

<h2 style="text-align: center;">Physical Education Grade 1</h2> <h3 style="text-align: center;">Skillful Movement</h3>					
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.
1.3 Locomotor Skills I can explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a: <ul style="list-style-type: none"> ○ control level of skill when: <ul style="list-style-type: none"> ➤ walking ➤ running ➤ jumping forward and landing ➤ jumping sideways and landing ○ progressing-towards-control 	Performance cues	<ul style="list-style-type: none"> • With extensive guidance, I can use some specific performance words to show understanding of locomotor movement. 	<ul style="list-style-type: none"> • With guidance, I can use some specific performance words to show understanding of locomotor movement. 	<ul style="list-style-type: none"> • I can use specific performance words to show understanding of locomotor movement. 	<ul style="list-style-type: none"> • I can use specific performance words consistently to show understanding of locomotor movement.
	Control Level	<ul style="list-style-type: none"> • I can walk following teacher-given criteria with extensive guidance. • I can run following teacher-given criteria with extensive guidance. • I can jump following teacher-given criteria with extensive guidance. ○ With extensive guidance, I can jump forward OR sideways from 2 to 2 feet, 1 foot to 2 feet, 1 foot to 1 foot, and 2 feet to 1 foot 	<ul style="list-style-type: none"> • With guidance, I can walk following some teacher-given criteria. • With guidance, I can run following some teacher-given criteria. • With guidance, I can jump following some teacher-given criteria. • With guidance, I can jump forward OR sideways from 2 to 2 feet, 1 foot to 2 feet, 1 foot to 1 foot, and 2 feet to 1 foot. 	<ul style="list-style-type: none"> • With minimal guidance, I can walk following teacher-given criteria. • With minimal guidance, I can run following teacher-given criteria. • With minimal guidance, I can jump following teacher-given criteria. • With minimal guidance, I can jump forward AND sideways from 2 to 2 feet, 1 foot to 2 feet, 1 foot to 1 foot, and 2 feet to 1 foot. 	<ul style="list-style-type: none"> • Consistently and independently, I can walk building on teacher-given criteria. • Consistently and independently, I can run building on teacher-given criteria. • Consistently and independently, I can jump building on teacher-given criteria. • Consistently and independently, I can jump forward AND sideways from 2 to 2 feet, 1 foot to 2 feet, 1 foot to 1 foot, and 2 feet to 1 foot.

Physical Education Grade 1

Skillful Movement

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<p>level of skill when:</p> <ul style="list-style-type: none"> ➤ jumping backward and landing ➤ hopping ➤ skipping ➤ sliding ➤ galloping (one foot steps, body propels upward, other foot moves to meet the first foot) ➤ rolling forward (see note) ➤ rolling sideways. 	<p>Progressing-towards-control</p>	<ul style="list-style-type: none"> • With guidance, I can travel in general space without making contact with others while moving in a few different ways (e.g. hopping, skipping, sliding, and galloping). • With extensive guidance, I can jump backward on 2 feet, but I don't land in control. • With extensive guidance, I can roll like a log. • With extensive guidance, I can roll forward OR sideways in a few body shapes I choose. 	<ul style="list-style-type: none"> • With guidance, I can travel in general space without making contact with others while moving in a few different ways (e.g. hopping, skipping, sliding, galloping).. • With guidance, I can jump backward on 2 feet without landing in control. • With guidance, I can roll like a log. • With guidance, I can roll forward OR sideways in a few body shapes I choose. 	<ul style="list-style-type: none"> • With minimal guidance, I can travel in general space without making contact with others while moving in a variety of ways (e.g. hopping, skipping, sliding, and galloping). • I can jump backward on 2 feet and land in control. • With minimal guidance, I can roll like a log. ○ With minimal guidance, I can roll forward AND sideways in several body shapes I choose. 	<ul style="list-style-type: none"> • Consistently and independently, I can travel in general space without making contact with others while moving in a variety of ways (e.g. hopping, skipping, sliding, and galloping). • Consistently and independently, I can jump backward on 2 feet and land in control. • Consistently and independently, I can roll like a log in control. • Consistently and independently, I can roll forward AND sideways in a variety of body shapes I choose.
Comments					

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1.4 Non-Locomotor Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot, including at a: <ul style="list-style-type: none"> ○ control level of skill when: <ul style="list-style-type: none"> ➤ balancing ➤ jumping on the spot ○ progressing-towards-control level of skill when: <ul style="list-style-type: none"> ➤ landing on hands from kneeling position 	Performance Cues	<ul style="list-style-type: none"> • With extensive guidance, I can use some specific performance words to show understanding of non-locomotor movement. • With extensive guidance, I can create a few ways to move the body OR respond to a few skills named by others, while remaining in one spot. 	<ul style="list-style-type: none"> • With guidance, I can use some specific performance words to show understanding of non-locomotor movement. • With guidance, I can create a few ways to move the body OR respond to a few skills named by others, while remaining in one spot. 	<ul style="list-style-type: none"> • I can use specific performance words to show understanding of non-locomotor movement. • I can create many ways to move the body AND respond to many skills named by others, while remaining in one spot. 	<ul style="list-style-type: none"> • I use specific performance words consistently to show understanding of non-locomotor movement. • Consistently and independently, I can create a variety of ways to move the body AND respond to a variety of skills named by others, while remaining in one spot.
	Control Level	<ul style="list-style-type: none"> • With extensive guidance, I can jump for height following some teacher-given criteria. • With extensive guidance, I can balance on increasingly smaller bases of support. • With guidance, I can 	<ul style="list-style-type: none"> • With guidance, I can jump for height following some teacher-given criteria. • With guidance, I can balance on increasingly smaller bases of support. 	<ul style="list-style-type: none"> • I can jump for height following teacher-given criteria. • I can balance on increasingly smaller bases of support. 	<ul style="list-style-type: none"> • Consistently and independently, I can jump for height following complex teacher-given criteria. • Consistently and independently, I can balance on increasingly smaller bases of support.

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➤ rotating on the spot.		demonstrate ways to twist, turn, stretch, bend, OR curl while standing on 2 feet, remaining somewhat in balance. <ul style="list-style-type: none"> • With guidance, I can land on 2 feet after jumping straight. 	<ul style="list-style-type: none"> • With guidance, I can demonstrate ways to twist, turn, stretch, bend, OR curl while standing on 2 feet, remaining somewhat in balance. • With guidance, I can land on 2 feet after jumping straight. 	<ul style="list-style-type: none"> • I can demonstrate ways to twist, turn, stretch, bend, AND curl while standing on 2 feet, remaining in balance. • I can land on 2 feet without losing balance after jumping straight up. 	<ul style="list-style-type: none"> • I can demonstrate ways to twist, turn, stretch, bend, AND curl while standing on 2 feet, remaining in balance, independently and with confidence. • I can land on 2 feet without losing balance after jumping straight up independently and with confidence.
	Progressing toward control	<ul style="list-style-type: none"> • With guidance, I can fall forward while starting on knees and landing on hands following some teacher-given criteria with guidance. • I can attempt some ways to rotate on the spot with extensive guidance. 	<ul style="list-style-type: none"> • With guidance, I can fall forward while starting on knees and landing on hands following some teacher-given criteria with guidance. • I can attempt some ways to rotate on the spot with guidance. 	<ul style="list-style-type: none"> • I can fall forward while starting on knees and landing on hands following teacher-given criteria. • I can rotate on the spot, with minimal guidance, in various ways without falling down. 	<ul style="list-style-type: none"> • I can fall forward while starting on knees and landing on hands following complex teacher-given criteria independently and with confidence. • I can describe what happens to the rotation when body position is altered.
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1.5 Manipulative Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing-towards-control level when: <ul style="list-style-type: none"> ○ throwing (rolling) ○ catching (collecting, gathering) ○ kicking. 	Performance Cues	<ul style="list-style-type: none"> • With extensive guidance, I can use some specific performance words to show understanding of sending and receiving objects. 	<ul style="list-style-type: none"> • With guidance, I can use some specific performance words to show understanding of sending and receiving objects. 	<ul style="list-style-type: none"> • I can use specific performance words to show understanding of sending and receiving objects. 	<ul style="list-style-type: none"> • I can use specific performance words consistently to show understanding of sending and receiving objects.
	Progressing towards Control	<ul style="list-style-type: none"> • With extensive guidance, I can explore a few ways to throw various objects to determine how the body movement changes when throwing different ways with intensive guidance. 	<ul style="list-style-type: none"> • With guidance, I can explore some ways to throw various objects to determine how the body movement changes when throwing different ways with guidance. 	<ul style="list-style-type: none"> • I can identify how the body movement changes when throwing in different ways while exploring a variety of ways to throw objects. 	<ul style="list-style-type: none"> • I can explain how the body movement changes when throwing in different ways while exploring a variety of ways to throw objects.
	Throwing and Rolling	<ul style="list-style-type: none"> • I can roll OR throw a variety of small objects with EITHER hand, with extensive guidance. 	<ul style="list-style-type: none"> • I can roll OR throw a variety of small objects with EITHER hand, with guidance. 	<ul style="list-style-type: none"> • I can roll AND throw a variety of small objects with BOTH hands. 	<ul style="list-style-type: none"> • I can roll AND throw a variety of small objects with BOTH hands, independently showing accuracy and distance.

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	Catching	<ul style="list-style-type: none"> • With extensive guidance, I can catch WITH TWO HANDS, a medium sized ball thrown underhand by an experienced thrower. 	<ul style="list-style-type: none"> • With guidance, I can catch WITH TWO HANDS, a medium sized ball thrown underhand by an experienced thrower. 	<ul style="list-style-type: none"> • I can catch WITH TWO HANDS, a medium sized ball thrown underhand by an experienced thrower. 	<ul style="list-style-type: none"> • I can consistently catch WITH TWO HANDS, a medium sized ball thrown underhand by an experienced thrower.
	Kicking	<ul style="list-style-type: none"> • With extensive guidance, I can kick larger balls from a stationary position to an indicated direction or target using one foot and then the other. 	<ul style="list-style-type: none"> • With guidance, I can kick larger balls from a stationary position to an indicated direction or target using one foot and then the other. 	<ul style="list-style-type: none"> • I can kick larger balls from a stationary position to an indicated direction or target using one foot and then the other. 	<ul style="list-style-type: none"> • Confidently and independently, I can kick larger and smaller balls from a stationary position to an indicated direction or target using one foot and then the other.
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<p>1.6 Movement Variables Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in:</p> <ul style="list-style-type: none"> ○ space (personal space, general space, levels, directions, pathways) ○ effort (force, time/speed) ○ relationships (individually and with objects). 	<ul style="list-style-type: none"> • With extensive guidance, I respond physically and to movement vocabulary verbalized by the teacher. • With extensive guidance, I can perform movement sequences involving several movement skills, as described by the teacher 	<ul style="list-style-type: none"> • I respond physically to movement vocabulary verbalized by the teacher. • With guidance, I can perform movement sequences involving several movement skills, as described by the teacher. 	<ul style="list-style-type: none"> • I respond physically and correctly to movement vocabulary verbalized by the teacher. • I can perform movement sequences involving many movement skills, including changing directions, as described by the teacher. 	<ul style="list-style-type: none"> • I respond physically and correctly to movement vocabulary verbalized by the teacher, and use some of that vocabulary in my speech. • Consistently and independently, I can perform movement sequences involving a wide variety movement skills, including changing directions, as described by the teacher.
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<p>1.7 Rhythmical Movement</p> <p>Explore and demonstrate rhythmical movement in response to different rhythms (e.g. quick, slow, sharp, soft) and dance patterns, using locomotor skills and non-locomotor skills.</p>	<ul style="list-style-type: none"> • With extensive guidance, I can move to a rhythm trying to keep in time and use some travelling OR non-travelling skills. • With extensive guidance, I can create and perform a few patterns of locomotor and non-locomotor combinations of movement following rhythmical patterns with intensive guidance. • I can replicate some clapping patterns, drumming patterns, and other non-locomotor movements led by others with extensive guidance. 	<ul style="list-style-type: none"> • With guidance, I can move to a rhythm trying to keep in time and use some travelling OR non-travelling skills with guidance. • I can create and perform some patterns of locomotor and non-locomotor combinations of movement following rhythmical patterns with guidance. • I can replicate some clapping patterns, drumming patterns, and other non-locomotor movements led by others with guidance. 	<ul style="list-style-type: none"> • I can move to a rhythm trying to keep in time and use a variety of travelling AND non-travelling skills. • I can create and perform many patterns of locomotor and non-locomotor combinations of movement following rhythmical patterns. • I can replicate clapping patterns, drumming patterns, and other non-locomotor movements led by others. 	<ul style="list-style-type: none"> • I can move to a rhythm in time and use a wide variety of travelling AND non-travelling skills independently and with confidence. • I can create and perform a variety of patterns of locomotor and non-locomotor combinations of movement following rhythmical patterns independently. • Consistently and independently, I can replicate complex clapping patterns, drumming patterns, and other non-locomotor movements led by

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	<ul style="list-style-type: none"> I am learning to maintain rhythmical movement while participating in a few social and cultural dances with extensive guidance. 	<ul style="list-style-type: none"> I can maintain rhythmical movement while participating in some social and cultural dances with guidance. 	<ul style="list-style-type: none"> I can maintain rhythmical movement while participating in a variety of social and cultural dances. 	others. <ul style="list-style-type: none"> I can maintain rhythmical movement while participating in a variety of more complex social and cultural dances independently and with confidence.
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<p>1.8 Play Strategies and Skills</p> <p>Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:</p> <ul style="list-style-type: none"> • low-organizational games involving travelling (e.g., tag games, follow-the-leader, hopscotch, long-rope skipping); • target games (e.g., ring or hoop toss, bowling, bocce ball); • alternate environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross-country skiing). 	<ul style="list-style-type: none"> • I am learning to identify a few main intentions of a game. • I am learning how to demonstrate appropriate skills when playing games with intensive guidance. • With extensive guidance I can identify, describe, OR attempt to use a few of the skills and strategies needed to participate in games and activities. • I can use a few movement skills, rules, and basic strategies to support cooperative participation in a variety of low-organizational games, with extensive guidance. 	<ul style="list-style-type: none"> • With guidance, I am able to identify the main intention of a few games. • I can demonstrate some appropriate skills when playing games, with guidance. • With guidance, I can identify, describe, OR attempt to use some skills and strategies needed to participate in games and activities with guidance. • I can use some movement skills, rules, OR basic strategies to support cooperative participation in some low-organizational games, with guidance. 	<ul style="list-style-type: none"> • With minimal guidance, I am able to identify the main intention of many games. • With minimal guidance, I can demonstrate appropriate skills when playing games. • With minimal guidance, I can identify, describe, AND attempt to use the skills and strategies needed to participate in games and activities. • With minimal guidance, I can use movement skills, rules, AND basic strategies to support cooperative participation in a variety of low-organizational games. 	<ul style="list-style-type: none"> • Consistently and independently, I am able to explain the main intention of a variety of games. • I can demonstrate appropriate skills when playing a variety of games independently and with confidence. • I can identify, describe, and attempt to use a variety of skills and strategies needed to participate in a games and activities independently and with confidence. • I can use a variety of movement skills, rules, AND basic strategies to support cooperative participation in a variety of low-organizational games independently and with confidence.

