

Grade 6 – Specific Outcomes

General Outcome A: Activity

A6–

Basic Skills

- 1 select, perform and refine challenging locomotor sequences
- 2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance
- 3 select, perform and refine challenging nonlocomotor sequences
- 4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- 5 demonstrate ways to receive, retain and send an object with increasing accuracy
- 6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship

Application of Basic Skills

- 7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking
- 8 demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others
- 9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
- 10 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone
- 11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games
- 12 select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics
- 13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics



General Outcome B: Benefits Health

B6–

Functional Fitness

- 1 explain the relationship between nutritional habits and performance in physical activity
- 2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
- 3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level

Body Image

- 4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
- 5 N/A

Well-being

- 6 identify and plan for personal positive benefits from specific physical activity
- 7 describe and chart individual fitness changes as a result of engaging in physical activity
- 8 understand the connection between physical activity, stress management and relaxation

General Outcome C: Cooperation

C6–

Communication

- 1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences
- 2 N/A

Fair Play

- 3 demonstrate etiquette and fair play

Leadership

- 4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education

Teamwork

- 5 describe and demonstrate practices that contribute to teamwork
- 6 identify and demonstrate positive behaviours that show respect for self and others



General Outcome D: Do it Daily...for Life!

D6–

Effort

- 1 demonstrate enjoyment of participation through extended effort in physical activity
- 2 identify and demonstrate strategies that encourage participation and continued motivation

Safety

- 3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions
- 4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
- 5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating

Goal Setting/Personal Challenge

- 6 set and modify goals to improve personal performance based on interests and abilities
- 7 analyze and create different ways to achieve an activity goal that is personally challenging

Active Living in the Community

- 8 examine factors that influence community decisions to support and promote physical activity
- 9 choose and actively participate in a new group or individual activity that encourages daily participation

GRADE 6 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Grade 6 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A6–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance	<ul style="list-style-type: none"> Use different forms of locomotion identified on a map to locate designated targets on an orienteering course set on the school field. Provide feedback to other students on the quality of the movements.
A6–7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking	<ul style="list-style-type: none"> With a partner, alternate swimming two lengths of a pool, using the front crawl. When not swimming, observe the partner. When finished, give feedback on one or two aspects as identified by the teacher; e.g., travelling in a straight line, breathing technique, high elbow on recovery.



Benefits Health

B6–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities	<ul style="list-style-type: none"> Compare and contrast pictures of elite athletes, such as cyclists, hikers and swimmers, identifying the physical attributes that provide an advantage in the activity; e.g., having big shoulders in swimming. Also include examples of elite athletes with body types that do not fit the ideal in order to acknowledge that success comes from a variety of attributes.
B6–6 identify and plan for personal positive benefits from specific physical activity	<ul style="list-style-type: none"> In small groups, plan and participate in an exercise program in preparation for alternative-environment activities; e.g., preparing leg muscles for skiing. Track progress throughout the program.



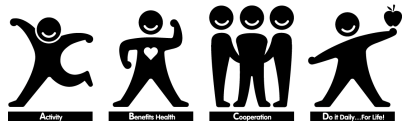
Cooperation

C6–4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education	<ul style="list-style-type: none"> Take turns to be the leader on an orienteering course. At the end of the course, identify what the qualities of the effective leaders were, and discuss the value of good followership.
C6–6 identify and demonstrate positive behaviours that show respect for self and others	<ul style="list-style-type: none"> List ways to show respect for others in the pool, list factors that contribute to the development of self-confidence and self-esteem, and demonstrate these things during activity.



Do it Daily...For Life!

D6–2 identify and demonstrate strategies that encourage participation and continued motivation	<ul style="list-style-type: none"> Listen to local park employees or naturalists talk about participation in wilderness areas, the programs available, and possible career opportunities.
D6–6 set and modify goals to improve personal performance based on interests and abilities	<ul style="list-style-type: none"> Plan and participate in activities that will broaden and enhance skill levels within an alternative environment; e.g., walking, cycling, snowshoeing and cross-country skiing.
D6–8 examine factors that influence community decisions to support and promote physical activity	<ul style="list-style-type: none"> Plan and direct a school track and field day and seek community support; e.g., seniors, local business, parks and recreation department.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																
<p>Selected Specific Outcomes</p> <p>A6–13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics</p> <p>D6–1 demonstrate enjoyment of participation through extended effort in physical activity</p> <p>D6–5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating</p> <p>D6–9 choose and actively participate in a new group or individual activity that encourages daily participation</p> <p>Criteria</p> <ul style="list-style-type: none"> • completes course by running or walking • locates course targets • participates in activity • relates to how orienteering can be helpful in life; e.g., reading maps or hiking guides, using a compass <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Map-a-Course – Students follow a map to locate designated targets on an orienteering course set on the school field.</p> <p>Evaluation Strategies</p> <p>Rubric</p> <table border="1" data-bbox="233 1094 1036 1423"> <thead> <tr> <th data-bbox="233 1094 435 1150">4 Excellent</th> <th data-bbox="436 1094 638 1150">3 Proficient</th> <th data-bbox="639 1094 841 1150">2 Adequate</th> <th data-bbox="842 1094 1036 1150">1 Limited</th> </tr> </thead> <tbody> <tr> <td data-bbox="233 1152 435 1234">consistently locates targets <input type="checkbox"/></td> <td data-bbox="436 1152 638 1234">frequently locates targets <input type="checkbox"/></td> <td data-bbox="639 1152 841 1234">occasionally locates targets <input type="checkbox"/></td> <td data-bbox="842 1152 1036 1234">rarely, if ever, locates targets <input type="checkbox"/></td> </tr> <tr> <td data-bbox="233 1236 435 1318">participates with enthusiasm <input type="checkbox"/></td> <td data-bbox="436 1236 638 1318">participates with interest <input type="checkbox"/></td> <td data-bbox="639 1236 841 1318">participates with some interest <input type="checkbox"/></td> <td data-bbox="842 1236 1036 1318">participates with encouragement <input type="checkbox"/></td> </tr> <tr> <td data-bbox="233 1320 435 1423">accurately relates orienteering to life <input type="checkbox"/></td> <td data-bbox="436 1320 638 1423">relates orienteering to life <input type="checkbox"/></td> <td data-bbox="639 1320 841 1423">somewhat relates orienteering to life <input type="checkbox"/></td> <td data-bbox="842 1320 1036 1423">rarely, if ever, relates orienteering to life <input type="checkbox"/></td> </tr> </tbody> </table> <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> • Provide specific feedback to encourage further development. <p>Progress Report Comments:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding that the importance of fitness and conditioning can be enhanced by orienteering activities. 	4 Excellent	3 Proficient	2 Adequate	1 Limited	consistently locates targets <input type="checkbox"/>	frequently locates targets <input type="checkbox"/>	occasionally locates targets <input type="checkbox"/>	rarely, if ever, locates targets <input type="checkbox"/>	participates with enthusiasm <input type="checkbox"/>	participates with interest <input type="checkbox"/>	participates with some interest <input type="checkbox"/>	participates with encouragement <input type="checkbox"/>	accurately relates orienteering to life <input type="checkbox"/>	relates orienteering to life <input type="checkbox"/>	somewhat relates orienteering to life <input type="checkbox"/>	rarely, if ever, relates orienteering to life <input type="checkbox"/>	<p>Teaching students about the environment does not need to be limited to the classroom. Through environmental games, students can learn about the makeup of our ecosystem. Such activities as Animal Survival teach students about the food chain; the interaction among carnivores, herbivores and omnivores; and the impact humans can have on the environment. Survival skills, such as preventing a bear attack or how to identify poison ivy, should be integrated into activities. Physical education can also teach students about outdoor ethics. Such concepts as not leaving a trace while hiking and camping; e.g., pack it in and pack it out, can be introduced through activities that are led by teachers or created by students.</p> <p style="text-align: center;">ABCD's of Physical Education</p>  <p>The image shows four stick figures in a row, each with a different pose. Below each figure is a small box with text: 'Activity' (a running figure), 'Benefits Health' (a figure with a heart), 'Cooperation' (two figures holding hands), and 'Do it Daily...for Life' (a figure with a checkmark).</p>
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GRADE 6 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 6 specific outcomes.



Specific Outcomes	Illustrative Examples
A6–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship	<ul style="list-style-type: none"> Use simple items; e.g., ribbons or fans, as stimuli to create dances or perform an established dance pattern.
A6–8 demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others	<ul style="list-style-type: none"> Discuss previous dance experiences. Learn dance styles that are new; e.g., jigs, line dancing, jazz.
A6–9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli	<ul style="list-style-type: none"> Make musical instruments from recycled items, such as bottles, boxes and spoons. Create movement sequences to rhythms and sounds made with these instruments.



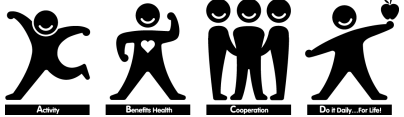
B6–3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level	<ul style="list-style-type: none"> Examine the kinds of actions within dances that relate to specific components of fitness; e.g., sequences/actions that improve flexibility. Identify personal strengths and those aspects of fitness that need practice.
B6–8 understand the connection between physical activity, stress management and relaxation	<ul style="list-style-type: none"> Develop a rap dance routine, based on the theme of the benefits of physical activity on stress management and relaxation.



C6–1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences	<ul style="list-style-type: none"> Examine and develop sequences, using rhythm, size of movement or repetition, based on the ways in which people of different ages/cultures meet, greet and part.
C6–6 identify and demonstrate positive behaviours that show respect for self and others	<ul style="list-style-type: none"> Watch finished dances performed by peers, and give feedback related to the objectives of the dances.



D6–1 demonstrate enjoyment of participation through extended effort in physical activity	<ul style="list-style-type: none"> Regularly, during the year, display enthusiasm for specific dances by repeating these dances. Discuss the increased benefit received when dancing with great effort.
D6–9 choose and actively participate in a new group or individual activity that encourages daily participation	<ul style="list-style-type: none"> Through discussion, and in journals, identify which aspects of your activity/learning in dance affect your participation in other physical activities.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																									
<p>Selected Specific Outcomes</p> <p>A6–9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli</p> <p>D6–2 identify and demonstrate strategies that encourage participation and continued motivation</p> <p>Criteria</p> <ul style="list-style-type: none"> • performs rhythmic movement that is consistent with the theme • coordinates movement with music • demonstrates techniques of dance style • engages in activity <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Have students create a dance. Choose music that has a discernible beat of 4/4 time. The new drum beat, stomp-type music is ideal. To create a dance:</p> <ul style="list-style-type: none"> • think of two ways of moving your feet—four beats each • think of two ways of moving your arms—four beats each • think of two ways to travel across the floor—fit the space—for four beats each. <p>Combine these things to make a dance so each element flows smoothly.</p> <p>Evaluation Strategies</p> <p>Analytic Rating Scale (Self/peer evaluation)</p> <table border="1" data-bbox="212 1108 1019 1423"> <thead> <tr> <th data-bbox="212 1108 824 1276">Criteria</th> <th data-bbox="824 1108 873 1276">Consistently</th> <th data-bbox="873 1108 922 1276">Frequently</th> <th data-bbox="922 1108 971 1276">Occasionally</th> <th data-bbox="971 1108 1019 1276">Rarely, if ever</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 1276 824 1339">Rhythmic movement is expressive and consistent with the theme</td> <td data-bbox="824 1276 873 1339"></td> <td data-bbox="873 1276 922 1339"></td> <td data-bbox="922 1276 971 1339"></td> <td data-bbox="971 1276 1019 1339"></td> </tr> <tr> <td data-bbox="212 1339 824 1360">Movements are coordinated with the music</td> <td data-bbox="824 1339 873 1360"></td> <td data-bbox="873 1339 922 1360"></td> <td data-bbox="922 1339 971 1360"></td> <td data-bbox="971 1339 1019 1360"></td> </tr> <tr> <td data-bbox="212 1360 824 1392">Techniques of dance style are consistent and appropriate</td> <td data-bbox="824 1360 873 1392"></td> <td data-bbox="873 1360 922 1392"></td> <td data-bbox="922 1360 971 1392"></td> <td data-bbox="971 1360 1019 1392"></td> </tr> <tr> <td data-bbox="212 1392 824 1423">Participant engages in activity</td> <td data-bbox="824 1392 873 1423"></td> <td data-bbox="873 1392 922 1423"></td> <td data-bbox="922 1392 971 1423"></td> <td data-bbox="971 1392 1019 1423"></td> </tr> </tbody> </table> <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> • Oral feedback—identify features that stand out. • How creative was the performance? • How smooth was the performance? • Were the members of the group in time with each other? • Did the members of the group show contrast? • How distinguishable were the shapes from actions? • Was the routine interesting and enjoyable? <p>Progress Report Comments:</p> <ul style="list-style-type: none"> • Student shows creativity in developing and performing a dance sequence. 	Criteria	Consistently	Frequently	Occasionally	Rarely, if ever	Rhythmic movement is expressive and consistent with the theme					Movements are coordinated with the music					Techniques of dance style are consistent and appropriate					Participant engages in activity					<p>By Grade 6, students should be able to combine basic skills with partner work and elements of time. Folk, line and square dances are excellent dance forms in which to integrate these concepts. For example, more challenging dance steps, such as the grapevine, can be integrated into line dances that use both slow and fast tempo music. Also, square dance provides students with an opportunity to use a variety of dance steps with a partner while still having a relationship with a group of students. The dance steps used should be modified to suit the needs and abilities of the students. Students should be able to modify dance steps to experience success and to rehearse those steps with which they are having difficulty.</p> <p style="text-align: center;">ABCD's of Physical Education</p>  <p>The image shows four stick figures in various active poses. Below each figure is a small box with text: 'Activity', 'Benefits Health', 'Cooperation', and 'Do it Daily...for Life!'.</p>
Criteria	Consistently	Frequently	Occasionally	Rarely, if ever																						
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GRADE 6 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Grade 6 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A6-5 demonstrate ways to receive, retain and send an object with increasing accuracy	<ul style="list-style-type: none"> Using a soft lacrosse stick, run while cradling the ball, and shoot at a target. Progress to passing with a partner, and later add a defender.
A6-10 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone	<ul style="list-style-type: none"> Using three pieces of equipment; e.g., a hoop, a soft flying disc and a mat, create a game that uses specified skills; e.g., jumping, dodging, throwing and catching.
A6-11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games	<ul style="list-style-type: none"> Practise a give-and-go tactic with a soccer ball, by kicking a ball at an angle to the wall and moving to get the pass back from the wall. Add a stationary defender, and while dribbling toward the defender, pass to the wall before getting the return pass. Extend this activity by having an offensive player replace the wall to provide the pass back. Play a soccer game, and emphasize the give-and-go tactic.



Benefits Health

B6-1 explain the relationship between nutritional habits and performance in physical activity	<ul style="list-style-type: none"> Review <i>Canada's Food Guide to Healthy Eating</i>, and discuss how various foods in each of the food groups, including culturally-specific foods, benefit physical development and performance; e.g., protein for building muscle tissue, calcium for strong bones, sodium and potassium for nerve conduction.
B6-2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity	<ul style="list-style-type: none"> Working in small groups, plan and participate in a fitness circuit using different games to develop endurance, strength and flexibility.




Cooperation

C6-3 demonstrate etiquette and fair play	<ul style="list-style-type: none"> Before playing doubles net and wall games; e.g., badminton or one-wall handball, highlight the strategies that will help create an effective team; e.g., calling "out" or "long" for your partner, playing an up-and-back formation, switching to a side-by-side formation when needed.
C6-5 describe and demonstrate practices that contribute to teamwork	<ul style="list-style-type: none"> Take part in activities that require communication with others, and review how communication is an important strategy in many team games.



Do it Daily...For Life!

D6-3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions	<ul style="list-style-type: none"> Periodically review safety procedures and demonstrate them; e.g., handling equipment, emergency procedures, how to check for unsafe equipment and facilities.
D6-4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities	<ul style="list-style-type: none"> Identify what joints and areas of the body are especially important to stretch before playing certain games and activities; e.g., shoulders and trunk in scooter handball.
D6-7 analyze and create different ways to achieve an activity goal that is personally challenging	<ul style="list-style-type: none"> Identify one aspect of your games play to improve upon, and suggest a variety of approaches to attain this goal.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																																										
<p>Selected Specific Outcomes</p> <p>A6–10 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone</p> <p>C6–3 demonstrate etiquette and fair play</p> <p>C6–5 describe and demonstrate practices that contribute to teamwork</p> <p>Criteria</p> <ul style="list-style-type: none"> follows rules plays fairly cooperates with others encourages team members demonstrates game skills; e.g., pass, volley, serve <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Play three-on-three volleyball on half a court, using a beach ball or a volleyball.</p> <p>Evaluation Strategies</p> <p>Checklist</p> <table border="1" data-bbox="212 905 979 1083"> <thead> <tr> <th>Peer Evaluation</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Follows rules</td> <td></td> <td></td> </tr> <tr> <td>Plays fairly</td> <td></td> <td></td> </tr> <tr> <td>Shows cooperation/teamwork</td> <td></td> <td></td> </tr> <tr> <td>Encourages team members (congratulates)</td> <td></td> <td></td> </tr> <tr> <td>Demonstrates game skills</td> <td></td> <td></td> </tr> </tbody> </table> <p>Rubric</p> <table border="1" data-bbox="217 1125 1052 1633"> <thead> <tr> <th>4 Excellent</th> <th>3 Proficient</th> <th>2 Adequate</th> <th>1 Limited</th> </tr> </thead> <tbody> <tr> <td>consistently cooperates with members of the team <input type="checkbox"/></td> <td>frequently cooperates with members of the team <input type="checkbox"/></td> <td>occasionally cooperates with members of the team <input type="checkbox"/></td> <td>rarely, if ever, cooperates with members of the team <input type="checkbox"/></td> </tr> <tr> <td>consistently encourages other team members <input type="checkbox"/></td> <td>frequently encourages other team members <input type="checkbox"/></td> <td>occasionally encourages other team members <input type="checkbox"/></td> <td>rarely, if ever, encourages other team members <input type="checkbox"/></td> </tr> <tr> <td>consistently moves to the ball without hesitation <input type="checkbox"/></td> <td>frequently moves to the ball; does not hesitate to play the ball <input type="checkbox"/></td> <td>occasionally moves to the ball, but hesitates to play the ball <input type="checkbox"/></td> <td>rarely, if ever, moves to the ball; hits the ball if it comes right to him or her <input type="checkbox"/></td> </tr> <tr> <td>consistently demonstrates, with confidence, knowledge of the rules of the game <input type="checkbox"/></td> <td>frequently demonstrates knowledge of the rules of the game <input type="checkbox"/></td> <td>occasionally demonstrates knowledge of the rules of the game <input type="checkbox"/></td> <td>unable to demonstrate knowledge of the rules of the game <input type="checkbox"/></td> </tr> <tr> <td>consistently plays fairly and shows appropriate etiquette <input type="checkbox"/></td> <td>displays a positive attitude <input type="checkbox"/></td> <td>displays an indifferent attitude <input type="checkbox"/></td> <td>displays a negative attitude <input type="checkbox"/></td> </tr> </tbody> </table> <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> Provide oral feedback throughout games. <p>Progress Report Comments:</p> <ul style="list-style-type: none"> Student demonstrates and practises the principles of fair play and teamwork while participating in team sports. 	Peer Evaluation	Yes	No	Follows rules			Plays fairly			Shows cooperation/teamwork			Encourages team members (congratulates)			Demonstrates game skills			4 Excellent	3 Proficient	2 Adequate	1 Limited	consistently cooperates with members of the team <input type="checkbox"/>	frequently cooperates with members of the team <input type="checkbox"/>	occasionally cooperates with members of the team <input type="checkbox"/>	rarely, if ever, cooperates with members of the team <input type="checkbox"/>	consistently encourages other team members <input type="checkbox"/>	frequently encourages other team members <input type="checkbox"/>	occasionally encourages other team members <input type="checkbox"/>	rarely, if ever, encourages other team members <input type="checkbox"/>	consistently moves to the ball without hesitation <input type="checkbox"/>	frequently moves to the ball; does not hesitate to play the ball <input type="checkbox"/>	occasionally moves to the ball, but hesitates to play the ball <input type="checkbox"/>	rarely, if ever, moves to the ball; hits the ball if it comes right to him or her <input type="checkbox"/>	consistently demonstrates, with confidence, knowledge of the rules of the game <input type="checkbox"/>	frequently demonstrates knowledge of the rules of the game <input type="checkbox"/>	occasionally demonstrates knowledge of the rules of the game <input type="checkbox"/>	unable to demonstrate knowledge of the rules of the game <input type="checkbox"/>	consistently plays fairly and shows appropriate etiquette <input type="checkbox"/>	displays a positive attitude <input type="checkbox"/>	displays an indifferent attitude <input type="checkbox"/>	displays a negative attitude <input type="checkbox"/>	<p>Teachers can introduce various tactics and strategies in games simply by modifying various movement concepts; e.g., space, effort, relationship. For example, a teacher could modify a spatial concept by dividing a court into quarters. Students then play a modified version of handball whereby they are limited to their section. Teachers could then point out the advantages of zone defence. Other modifications might include: adding another ball to increase spatial awareness and communication; increasing the playing area to point out the importance of moving into space; and, limiting the number of steps players can take to focus on passing. Teachers should also try to reinforce that many of these tactics and strategies can be transferred to other types of games and sports.</p> <p style="text-align: center;">ABCD's of Physical Education</p>  <p style="text-align: center;"> Activity Benefits Health Cooperation Do it Daily, for Life! </p>
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consistently cooperates with members of the team <input type="checkbox"/>	frequently cooperates with members of the team <input type="checkbox"/>	occasionally cooperates with members of the team <input type="checkbox"/>	rarely, if ever, cooperates with members of the team <input type="checkbox"/>																																								
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consistently moves to the ball without hesitation <input type="checkbox"/>	frequently moves to the ball; does not hesitate to play the ball <input type="checkbox"/>	occasionally moves to the ball, but hesitates to play the ball <input type="checkbox"/>	rarely, if ever, moves to the ball; hits the ball if it comes right to him or her <input type="checkbox"/>																																								
consistently demonstrates, with confidence, knowledge of the rules of the game <input type="checkbox"/>	frequently demonstrates knowledge of the rules of the game <input type="checkbox"/>	occasionally demonstrates knowledge of the rules of the game <input type="checkbox"/>	unable to demonstrate knowledge of the rules of the game <input type="checkbox"/>																																								
consistently plays fairly and shows appropriate etiquette <input type="checkbox"/>	displays a positive attitude <input type="checkbox"/>	displays an indifferent attitude <input type="checkbox"/>	displays a negative attitude <input type="checkbox"/>																																								

GRADE 6 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Grade 6 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
<p>A6–3 select, perform and refine challenging nonlocomotor sequences</p> <p>A6–12 select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics</p>	<ul style="list-style-type: none"> • Demonstrate and practise a balance on a mat. Roll a die and remember the number. The number will correspond to the number of body parts in contact with the surface during the balance. • Create a six-part sequence on benches, mats or small apparatus; e.g., two travels, three balances, one dismount.



Benefits Health

<p>B6–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity</p> <p>B6–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities</p>	<ul style="list-style-type: none"> • Assess flexibility and strength at the beginning of the gymnastics program and again at the end, and note any improvements. • Create a group movement sequence in which each student is responsible for performing a portion of the sequence. Choose from a list of movements to include in the sequence. Try challenging movements.
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Cooperation

<p>C6–4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education</p> <p>C6–6 identify and demonstrate positive behaviours that show respect for self and others</p>	<ul style="list-style-type: none"> • Use relationship concepts, such as matching, mirroring, leading and following, when creating a gymnastics sequence with a partner. • Discuss and demonstrate how everyone can be successful by adapting or modifying activities, thus respecting each other's potential and interests; e.g., find ways to travel over a bench or overturned bench that are optimally challenging.
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Do it Daily...For Life!

<p>D6–4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities</p> <p>D6–7 analyze and create different ways to achieve an activity goal that is personally challenging</p>	<ul style="list-style-type: none"> • Add one activity to a warm-up or cool-down; e.g., lead a stretch, lead an activity. • Do peer- and self-analysis through the use of creating and exchanging written task cards or videocassettes.
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Sample Assessment, Evaluation and Communication Strategies

Active Living Opportunities

Selected Specific Outcomes

- A6-4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- B6-4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities

Criteria

- uses start and finish position
- demonstrates flow/continuity from move to move
- uses equipment properly
- exhibits body control
- demonstrates body extension—toes pointed, long neck, fingers stretched, torso stretched

Assessment Strategies/Activities

Performance Task

In groups of three or four, students create a culminating routine. This routine includes skills they have learned; e.g., balances, rotations, a variety of locomotor patterns and movements, landings. Have students demonstrate how some students are more naturally flexible than others. Discuss respect for others.

Evaluation Strategies

Checklist Yes = ✓ No = x

Date:	Class:				Grade:						
Name	Start position	Body control	Body extensions	Group cooperation	Continuity of movements	Proper use of equipment	Still positions evident	Rotations evident	Mounts evident	Dismounts evident	Finish position

Communication Strategies

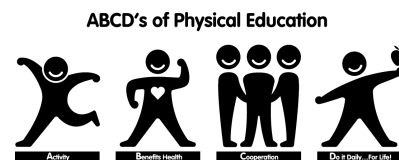
Videocassette:

- Show a videocassette of the performance for class enjoyment/positive feedback, open house, parent interviews.

Progress Report Comments:

- Student performs a wide variety of gymnastic movements, using small and large apparatus in combination with one or more elements of movement.

Students should be able to select, refine and perform a number of basic skills from their movement repertoire. These skills should be performed using various degrees of force, speed, spatial pathways and levels, and relationships with other people and objects. The sequences that students perform should show an understanding of these concepts. For example, students should be encouraged to create a sequence that demonstrates a contrast in the amount of effort used. Certain parts of the sequence may be slow, firm and bound while other parts of the sequence may be free, fine and sudden. Various degrees of spatial concept can be demonstrated by using various floor and air pathways and using equipment at various levels. Students can also create sequences with a partner or a group of people to demonstrate contrasting relationship concepts.



GRADE 6 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 6 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
<p>A6-1 select, perform and refine challenging locomotor sequences</p> <p>A6-4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance</p> <p>A6-13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics</p>	<ul style="list-style-type: none"> Through modified track and field events, learn the locomotor sequences practised in hurdles, running and jumping—long, high, modified triple. Practise simple wrestling moves or combination moves. Learn through short practices each of the running, jumping and throwing events.



Benefits Health

<p>B6-6 identify and plan for personal positive benefits from specific physical activity</p> <p>B6-7 describe and chart individual fitness changes as a result of engaging in physical activity</p>	<ul style="list-style-type: none"> Keep a journal of personal running times/distances and fitness improvements. Using stations designed to develop the elements of fitness, set, record and modify personal fitness goals.
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Cooperation

<p>C6-4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education</p> <p>C6-6 identify and demonstrate positive behaviours that show respect for self and others</p>	<ul style="list-style-type: none"> Take on the roles of participant, official and teacher; e.g., provide feedback to another student on how to improve jumping technique for the high jump. Keep a journal of physical activity and nutritional intake. Reflect on energy levels in relation to the types of food eaten.
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Do it Daily...For Life!

<p>D6-5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating</p> <p>D6-6 set and modify goals to improve personal performance based on interests and abilities</p>	<ul style="list-style-type: none"> Invite individuals from the community to demonstrate and talk about various health issues. Be aware of programs such as local bicycle education programs. Focus on various ways to improve upon performance. For example, try to beat a personal best time on how fast you can run 60 m, by focusing on running more on the balls of your feet rather than your heels.
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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																											
<p>Selected Specific Outcomes</p> <p>A6-1 select, perform and refine challenging locomotor sequences C6-4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education</p> <p>Criteria</p> <ul style="list-style-type: none"> demonstrates proper techniques takes turns encourages peers <p>Assessment Strategies/Activities</p> <p>Performance Task Students demonstrate appropriate high jump technique.</p> <p>Evaluation Strategies</p> <p>Checklist</p> <table border="1" data-bbox="214 926 854 1213"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Three-step approach</td> <td></td> <td></td> </tr> <tr> <td>Single leg takeoff</td> <td></td> <td></td> </tr> <tr> <td>Arm action, transfer momentum</td> <td></td> <td></td> </tr> <tr> <td>Hip action upward</td> <td></td> <td></td> </tr> <tr> <td>Leg action over bar</td> <td></td> <td></td> </tr> <tr> <td>Safe landing</td> <td></td> <td></td> </tr> <tr> <td>Takes turns</td> <td></td> <td></td> </tr> <tr> <td>Encourages peers</td> <td></td> <td></td> </tr> </tbody> </table> <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> Informal question/answer with the group at the end of the session: <ul style="list-style-type: none"> What aspect/component was the most difficult? Why? How could we improve practice? <p>Progress Report Comments:</p> <ul style="list-style-type: none"> Student is able to demonstrate proper high jump technique. 		Yes	No	Three-step approach			Single leg takeoff			Arm action, transfer momentum			Hip action upward			Leg action over bar			Safe landing			Takes turns			Encourages peers			<p>Track and field activities have traditionally fallen within either running, jumping or throwing categories. Providing students with exposure to each category provides a setting in which they can apply many of the basic skills they have acquired during the elementary school program. Often, track and field activities are threatening to many students because they feel they are “on display” and their abilities are being compared to other students in the class.</p> <p>Activities should be easily modified so that students have an opportunity for success. For example, substituting a softball for a shot in the shot-put matches the equipment to the child. Although students should be exposed to a number of track and field activities, they should also be allowed to choose activities that they would like to improve upon and demonstrate. This will help foster competence, that in turn will increase the likelihood of future participation.</p> <p style="text-align: center;">ABCD's of Physical Education</p> 
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