

## Physical Education – Grade 6

### Doing

Topic	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
<b>Movement skills – Gymnasiums and Outdoors</b> (D1, D9, K5)	Frequently combines movement skills in a fluid way in multiple environments.	Generally combines movement skills in a fluid way in multiple environments.	Sometimes combines movement skills in a fluid way in multiple environments.	Rarely combines movement skills in a fluid way in multiple environments.
<b>Dance Patterns &amp; Creative Movements</b> (D2, D3, K5)	Regularly follows dance steps and creates movement patterns with and/or without others using body, space, time, and energy.	Often follows dance steps and creates movement patterns with and/or without others using body, space, time, and energy.	To some extent follows dance steps and creates movement patterns with and/or without others using body, space, time, and energy.	Seldom follows dance steps and creates movement patterns with and/or without others using body, space, time, and energy.
<b>Catching and Throwing</b> (D4)	Always catches and throws accurately a variety of objects.	Usually catches and throws accurately a variety of objects.	Occasionally catches and throws with some accuracy a variety of objects.	Never catches and throws with any accuracy a variety of objects.
<b>Striking</b> (D5)	Frequently contacts a variety of objects with accuracy using different implements (i.e., bat, stick, racket).	Generally contacts a variety of objects with accuracy using different implements (i.e., bat, stick, racket).	Sometimes contacts a variety of objects with accuracy using different implements (i.e., bat, stick, racket).	Rarely contacts a variety of objects with accuracy using different implements (i.e., bat, stick, racket).
<b>Tactics &amp; Strategies</b> (D7 & K7)	Consistently uses effective tactics and strategies in a variety of games.	Routinely uses effective tactics and strategies in a variety of games.	At times uses effective tactics and strategies in a variety of games.	Hardly ever uses effective tactics and strategies in a variety of games.
<b>Physical Fitness</b> (D8 together with K1 & K2)	Frequently shows ways to improve their individual fitness levels (Flexibility, Cardiovascular, Muscular Strength & Endurance, Balance).	Generally shows ways to improve their individual fitness levels (Flexibility, Cardiovascular, Muscular Strength & Endurance, Balance).	Sometimes shows ways to improve their individual fitness levels (Flexibility, Cardiovascular, Muscular Strength & Endurance, Balance).	Rarely shows ways to improve their individual fitness levels (Flexibility, Cardiovascular, Muscular Strength & Endurance, Balance).
<b>Evidence</b>	Observations (teacher and peers), checklists, rubrics, fitness testing, video analysis			

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### Knowing

Topic	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
<b>Physical Fitness</b> (K1, K2, K6 together with D8)	Consistently demonstrates an understanding of setting and modifying goals for improving personal fitness levels.	Routinely demonstrates an understanding of setting and modifying goals for improving personal fitness levels.	Partially demonstrates an understanding of setting and modifying goals for improving personal fitness levels.	Unable to demonstrate an understanding of setting and modifying goals for improving personal fitness levels.
<b>Nutrition</b> (K3)	Always identifies nutritional practices that can enhance physical wellness.	Usually identifies nutritional practices that can enhance physical wellness.	Occasionally identifies nutritional practices that can enhance physical wellness.	Is seldom able to identify nutritional practices that can enhance physical wellness.
<b>Rules and Guidelines</b> (K4 together with V2)	Frequently follows the rules and guidelines outlined in class and in specific activities.	Generally follows the rules and guidelines outlined in class and in specific activities.	Sometimes follows the rules and guidelines outlined in class and in specific activities.	Rarely follows the rules and guidelines outlined in class and in specific activities.
<b>Evidence</b>	Setting and achieving personal goals, journals, oral or written tests, quizzes, posters, observations (teacher and peers) using checklists, rubrics			

### Valuing

Topic	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
<b>Level of Enjoyment</b> (V1 & V3)	In their own words can thoughtfully, express the enjoyment from being physically active.	In their own words can generally express the enjoyment from being physically active.	In their own words can slightly express the enjoyment from being physically active.	Is unwilling to express the enjoyment from being physically active.
<b>Cooperative Play</b> (V2, V6 together with K4)	Frequently shows fair play and etiquette by cooperating with others.	Generally shows fair play and etiquette by cooperating with others.	Sometimes shows fair play and etiquette by cooperating with others.	Rarely shows fair play and etiquette by cooperating with others.
<b>Level of Participation</b> (V4)	Frequently demonstrates a willingness to participate and is always receptive to a variety of activities.	Generally demonstrates a willingness to participate and is often receptive to a variety of activities.	Sometimes demonstrates a willingness to participate and is partially receptive to a variety of activities.	Rarely demonstrates a willingness to participate and is not receptive to a variety of activities.
<b>Responsibility of Roles</b> (V5)	Frequently shows responsibility for various roles while participating in physical activity.	Generally shows responsibility for various roles while participating in physical activity.	Sometimes shows responsibility for various roles while participating in physical activity.	Rarely shows responsibility for various roles while participating in physical activity.
<b>Evidence</b>	Discussions, surveys, questionnaires, observations (teacher and peers), journals, portfolios			