Grade 6—Physical Education/Health Education

Specific Learning Outcomes*

1. Movement

1.1.1.A Recognize that there are different applications of the basic movement skills (e.g., bowling, basketball, badminton, ball games, decorative Breastfeeding, etc.).

1.1.2. B Determine personal and uncontrollable factors (e.g., body type and physical characteristics, hereditary influences, varying rates in growth and development) that may affect movement skill development.

1.1.3. C Identify the basic movement concepts (e.g., application of force, range of motion, body segments) related to applying force in sending and receiving movement and that creating positive movement is dependent on (e.g., falling backward, fall back, full toss, float, throw, follow-through).

1.1.4. B Design movement sequences (e.g., group routine in rhythm gymnastics, that share-crew in gymnastics, basketball, badminton) and combinations of movements and crisis situations associated with selected lead-up games and physical activities.

1.1.5. A Identify simple observational strategies (e.g., “go and give” and marking an opponent’s formation) employed in lead-up games of different sports.

2. Fitness Management

2.1. A Recognize the health- and skill-related fitness components (e.g., agility, speed, reaction time) required for performing different physical activities and that central to skill development are (e.g., balance, body control, flexibility).

2.1.2. C Identify the names of the major bones (e.g., humerus, ulna, radius, femur, tibia, scapula, clavicle, sterna, patella, skull) and function (e.g., shape, support, protection) of the human skeletal system in the context of exercise and physical activity.

2.1.3. B Describe the effects of exercise and inactivity on the human skeletal system (e.g., increased/decreased bone density, increased/decreased bone mass).

2.1.4. C & K 2.1.2. C Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular repetition) affecting the selection of activity and the body’s response at the various stages (e.g., alarm stage, resistance stage, exhaustion stage) of stress.

2.1.5. C Identify the proper techniques (e.g., skill, sustained and maintained, complex movement, focus) associated with selected movement skills and applying movement concepts (e.g., sense of humour, adaptability, flexibility) that show contrast in qualities of movement (e.g., agility, reaction time, speed)., 

2.1.6. C Review behaviors (e.g., use positive remarks, chance for others, make encouraging gestures) that encourage effort and participation of others.

3. Safety

3.1. A Identify the occurrence of safe practices and strategies within different physical activities (e.g., swimming, field hockey, weightlifting, basketball). (e.g., choosing friends, communicating with others).

3.1.2. D Apply functional use of basic rhythmic steps, (e.g., showing respect, fulfilling a commitment, contribution to the development of personal identity, self-confidence, and self-efficacy).

3.1.2. B Describe ways to seek help related to different types of accidents and dangerous situations (e.g., situations involving vehicles, bicycles, water, fire, smoking, thin ice, violence, shaken baby syndrome, babysitting).

3.1.2. C Describe ways to seek help related to different types of accidents and dangerous situations (e.g., situations involving vehicles, bicycles, water, fire, smoking, thin ice, violence, shaken baby syndrome, babysitting).

3.1.4. D Use application of critical thinking (e.g., self-statements or positive self-talk, taking with others, taking time out, count to 10, focusing, breathing deeply) for managing stress in crisis situations related to a variety of situations (e.g., competition, anger, stress, public speaking, conflict, change, challenges).

3.1.5. A Describe ways to seek help related to different types of accidents and dangerous situations (e.g., situations involving vehicles, bicycles, water, fire, smoking, thin ice, violence, shaken baby syndrome, babysitting).

3.1.5. B Describe ways to seek help related to different types of accidents and dangerous situations (e.g., situations involving vehicles, bicycles, water, fire, smoking, thin ice, violence, shaken baby syndrome, babysitting).

4. Personal & Social Management

4.1. A Describe individual characteristics (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches) that influence making responsible and ethical choices in different social contexts.

4.1.2. D Apply functional use of selected movement skills (e.g., leaping, rolling, skiing a wall or without an equipment) to a variety of individual/local games, sports, including multicultural games (e.g., limit games, gymnastics, football, basketball).

4.1.3. B Apply functional use of selected movement skills (e.g., throwing, kicking, catching, applying mechanical principles (e.g., speed is affected by body weight, range of motion, number of involved body segments, application of force) that may occur in speed, height, and distance.

4.1.4. A Identify conventions in patterns to relieve the influence of stress (e.g., exposure to disturbing situations, lying down on the wall or without equipment, situations involving vehicles, bicycles, water, fire, smoking, thin ice, violence, shaken baby syndrome).

5. Healthy Lifestyle Practices

5.1. A Outline the importance of regular hygiene practices during adolescent years (e.g., effective washing helps to control acne and body odor, use of deodorant helps to control body odor, dental hygiene for maintaining dental health, appearance, and fresh breath).

5.1.2. A Identify practices and policies that support healthy schools and communities (e.g., school code of conduct, adequate supervision, school health and safety policies, labelling of hazardous products, evacuation procedures, fluoride treatment of drinking water, public health services).

5.1.3. B Recognize the physical benefits (e.g., reduced risk of heart disease, obesity, diabetes, osteoporosis, cancer) and the socio-emotional (e.g., physical distress and stress, enhanced sense of belonging, positive use of leisure time) of participating in physical activity.

5.1.4. B Recognize personal participation and responsibility (e.g., responsibility for acceptance of individual differences, awareness of social norms and values, concept and compassion for others, cooperation, motivation to solve interpersonal problems) in different social contexts.

5.1.5. A Describe different styles of communication (e.g., persuasive, aggressive, assertive) and that show contrast in qualities of movement (e.g., agility, reaction time, speed).

5.1.6. C & K 5.1.5. A Show an understanding of the basic movement skills (e.g., tossing, catching, throwing) that share-crew in group activities and applying movement concepts (e.g., sense of humour, adaptability, flexibility) that show contrast in qualities of movement (e.g., agility, reaction time, speed).

5.1.7. A Identify the occurrence of safe practices and strategies within different physical activities (e.g., swimming, field hockey, weightlifting, basketball). (e.g., choosing friends, communicating with others).

5.1.8. C Review behaviors (e.g., use positive remarks, chance for others, make encouraging gestures) that encourage effort and participation of others.

5.1.9. D Apply functional use of basic rhythmic steps, (e.g., showing respect, fulfilling a commitment, contribution to the development of personal identity, self-confidence, and self-efficacy).

5.1.10. B Describe ways to seek help related to different types of accidents and dangerous situations (e.g., situations involving vehicles, bicycles, water, fire, smoking, thin ice, violence, shaken baby syndrome, babysitting).

5.1.11. C Describe ways to seek help related to different types of accidents and dangerous situations (e.g., situations involving vehicles, bicycles, water, fire, smoking, thin ice, violence, shaken baby syndrome, babysitting).

5.1.12. C Use application of critical thinking (e.g., self-statements or positive self-talk, taking with others, taking time out, count to 10, focusing, breathing deeply) for managing stress in crisis situations related to a variety of situations (e.g., competition, anger, stress, public speaking, conflict, change, challenges).

K Knowledge

K Skills

K Introductory Stage (learning outcome not included in this chart)

K Acquisition Stage (grade-specific learning outcome

K Maintenance Stage (learning outcome from a previous grade)