

Physical Education Grade 6 Skillful Movement

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

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and body composition) in the development of each other.		through physical performance. <ul style="list-style-type: none"> • With frequent reminders, I will occasionally exert a physical effort when participating in challenges that develop health-related fitness and skill-related components of fitness. 	performance. <ul style="list-style-type: none"> • I occasionally exert a physical effort when participating in challenges that develop health-related fitness and skill-related components of fitness. 	performance. <ul style="list-style-type: none"> • I almost always exert a physical effort when participating in challenges that develop health-related fitness and skill-related components of fitness. 	physical performance and explanation using explicit language. <ul style="list-style-type: none"> • I consistently and independently exert a physical effort when participating in challenges that develop health-related fitness and skill-related components of fitness.
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6.5 Complex Skills I can demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports.	Performance Cues	<ul style="list-style-type: none"> • With extensive guidance, I communicate using some performance words to demonstrate an understanding of complex movement. 	<ul style="list-style-type: none"> • I communicate using some performance words to demonstrate an understanding of complex movement. 	<ul style="list-style-type: none"> • I communicate using many performance words to demonstrate an understanding of complex movement. 	<ul style="list-style-type: none"> • I communicate using a wide variety of specific performance words to demonstrate an understanding of complex movement.
	Combining Skills	<ul style="list-style-type: none"> • With extensive guidance, I can combine locomotor, nonlocomotor OR manipulative skills in practice OR game activity while progressing towards control level. • With frequent prompting, I may occasionally engage in opportunities to practice and enhance performance. 	<ul style="list-style-type: none"> • I can combine locomotor, nonlocomotor OR manipulative skills in practice OR game activity while progressing towards control level. • I occasionally engage in opportunities to practice and enhance performance. 	<ul style="list-style-type: none"> • I can combine locomotor, nonlocomotor AND manipulative skills in practice AND game activity while progressing towards control level. • I often engage in opportunities to practice and enhance performance. 	<ul style="list-style-type: none"> • I can combine locomotor, nonlocomotor AND manipulative skills fluidly and with control in practice AND game activity. • I consistently and independently engage in opportunities to practice and enhance performance.

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	Progressing toward control: sending	<ul style="list-style-type: none"> • With extensive guidance, I can send some objects using proper form at stationary OR moving targets while varying my movements. 	<ul style="list-style-type: none"> • I can send some objects using proper form at stationary OR moving targets while varying my movements. 	<ul style="list-style-type: none"> • I can send a variety of objects using proper form at stationary AND moving targets while varying my movements. 	<ul style="list-style-type: none"> • I can send a variety of objects using proper form and with accuracy at stationary AND moving targets while varying my movements.
	Progressing toward control: receiving	<ul style="list-style-type: none"> • With extensive guidance, I can receive some objects using acceptable form while varying my movements. 	<ul style="list-style-type: none"> • I can receive some objects using acceptable form while varying my movements. 	<ul style="list-style-type: none"> • I can receive a variety of objects using proper form while varying my movements. 	<ul style="list-style-type: none"> • I can consistently receive a variety of objects using exemplary form while varying my movements.
	Progressing toward control: accompanying	<ul style="list-style-type: none"> • With extensive guidance, I can accompany a variety of objects using acceptable form while moving OR evading opponents and objects. 	<ul style="list-style-type: none"> • I can accompany a variety of objects using acceptable form while moving OR evading opponents and objects. 	<ul style="list-style-type: none"> • I can accompany a variety of objects using proper form while moving AND evading opponents and objects. 	<ul style="list-style-type: none"> • I can accompany a variety of objects using exemplary form while moving AND evading opponents and objects.
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6.6 Manipulative Skills 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"> • With extensive guidance, I communicate using some performance related to sending objects. 	<ul style="list-style-type: none"> • I communicate using some performance words related to sending objects. 	<ul style="list-style-type: none"> • I communicate using many performance words related to sending objects. 	<ul style="list-style-type: none"> • I communicate using a wide variety of specific performance words related to sending objects.
	Punting	<ul style="list-style-type: none"> • I can punt a ball accurately based on given criteria at the exploration level of skill. 	<ul style="list-style-type: none"> • I can punt a ball based on given criteria at the progressing toward control level of skill. 	<ul style="list-style-type: none"> • I can punt a ball accurately based on given criteria at the control level of skill. 	<ul style="list-style-type: none"> • I can punt a ball accurately based on given criteria at the utilization level of skill.
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		<p>6.7 Biomechanics Explore, apply, and communicate the biomechanical concepts and 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.</p>	<p align="center">Force production</p>	<ul style="list-style-type: none"> • With extensive guidance, I can demonstrate my understanding of force production by using performance words OR through movement. 	<ul style="list-style-type: none"> • I can demonstrate my understanding of force production by using performance words OR through movement.
<p align="center">Force absorption</p>	<ul style="list-style-type: none"> • With extensive guidance, I can demonstrate my understanding of force absorption by using performance words OR through movement. 		<ul style="list-style-type: none"> • I can demonstrate my understanding of force absorption by using performance words OR through movement. 	<ul style="list-style-type: none"> • I can demonstrate my understanding of force absorption by using performance words AND through movement. 	<ul style="list-style-type: none"> • I can make connections between my understanding of force absorption and various games, body management activities, OR alternate environment activities.
<p align="center">Force resistance</p>	<ul style="list-style-type: none"> • With extensive guidance, I can demonstrate my understanding of force resistance by using performance words OR through movement. 		<ul style="list-style-type: none"> • I can demonstrate my understanding of force resistance by using performance words OR through movement. 	<ul style="list-style-type: none"> • I can demonstrate my understanding of force resistance by using performance words AND through movement. 	<ul style="list-style-type: none"> • I can make connections between my understanding of force resistance and various games, body management activities, OR alternate environment activities.

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6.8 Movement Concepts Analyze and apply, with guidance, movement concepts to support skill development while participating in: <ul style="list-style-type: none"> ◦ target games ◦ invasion/territorial games. 	Performance cues	<ul style="list-style-type: none"> • With extensive guidance, I communicate using some performance related to sending objects. 	<ul style="list-style-type: none"> • I communicate using some performance words related to sending objects. 	<ul style="list-style-type: none"> • I communicate using many performance words related to sending objects. 	<ul style="list-style-type: none"> • I communicate using a wide variety of specific performance words related to sending objects.
	Target games	<ul style="list-style-type: none"> • With extensive guidance, I can apply concepts of aim and line of vision in target games. 	<ul style="list-style-type: none"> • With guidance, I can apply concepts of aim and line of vision in target games. 	<ul style="list-style-type: none"> • With minimal guidance, I can apply concepts of aim and line of vision in target games. 	<ul style="list-style-type: none"> • Consistently and independently, I can apply concepts of aim and line of vision in target games.
	Invasion/territorial games	<ul style="list-style-type: none"> • With extensive guidance, I can explain what peripheral vision is. • 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. 	<ul style="list-style-type: none"> • I can explain what peripheral vision is. • 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. 	<ul style="list-style-type: none"> • I can demonstrate the use of peripheral vision. • 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. 	<ul style="list-style-type: none"> • I can apply the use of peripheral vision to target games and invasion/territorial games. • 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.

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

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	Offensive skills	<ul style="list-style-type: none"> • With extensive guidance, I can use a few effective individual offensive skills, tactics and strategies while practicing and playing various games. • With extensive guidance, I can use a few effective team offensive skills, tactics and strategies while practicing and playing various games. 	<ul style="list-style-type: none"> • I can use a few effective individual offensive skills, tactics and strategies while practicing and playing various games. • I can use a few effective team offensive skills, tactics and strategies while practicing and playing various games. 	<ul style="list-style-type: none"> • I can use effective individual offensive skills, tactics and strategies while practicing and playing various games. • I can use effective team offensive skills, tactics and strategies while practicing and playing various games. 	<ul style="list-style-type: none"> • I can use and explain effective individual offensive skills, tactics and strategies while practicing and playing various games. • I can use and explain effective team offensive skills, tactics and strategies while practicing and playing various games.
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