6 Skillful Movement					
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. 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.
	Offensive skills	<ul style="list-style-type: none"><li>• With <b>extensive guidance</b>, I can use a <b>few</b> effective <b>individual</b> offensive skills, tactics and strategies while practicing and playing various games.</li><li>• With <b>extensive guidance</b>, I can use a <b>few</b> effective <b>team</b> offensive skills, tactics and strategies while practicing and playing various games.</li></ul>	<ul style="list-style-type: none"><li>• I can use a <b>few</b> effective <b>individual</b> offensive skills, tactics and strategies while practicing and playing various games.</li><li>• I can use a <b>few</b> effective <b>team</b> offensive skills, tactics and strategies while practicing and playing various games.</li></ul>	<ul style="list-style-type: none"><li>• I can use effective <b>individual</b> offensive skills, tactics and strategies while practicing and playing various games.</li><li>• I can use effective <b>team offensive skills, tactics and strategies</b> while practicing and playing various games.</li></ul>	<ul style="list-style-type: none"><li>• I can use <b>and explain</b> effective <b>individual</b> offensive skills, tactics and strategies while practicing and playing various games.</li><li>• I can use <b>and explain</b> effective <b>team</b> offensive skills, tactics and strategies while practicing and playing various games.</li></ul>
Comments					