

Physical Education Grade 5 Skillful Movement

OUTCOMES		1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4-Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
5.4 Manipulative Skills I can express and apply, with guidance, a variety of ways to skillfully move objects at a: <ul style="list-style-type: none"> • utilization level of skill when: <ul style="list-style-type: none"> ○ volleying (to send an object in the air before it comes to rest) ○ striking with long-handled implements (bats, golf clubs, hockey sticks) • control level of skill when: <ul style="list-style-type: none"> ○ punting. 	Sending objects	<ul style="list-style-type: none"> • With extensive guidance, I can use a few performance words to demonstrate understanding of performance cues for sending objects. 	<ul style="list-style-type: none"> • I can use a few performance words to demonstrate understanding of performance cues for sending objects. 	<ul style="list-style-type: none"> • I can use many performance words to demonstrate understanding of performance cues for sending objects. 	<ul style="list-style-type: none"> • I can use a variety of performance words consistently to demonstrate understanding of performance cues for sending objects.
	Volleying	<ul style="list-style-type: none"> • I require extensive guidance to successfully volley with hands volleyball. 	<ul style="list-style-type: none"> • I can successfully volley with hands almost five times consecutively. 	<ul style="list-style-type: none"> • I can successfully volley with hands five times consecutively. 	<ul style="list-style-type: none"> • I can successfully volley with hands more than five times consecutively.
	Striking	<ul style="list-style-type: none"> • I require extensive guidance to strike stationary and moving objects using various long- handled implements. 	<ul style="list-style-type: none"> • With guidance, I can occasionally strike stationary and moving objects using various long- handled implements. 	<ul style="list-style-type: none"> • I can frequently strike stationary and moving objects using various long- handled implements. 	<ul style="list-style-type: none"> • I can consistently strike stationary and moving objects using various long- handled implements.
	Punting	<ul style="list-style-type: none"> • I require extensive guidance to communicate performance cues while punting in a control level of skill. 	<ul style="list-style-type: none"> • With guidance, I can communicate some performance cues while punting in a control level of skill. 	<ul style="list-style-type: none"> • I can communicate many performance cues while punting in a control level of skill. 	<ul style="list-style-type: none"> • I can consistently and independently communicate performance cues while punting in a control level of skill.
Comments					

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<p>5.5 Complex Manipulative Skills</p> <p>I can improve manipulative (sending, receiving, and accompanying objects) skills used in activities such as lead-up games, including:</p> <ul style="list-style-type: none"> • throwing • catching (collecting, gathering) • kicking • hand dribbling • foot dribbling • striking with hands and short-handled implements (short-handled racquets and paddles). 	<p>Sending and receiving objects with hands and feet.</p>	<ul style="list-style-type: none"> • I require extensive guidance to demonstrate an understanding of sending and receiving objects 	<ul style="list-style-type: none"> • I can send and receive objects with hands OR feet. 	<ul style="list-style-type: none"> • I can send and receive objects with hands AND feet. 	<ul style="list-style-type: none"> • I can send and receive objects with hands AND feet with accuracy and appropriate force, level or direction.
	<p>Striking objects with hands and short-handled implements at targets and over nets</p>	<ul style="list-style-type: none"> • I require extensive guidance to strike objects with hands and short-handled implements showing accuracy OR distance. 	<ul style="list-style-type: none"> • I can strike objects with hands and short-handled implements showing accuracy OR distance. 	<ul style="list-style-type: none"> • I can strike objects with hands and short-handled implements showing accuracy AND distance. 	<ul style="list-style-type: none"> • I can consistently strike objects with hands and short-handled implements showing accuracy AND distance.
	<p>Hand/foot dribble maintaining control in various activities</p>	<ul style="list-style-type: none"> • With extensive guidance, I can hand OR foot dribble, maintaining reasonable control, in a few activities. 	<ul style="list-style-type: none"> • I can hand OR foot dribble, maintaining reasonable control, in a few activities. 	<ul style="list-style-type: none"> • I can hand AND foot dribble, maintaining control, in a few activities. 	<ul style="list-style-type: none"> • I can hand AND foot dribble, maintaining control, in various activities.
	<p>Kicking</p>	<ul style="list-style-type: none"> • With extensive guidance, I can kick a stationary ball to a moving OR stationary target. 	<ul style="list-style-type: none"> • I can kick a stationary ball to a moving OR stationary target. 	<ul style="list-style-type: none"> • I can kick a stationary ball to a moving AND stationary target. 	<ul style="list-style-type: none"> • I can kick a stationary ball to a moving AND stationary target consistently.
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5.6 Performance Refinement I can improve my performance and the performance of others by using: <ul style="list-style-type: none"> ➤ performance cues ➤ movement variables ➤ tactics (e.g., body fakes, change of speed, change of direction, keeping the body low while moving), and ➤ principles of practice (e.g., form, consistency, repetition) 	Use feedback and principles of practice	<ul style="list-style-type: none"> • I can use feedback from a few sources (e.g. peer and teacher assessment, video, photographs) to analyze my performance with extensive guidance. • With extensive guidance, I can create a plan for improvement using some principles of practice (form, consistency, repetition). 	<ul style="list-style-type: none"> • I can use feedback from a few sources (e.g. peer and teacher assessment, video, photographs) to analyze my performance. • With guidance, I can create a plan for improvement using some principles of practice (form, consistency, repetition). 	<ul style="list-style-type: none"> • I can use feedback from several sources (e.g. peer and teacher assessment, video, photographs) to analyze my performance. • I can create a plan for improvement using the principles of practice (form, consistency, repetition). 	<ul style="list-style-type: none"> • I seek and use feedback from a wide variety of sources (e.g. peer and teacher assessment, video, photographs) to analyze my performance. • I can create a plan for improvement using the principles of practice (form, consistency, repetition), and implement the plan on my own.
	Create criteria for peer assessment	<ul style="list-style-type: none"> • With extensive guidance, and in collaboration with others, I can develop a basic list of required criteria to use in peer assessment of a skill performance. 	<ul style="list-style-type: none"> • With guidance, and in collaboration with others, I can develop a basic list of required criteria to use in peer assessment of a skill performance. 	<ul style="list-style-type: none"> • In collaboration with others, I can develop a list of required criteria to use in peer assessment of a skill performance. 	<ul style="list-style-type: none"> • In collaboration with others, I can develop a list of required criteria to use in peer and self-assessment of a skill performance.

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	Communicate tactics, movement variables and performance cues	<ul style="list-style-type: none"> • With extensive guidance, I use some of the vocabulary of tactics, movement variables, and performance cues when I practice or when I support others. 	<ul style="list-style-type: none"> • I use some of the vocabulary of tactics, movement variables, and performance cues when I practice or when I support others.. 	<ul style="list-style-type: none"> • I use much of the vocabulary of tactics, movement variables, and performance cues when I practice or when I support others. 	<ul style="list-style-type: none"> • I use extensive specialized vocabulary of tactics, movement variables, and performance cues when I practice or when I support others.
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<p>5.7 Skillful Play Refine, alone and with others, selected movement skills, tactics, and strategies while participating in:</p> <ul style="list-style-type: none"> • small-sided and lead-up/net wall games <p>and critically reflect on chosen movement skills, tactics, and strategies used in:</p> <ul style="list-style-type: none"> • small-sided and lead-up target games • small-sided and lead-up striking/fielding games • all-sided and lead-up invasion/territorial games • small-sided and lead-up activities and environment activities and games. 	Reflection on tactics	<ul style="list-style-type: none"> • With extensive guidance, I can distinguish between some effective and ineffective offensive and defensive tactics used in a few types of games. 	<ul style="list-style-type: none"> • I can distinguish between some effective and ineffective offensive and defensive tactics used in a few types of games. 	<ul style="list-style-type: none"> • I can distinguish between many effective and ineffective offensive and defensive tactics used in various types of games. 	<ul style="list-style-type: none"> • I can distinguish between effective and ineffective offensive and defensive tactics used in a few types of games, and justify my explanation with specific examples.
	Improvement in movement skills, tactics and strategies I have selected	<ul style="list-style-type: none"> • With extensive guidance, I can fully engage in practicing skills specific to alternate environment activities. • With extensive guidance, I can show how the skills used in one activity can transfer to another. 	<ul style="list-style-type: none"> • With guidance, I can engage in practicing skills specific to alternate environment activities. • With guidance, I can show how the skills used in one activity can transfer to another. 	<ul style="list-style-type: none"> • I fully engage in practicing skills specific to alternate environment activities. • I can show how the skills used in one activity can transfer to another. 	<ul style="list-style-type: none"> • I fully engage in practicing skills specific to alternate environment activities, and I encourage others to do the same. • I can clearly demonstrate and explain how the skills used in one activity can transfer to other activities.
	The elements of good play	<ul style="list-style-type: none"> • With extensive guidance can apply a few elements of good decisions related to game play, including paying attention to relevant actions, anticipating responses by opponents, and choosing appropriate skills to perform. 	<ul style="list-style-type: none"> • With guidance, I can apply a few elements of good decisions related to game play, including paying attention to relevant actions, anticipating responses by opponents, and choosing appropriate skills to perform. 	<ul style="list-style-type: none"> • I can apply most elements of good decisions related to game play, including paying attention to relevant actions, anticipating responses by opponents, and choosing appropriate skills to perform. 	<ul style="list-style-type: none"> • I can consistently apply the elements of good decisions related to game play, including paying attention to relevant actions, anticipating responses by opponents, and choosing appropriate skills to perform.