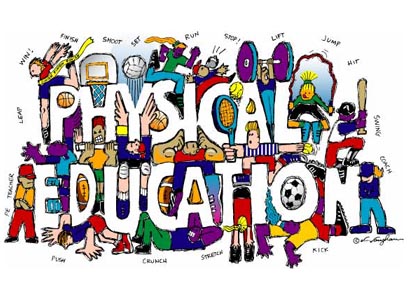
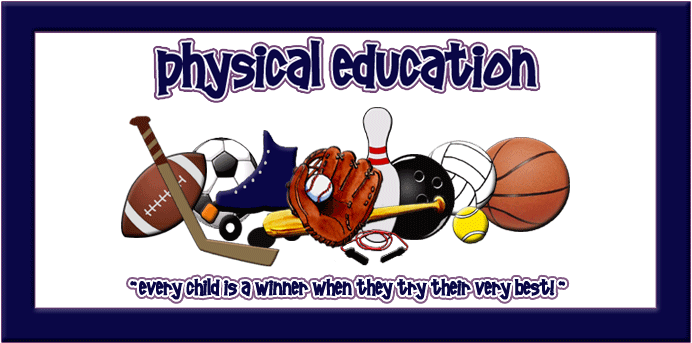
****[**Welcome To Physical Education 6!**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en&XML=physical_education_8.xml)

***The Goals of K-12 Physical Education are:***

1. Active Living - Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family and community.
2. Skillful Movement - Enhance quality of movement by understanding, developing and transferring movement concepts, skills, tactics and strategies to a wide variety of movement activities
3. Relationships - Balance self through safe and respectful personal, social, cultural and environmental interactions in a wide variety of movement activities.

***Working to Develop PHYSICALLY LITERATE* *Individuals who*:**

* Move with competence in a variety of physical activities that benefit the development of the whole person.
* Consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
* Are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.
* Make healthy, active choices that both benefit and respect their whole self, others, and their environment.

***There Are Three Rules To Expect In This Class:***

1. ***GIVE THE BEST OF YOURSELF*** that you have to give today.
2. ***BE RESPECTFUL*** of yourself, others and the equipment.
3. ***BE SAFE*** with both yourself and others.

***For Class You Will Need:***

1. A change of clothing that is comfortable for you to move in and respectful to others.

* T-shirts cover belly button with both hands raised overhead; T-shirts preferred over tank tops.
* Tank top straps are at least 2 inches wide with all undergarments covered.
* Shorts are at least mid-thigh length. Light sweats/yoga pants/wind pants are also welcome.
* Athletic footwear, preferably not outside footwear. Flip flops, clogs, flats, cowboy/roper boots, sandals, untied skater shoes are not appropriate footwear.

1. Any completed homework required.
2. Eye protection (shatter proof goggles/glasses) – option to order through the school at any time.
3. Badminton racquet - option to order through the school each spring.
4. Seasonal access to backpack, bicycle, skates, swimsuit, winter clothing.
5. An open mind, a desire to try new things and the ability to laugh at yourself☺

**Not only are individuals built for and need to move, they also need to appreciate and understand the “how’s, what’s, where’s & why’s” of movement... Welcome to Physical Education!**

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| --- | --- | --- | --- |
| **By The End Of PE 6 You Will Be Able To Say…** | | **% of Final Mark** | |
| 6.1 | [**Cardiovascular Fitness:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=11&lang=en&XML=physical_education_6.xml)I can create & use my own daily fitness plan, using the F.I.T.T. principle, to improve my cardiovascular endurance. | 12 | **Active Living**  **35%** |
| 6.2 | [**Body Composition:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=12&XML=physical_education_6.xml)I can show my understanding of how inactivity affects body composition while making healthy choices, including physical activity, that effectively and safely affect body composition. | 4 |
| 6.3 | [**Muscle Fitness:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=13&XML=physical_education_6.xml)I can choose and apply strategies that will safely improve my muscular endurance, flexibility and strength. | 6 |
| 6.4 | [**Skill-Related Fitness:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=14&XML=physical_education_6.xml)I can show my understanding of how skill-related fitness develops health-related fitness & vice versa while being physically active. | 4 |
| 6.10-11, 6.13 | *Flexible* | 9 |
| 6.5 | [**Complex Skills:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=15&XML=physical_education_6.xml)I can show that I am working towards control while moving with objects or remaining still during games or sports. | 6 | **Skillful Movement**  **40%** |
| 6.6 | [**Manipulative Skills:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=16&XML=physical_education_6.xml)I can use performance cues to improve my skills when moving objects. | 2 |
| 6.7 | [**Biomechanics:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=17&XML=physical_education_6.xml)I can improve my ability to move objects, my travelling & non-travelling skills by using the principles of producing force, resistance, & absorbing force. | 4 |
| 6.8 | [**Movement Concepts:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=18&XML=physical_education_6.xml)I can analyze and, with help, apply movement concepts to develop skill while playing target and invasion/territorial games. | 4 |
| 6.9 | [**Decision Making:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=19&XML=physical_education_6.xml)I can make appropriate decisions and choose skills, tactics & strategies that increase my own and my team’s performance in target games, invasion/territorial games and low organizational, inventive & cooperative games. | 8 |
| 6.10 | [**Alternate Environment & Body Management:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=110&XML=physical_education_6.xml)I can use the appropriate movement skills with control while respecting the environment when participating in a variety of alternate environment & body management activities. | 10 |
| 6.3-6.4 | *Flexible* | 6 |
| 6.11 | [**Volunteerism & Leadership:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=111&XML=physical_education_6.xml)I can show my ability to carry out a planned class activity focused on including everyone while increasing participation in physical activity. | 5 | **Relationships**  **25%** |
| 6.12 | [**Influences:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=112&XML=physical_education_6.xml)I can analyze characteristics and limitations of myself & others when making decisions about participating in physical activity and choosing possible careers. | 2 |
| 6.13 | [**Safety & Rules:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=113&XML=physical_education_6.xml)I can develop an appreciation for the impact of safety & rules on myself and others after analyzing those related to target games, invasion/territorial games and alternate environment activities. | 5 |
| 6.14 | [**Relationship Skills:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=114&XML=physical_education_6.xml)I can apply my own plan to improve my social skills for personal growth while participating in physical activities. | 5 |
| 6.15 | [**History & Culture:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&subpage=115&XML=physical_education_6.xml)I can look at, critique & appreciate physical activities developed by our World neighbours & how they contribute to my well-being and others. | 5 |
| 6.4, 6.8-10 | *Flexible* | 3 |  |