

## Physical Education Grade 5 Relationships

OUTCOMES		1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>5.8 Rules</b>  <b>I can demonstrate an understanding of and willingness to accept the rules of teacher-selected games, including lead-up games, and invented games by officiating and participating in classmate officiated competitions.</b>	I understand the rules of games.	<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I demonstrate an understanding of <b>most</b> of the rules and the adaptations of rules of <b>most of the</b> activities used in class.</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, I demonstrate an understanding of <b>most</b> of the rules and the adaptations of rules of <b>most of the</b> activities used in class.</li> </ul>	<ul style="list-style-type: none"> <li>I demonstrate an understanding of <b>most</b> of the rules and the adaptations of rules of activities used in class.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>demonstrate a clear and complete understanding</b> of the rules and the adaptations of rules of activities used in class.</li> </ul>
	I accept the rules of games.	<ul style="list-style-type: none"> <li>I <b>require extensive guidance</b> to accept the “official’s” decision regarding rule infractions without displaying negative reactions.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>occasionally</b> accept willingly the “official’s” decision regarding rule infractions without displaying negative reactions.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>almost always</b> accept willingly the “official’s” decision regarding rule infractions without displaying negative reactions.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>consistently and independently</b> accept willingly the “official’s” decision regarding rule infractions without displaying negative reactions.</li> </ul>
	I officiate games.	<ul style="list-style-type: none"> <li>With <b>extensive guidance</b>, I can perform simple officiating duties for a <b>part of an activity</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>With guidance</b>, I perform simple officiating duties willingly when I am asked.</li> </ul>	<ul style="list-style-type: none"> <li>I perform simple officiating duties willingly when I am asked.</li> </ul>	<ul style="list-style-type: none"> <li>I consistently and independently perform simple officiating duties when I asked, <b>and I volunteer my services as well.</b></li> </ul>
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<b>5.9 Safety and First Aid</b>  I can make decisions about how to prevent and care for common movement activity-related discomforts and injuries (e.g., stiffness, nose bleeds, and sprains).	Role-played injuries	<ul style="list-style-type: none"> <li>I require frequent guidance to apply recommended first-aid procedures for basic ‘role- played’ injuries.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply recommended first-aid procedures for basic ‘role- played’ injuries.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>apply recommended first-aid procedures</b> for basic ‘role- played’ injuries.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply recommended first-aid procedures for basic ‘role- played’ injuries, and <b>explain the reason for my actions.</b></li> </ul>
	Determine causes	<ul style="list-style-type: none"> <li>I require frequent guidance to <b>outline</b> causes, preventions OR care for teacher-specified discomforts and injuries using information from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>outline</b> causes, prevention, <b>OR</b> care for teacher-specified discomforts and injuries using information from <b>a few</b> sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine causes, prevention, <b>AND</b> care for teacher-specified discomforts and injuries using information from <b>a few</b> sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine causes, prevention, <b>AND</b> care for teacher-specified discomforts and injuries using information from <b>a variety of</b> sources.</li> </ul>
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<b>5.10 Social Skills</b>  <b>Examine and critically assess personal positioning within the five levels of a social skills continuum for participation in movement activities (i.e., irresponsible behaviour, self-control, involvement).</b>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance,</b> I am able to provide a simple assessment of the level of social skills I exhibit on a regular basis using the five levels of a social skills continuum, without any examples.</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to provide a <b>simple assessment</b> of the level of social skills I exhibit on a regular basis using the five levels of a social skills continuum, <b>without any examples.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I am able to <b>assess the level of social skills I exhibit on a regular basis using the five levels</b> of a social skills continuum, <b>with some specific examples.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I am able to assess <b>in detail and with insight</b> the level of social skills I exhibit on a regular basis using the five levels of a social skills continuum, <b>with many specific examples.</b></li> </ul>
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<p><b>5.11 Culture and History</b></p> <p><b>Examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options for participation in movement activities in this country.</b></p>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance,</b> I can <b>describe</b> the contributions of Canadians, both now and in the past, to providing options for participation in movement activities.</li> <li>• I communicate my conclusions about the contributions of <b>ONE</b> Canadian to providing options for participation in movement activities <b>with help.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> the contributions of Canadians, both now and in the past, to providing options for participation in movement activities.</li> <li>• I communicate my conclusions about the contributions of <b>ONE</b> Canadian to providing options for participation in movement activities <b>when I am asked.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>assess</b> the contributions of Canadians, both now and in the past, to providing options for participation in movement activities.</li> <li>• I communicate my conclusions about the contributions of Canadians to providing options for participation in movement activities <b>when I am asked.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> the contributions of Canadians, both now and in the past, to providing options for participation in movement activities.</li> <li>• I <b>volunteer to share my conclusions</b> about the contributions of Canadians to providing options for participation in movement activities.</li> </ul>

Comments