

Physical Education Grade 6 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.
6.11 Volunteerism and Leadership 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.	<ul style="list-style-type: none"> • With extensive guidance, I can identify some tasks involved in planning an event for others to participate in movement activity. 	<ul style="list-style-type: none"> • I can identify some tasks involved in planning an event for others to participate in movement activity. 	<ul style="list-style-type: none"> • I can identify the various tasks involved in planning an event for others to participate in movement activity. 	<ul style="list-style-type: none"> • I can identify and plan at least one of the various tasks involved in planning an event for others to participate in movement activity.
	<ul style="list-style-type: none"> • With extensive guidance, I can design OR implement a portion of the class plan that involves others participating in movement activities, either a teacher-selected one or one I have chosen myself. 	<ul style="list-style-type: none"> • I can design OR implement a portion of the class plan that involves others participating in movement activities, either a teacher-selected one or one I have chosen myself. 	<ul style="list-style-type: none"> • I can design AND implement a portion of the class plan that involves others participating in movement activities, either a teacher-selected one or one I have chosen myself. 	<ul style="list-style-type: none"> • I can design in detail AND implement fluidly a portion of the class plan that involves others participating in movement activities, either a teacher-selected one or one I have chosen myself.
Comments				

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<p>6.12 Influences</p> <p>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 participation of self and others in movement activity as well as possible career choice implications.</p>	<ul style="list-style-type: none"> • With extensive guidance, I can identify my own physical attributes and limitations and those of others related to participation in movement activities OR career choices. 	<ul style="list-style-type: none"> • I can identify my own physical attributes and limitations and those of others related to participation in movement activities OR career choices. 	<ul style="list-style-type: none"> • I can identify my own physical attributes and limitations and those of others related to participation in movement activities AND career choices. 	<ul style="list-style-type: none"> • I can identify my own physical attributes and limitations and those of others related to participation in movement activities AND career choices, while incorporating each person's unique abilities in varying activities.
<p>Comments</p>				
<p>6.13 Safety and Rules</p> <p>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.</p>	<ul style="list-style-type: none"> • With extensive guidance, I can distinguish between rules and guidelines. 	<ul style="list-style-type: none"> • I can distinguish between rules and guidelines. 	<ul style="list-style-type: none"> • I can illustrate why specific rules and guidelines exist in particular activities. 	<ul style="list-style-type: none"> • I can illustrate why specific rules and guidelines exist in a variety of activities.
	<ul style="list-style-type: none"> • I need extensive guidance to adhere to the rules and guidelines outlined in class. 	<ul style="list-style-type: none"> • I occasionally adhere to the rules and guidelines outlined in class. 	<ul style="list-style-type: none"> • I adhere to the rules and guidelines outlined in class most of the time. 	<ul style="list-style-type: none"> • I always adhere to the rules and guidelines outlined in class.
<p>Comments</p>				

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<p>6.14 Relationship Skills</p> <p>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.</p>	<ul style="list-style-type: none"> • With extensive guidance, I can assess the level of social skills I demonstrate on a regular basis. 	<ul style="list-style-type: none"> • With guidance, I can assess the level of social skills I demonstrate on a regular basis. 	<ul style="list-style-type: none"> • I can assess the level of social skills I demonstrate on a regular basis. 	<ul style="list-style-type: none"> • I can assess the level of social skills I demonstrate on a regular basis, and point out changes I could make.
	<ul style="list-style-type: none"> • With extensive guidance, I can propose options for personal behavior adjustments to progress through the levels of social skills. 	<ul style="list-style-type: none"> • I can propose options for personal behavior adjustments to progress through the levels of social skills. 	<ul style="list-style-type: none"> • I can propose AND willingly practice options for personal behavior adjustments to progress through the levels of social skills. 	<ul style="list-style-type: none"> • I can propose AND willingly practice options for personal behavior adjustments to progress through the levels of social skills, and continue to reassess my behavior and set new goals.
<p>Comments</p>				
<p>6.15 History and Culture</p> <p>Examine, evaluate, and represent the historical and present impact of our World neighbors on the development of movement activity options as a means of supporting the well-being of self and others.</p>	<ul style="list-style-type: none"> • I need extensive guidance and prompting to participate in movement activities that originated with our World neighbors, led by others. • With extensive guidance, I can represent the contributions of some of our World neighbors to the development of movement activity options. 	<ul style="list-style-type: none"> • I occasionally participate in movement activities that originated with our World neighbors, led by others. • I can represent the contributions of some of our World neighbors to the development of movement activity options. 	<ul style="list-style-type: none"> • I participate in movement activities that originated with our World neighbors, led by others. • I can represent and explain the impact of some of our World neighbours on the development of movement activity options. 	<ul style="list-style-type: none"> • I will sometimes lead movement activities that originated with our World neighbors. • Using my representation, I can compare the impact of some of our World neighbours on the development of movement activity options.

Comment