



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.
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, and body	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 performance. 	<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 performance. 	<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 performance. 	<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 physical performance and explanation using



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composition) in the development of each other.		<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. 	<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. 	<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. 	<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. 	
Comments						
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	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, 	<ul style="list-style-type: none"> • I can combine locomotor, nonlocomotor OR 	<ul style="list-style-type: none"> • I can combine locomotor, nonlocomotor AND 	<ul style="list-style-type: none"> • I can combine locomotor, nonlocomotor AND 	



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



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	accompanying	objects using acceptable form while moving OR evading opponents and objects.	moving OR evading opponents and objects.	moving AND evading opponents and objects.	moving AND evading opponents and objects.	
Comments						
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. 	
Comments						
6.7 Biomechanics Explore, apply, and communicate the biomechanical concepts and	Force production	<ul style="list-style-type: none"> With extensive guidance, I can demonstrate my understanding of force production by using performance words OR 	<ul style="list-style-type: none"> 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 AND through movement. 	<ul style="list-style-type: none"> I can make connections between my understanding of force production and various games, body management activities, 	



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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"> 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. 	
	Force resistance	<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.
Comments					