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| **Unit 1: A Healthy Me Outcomes: 4.1, 4.2, 4.3, 4.6, 4.11, 4.16** | | | | | | | | | | | | **Comments** |
|  | | **Reporting statements** | | | | | | | | | | |
| **Class:** | Demonstrates a thorough understanding of PDHPE concepts. | | | | | Selects appropriate strategies in response to various health situations. | | | | | | Clearly communicates ideas effectively through class discussions, role plays, group work and scenario analysis. |
| **Teacher:**  **A – E Grading Scale**  **A –** Extensive Understanding/ Knowledge, Very High Level Process Skills  **B –** Thorough Understanding/ Knowledge, High Level Process Skills  **C –** Sound Knowledge/Understanding, Adequate Process Skills  **D –** Basic Knowledge/Understanding, Limited Process Skills  **E –** Elementary Knowledge/Understanding, Very Limited Process Skills  **Names** | Responds appropriately to questions in relation to “What is Health” (4.6) | | Identifies the people, places and groups that they belong to (Personal Connections Map) (4.2, 4.6) | Identify factors that influence a sense of self (4.1) | Proposes strategies to how characters in movie exert could’ve dealt with situations differently (4.2, 4.6) | | Effectively communicate with other class members during group work, role play and discussion activities. (4.11) | Select a range of appropriate communication modes that allows them to develop positive relationships. (4.3, 4.11) | Describe the impact of communication modes on relationships. (4.2, 4.3, 4.6) | Describe behaviours that are linked to bullying and harassment (4.3, 4.16) | Propose realistic strategies for tackling bullying situations (4.3, 4.16) |  |
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