

Grade 3 June 2020 **Physical Education Grade 3 Skillful Movement** 1 – Beginning 2 – Approaching 3 – Meeting 4-Exemplary The student is having The student is developing an The student consistently The student independently difficulty demonstrating an understanding of the demonstrates an demonstrates an in-depth **OUTCOMES** understanding of the concept. understanding of the concept understanding of the or has achieved the concept. concept. concept, and consistently applies this knowledge to new situations. 3.3 Locomotor Skills • With extensive • With guidance, I can • I can demonstrate many Consistently and guidance, I can some demonstrate **some** motor skills to move independently, I can I can express and apply, with skills to move through motor skills to move through space while demonstrate a variety of guidance, a variety of ways to space while participating through space while participating in motor skills to move skillfully move the body through in movement activities, participating in movement activities, through space while space while participating in including jumping movement activities. including jumping participating in backward and landing; including jumping backward and landing; movement activities, movement activities, including at hopping; skipping; backward and landing; hopping; skipping; **including** jumping a: leaping; sliding; hopping; skipping; leaping; sliding; backward and landing: utilization level of skill when: galloping; rolling leaping; sliding; galloping; rolling hopping; skipping; > jumping backward and landing forward; rolling galloping; rolling forward; rolling leaping; sliding; > hopping (body moves on one foot as in sideways. forward; rolling sideways. galloping; rolling right foot to right foot) sideways. forward; rolling  $\succ$  skipping (combines a step and a hop) sideways. > leaping (body 'takes off' from one foot, propels through air for distance, then • With extensive • With guidance, I can • With minimal guidance, • I can consistently and lands on the opposite foot) guidance, I can roll roll forwards. backwards I can roll forwards (twice independently roll > sliding (one footsteps, body propels in a row), backwards forwards, backwards forwards, backwards OR **OR** sideways. upward, other foot moves to meet the sideways. **AND** sideways. AND sideways. first foot) > galloping (one footsteps, body propels upward, other foot moves to meet the • I require extensive • With guidance, I can • I avoid contact with • I am always conscious of first foot) guidance to avoid avoiding contact with others when utilizing my position in space > rolling forward (see note) contact with others others when utilizing movement skills. when utilizing movement ➢ rolling sideways when utilizing movement skills. skills, and respect the • control level of skill when: movement skills. space others need. rolling backward (see note on page 34).



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SCHOOL DIVISIO Students Come First	n		Grade 3		June 2020			
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Skillful Movement								
OUTCOMES		<b>1 – Beginning</b> The student is having difficulty demonstrating an understanding of the concept.	<b>2 – Approaching</b> The student is developing an understanding of the concept.	<b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.	<b>4-Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.			
Comments	Rotate on spot	<ul> <li>With extensive guidance, I can rotate on the spot in a few ways, on raised surfaces, OR while holding objects.</li> </ul>	<ul> <li>With guidance, I can rotate on the spot in a few ways, on raised surfaces, OR while holding objects.</li> </ul>	<ul> <li>With minimal guidance, I can rotate on the spot in many ways, on raised surfaces, AND while holding objects.</li> </ul>	<ul> <li>Consistently and independently, I can rotate on the spot in a variety of ways, on raised surfaces, AND while holding objects.</li> </ul>			
3.5 Manipulative Skills I can explore, express, and apply, with guidance, a	Performance Cues	<ul> <li>With extensive guidance, I can use some specific performance words to show understanding of non-locomotor movement.</li> </ul>	<ul> <li>With guidance, I can use some specific performance words to show understanding of non-locomotor movement.</li> </ul>	<ul> <li>I can use many specific performance words to show understanding of non-locomotor movement.</li> </ul>	<ul> <li>I can use specific performance words consistently to show understanding of non- locomotor movement.</li> </ul>			
variety of ways to skillfully move objects while participating in movement activities, including at a:	Utilization level of skill	With extensive guidance, I can throw OR catch a variety of objects with hands while maintaining control.	<ul> <li>With guidance, I can throw OR catch a variety of objects with hands while maintaining control.</li> </ul>	• With minimal guidance, I can throw AND catch a variety of objects with hands while maintaining control.	<ul> <li>I can consistently and independently throw AND catch a variety of objects with hands in a variety of situations while maintaining control.</li> </ul>			
<ul> <li>utilization level of skill when:</li> </ul>		<ul> <li>With extensive guidance, I can catch</li> </ul>	<ul> <li>With guidance, I can catch small objects,</li> </ul>	<ul> <li>With minimal guidance, I can catch</li> </ul>	Consistently and independently, I can			



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<ul> <li>&gt; throwing</li> <li>&gt; catching</li> <li>&gt; kicking</li> <li>• control level of skill when:</li> </ul>		small objects, with hands <b>OR</b> with implements such as a scoop.	with hands <b>OR</b> with implements such as a scoop.	small objects <b>thrown at</b> <b>different levels</b> , both with hands <b>AND with</b> implements such as a scoop.	catch small objects thrown at different levels, both with hands AND with implements such as a scoop.				
<ul> <li>hand dribbling</li> <li>foot dribbling</li> <li>striking objects with hands</li> <li>striking objects with short- handled</li> </ul>		• With extensive guidance, I can catch small objects with one hand utilizing EITHER the right or the left hand.	• With minimal guidance, I can catch small objects with one hand utilizing EITHER the right or the left hand.	• With minimal guidance, I can catch small objects with one hand utilizing both the right and the left hand.	• Consistently and independently, I can catch small objects with one hand utilizing both the right and the left hand.				
implements <ul> <li>progressing-towards-control</li> <li>level of skill when: <ul> <li>volleying</li> <li>striking objects</li> <li>with long-handled</li> <li>implements.</li> </ul> </li> </ul>	Control level of skill	<ul> <li>With extensive guidance, I can dribble on the spot with one hand OR through general space without losing control.</li> </ul>	<ul> <li>With guidance, I can dribble on the spot with one hand OR through general space without losing control.</li> </ul>	<ul> <li>With minimal guidance, I can dribble on the spot with one hand AND through general space without losing control.</li> </ul>	<ul> <li>Consistently and independently, I can dribble on the spot with one hand AND through general space without losing control.</li> </ul>				
		<ul> <li>With extensive guidance, I can dribble with my feet on the spot OR around stationary objects</li> </ul>	<ul> <li>With guidance, I can dribble with my feet on the spot OR around stationary objects while moving slowly.</li> </ul>	• With minimal guidance, I can dribble with my feet on the spot AND around stationary objects	<ul> <li>Consistently and independently, I can dribble with my feet on the spot AND around stationary objects while</li> </ul>				



Good Spirit	N							
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		<ul> <li>while moving slowly.</li> <li>With extensive guidance, I can strike a small ball with a short- handled implement few times in succession.</li> </ul>	<ul> <li>With guidance, I can strike a small ball with a short-handled implement upwards a few times in succession.</li> </ul>	<ul> <li>With minimal guidance, I can strike a small ball with a short- handled implement repeatedly upwards.</li> </ul>	<ul> <li>moving slowly.</li> <li>I can strike a self- dropped ball with a short-handled implement repeatedly upwards.</li> </ul>			
	Progressing toward control level of skill	With extensive guidance, I engage in organized explorations with objects, including volleyballs, long- handled implements, shuttlecocks <b>OR</b> tennis balls.	With guidance, I engage in organized explorations with objects, including volleyballs, long- handled implements, shuttlecocks OR tennis balls.	<ul> <li>I fully engage in organized explorations with objects, including volleyballs, long- handled implements, shuttlecocks AND tennis balls.</li> </ul>	<ul> <li>Independently, I explore with objects, including volleyballs, long-handled implements, shuttlecocks and tennis balls.</li> </ul>			
Comments								
<ul> <li>3.6 Movement</li> <li>Variables</li> <li>I can apply movement</li> <li>variables of:</li> <li>extensions in space</li> </ul>	Extensions in space	<ul> <li>With extensive guidance, I can imitate/follow dance steps or movements selected by the teacher.</li> </ul>	• With guidance, I can imitate/follow dance steps or movements selected by the teacher.	<ul> <li>I can imitate/follow with some precision dance steps or movements selected by the teacher.</li> </ul>	• I can create dance steps or movements to share with others.			



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