

Physical Education Grade 3 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.
<p>3.3 Locomotor Skills I can express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> • utilization level of skill when: <ul style="list-style-type: none"> ➢ jumping backward and landing ➢ hopping (body moves on one foot as in right foot to right foot) ➢ skipping (combines a step and a hop) ➢ leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot) ➢ sliding (one footsteps, body propels upward, other foot moves to meet the first foot) ➢ galloping (one footsteps, body propels upward, other foot moves to meet the first foot) ➢ rolling forward (see note) ➢ rolling sideways • control level of skill when: <ul style="list-style-type: none"> ➢ rolling backward (see note on page 34). 	<ul style="list-style-type: none"> • With extensive guidance, I can some skills to move through space while participating in movement activities, including jumping backward and landing; hopping; skipping; leaping; sliding; galloping; rolling forward; rolling sideways. 	<ul style="list-style-type: none"> • With guidance, I can demonstrate some motor skills to move through space while participating in movement activities, including jumping backward and landing; hopping; skipping; leaping; sliding; galloping; rolling forward; rolling sideways. 	<ul style="list-style-type: none"> • I can demonstrate many motor skills to move through space while participating in movement activities, including jumping backward and landing; hopping; skipping; leaping; sliding; galloping; rolling forward; rolling sideways. 	<ul style="list-style-type: none"> • Consistently and independently, I can demonstrate a variety of motor skills to move through space while participating in movement activities, including jumping backward and landing; hopping; skipping; leaping; sliding; galloping; rolling forward; rolling sideways.
	<ul style="list-style-type: none"> • With extensive guidance, I can roll forwards, backwards OR sideways. 	<ul style="list-style-type: none"> • With guidance, I can roll forwards, backwards OR sideways. 	<ul style="list-style-type: none"> • With minimal guidance, I can roll forwards (twice in a row), backwards AND sideways. 	<ul style="list-style-type: none"> • I can consistently and independently roll forwards, backwards AND sideways.
	<ul style="list-style-type: none"> • I require extensive guidance to avoid contact with others when utilizing movement skills. 	<ul style="list-style-type: none"> • With guidance, I can avoid contact with others when utilizing movement skills. 	<ul style="list-style-type: none"> • I avoid contact with others when utilizing movement skills. 	<ul style="list-style-type: none"> • I am always conscious of my position in space when utilizing movement skills, and respect the space others need.

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3.4 Non-locomotor Skills I can explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot when participating in movement activities, including at a: <ul style="list-style-type: none"> • utilization level of skill when: <ul style="list-style-type: none"> ➢ landing on hands from kneeling position ➢ rotating on the spot • control level of skill when: <ul style="list-style-type: none"> ➢ landing on hands from a bent knee standing position. 	Express 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. 	<ul style="list-style-type: none"> • With guidance, I can use some specific performance words to show understanding of non-locomotor movement. 	<ul style="list-style-type: none"> • I can use many specific performance words to show understanding of non-locomotor movement. 	<ul style="list-style-type: none"> • I can use specific performance words consistently to show understanding of non-locomotor movement.
	Land on hands	<ul style="list-style-type: none"> • With extensive guidance, I can land on my hands onto a mat from a kneeling position, in response to a variety of challenges, at a utilization level of skill. • With extensive guidance, I can land on my hands by falling forward onto a mat from a bent knee position, in response to a variety of challenges, at a control level of skill. 	<ul style="list-style-type: none"> • With guidance, I can land on my hands onto a mat from a kneeling position, in response to a variety of challenges, at a utilization level of skill. • With guidance, I can land on my hands by falling forward onto a mat from a bent knee position, in response to a variety of challenges, at a control level of skill. 	<ul style="list-style-type: none"> • With minimal guidance, I can land on my hands onto a mat from a kneeling position, in response to a variety of challenges, at a utilization level of skill. • With minimal guidance, I can land on my hands by falling forward onto a mat from a bent knee position, in response to a variety of challenges, at a control level of skill 	<ul style="list-style-type: none"> • Consistently and independently, I can land on my hands onto a mat from a kneeling position, in response to a variety of challenges, at a utilization level of skill. • I can consistently and independently land on my hands by falling forward onto a mat from a bent knee position, in response to a variety of challenges, at a control level of skill.

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	Rotate on spot	<ul style="list-style-type: none"> • With extensive guidance, I can rotate on the spot in a few ways, on raised surfaces, OR while holding objects. 	<ul style="list-style-type: none"> • With guidance, I can rotate on the spot in a few ways, on raised surfaces, OR while holding objects. 	<ul style="list-style-type: none"> • With minimal guidance, I can rotate on the spot in many ways, on raised surfaces, AND while holding objects. 	<ul style="list-style-type: none"> • Consistently and independently, I can rotate on the spot in a variety of ways, on raised surfaces, AND while holding objects.
Comments					
3.5 Manipulative Skills I can explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: <ul style="list-style-type: none"> • utilization level of skill when: 	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. 	<ul style="list-style-type: none"> • With guidance, I can use some specific performance words to show understanding of non-locomotor movement. 	<ul style="list-style-type: none"> • I can use many specific performance words to show understanding of non-locomotor movement. 	<ul style="list-style-type: none"> • I can use specific performance words consistently to show understanding of non-locomotor movement.
	Utilization level of skill	<ul style="list-style-type: none"> • With extensive guidance, I can throw OR catch a variety of objects with hands while maintaining control. • With extensive guidance, I can catch 	<ul style="list-style-type: none"> • With guidance, I can throw OR catch a variety of objects with hands while maintaining control. • With guidance, I can catch small objects, 	<ul style="list-style-type: none"> • With minimal guidance, I can throw AND catch a variety of objects with hands while maintaining control. • With minimal guidance, I can catch 	<ul style="list-style-type: none"> • I can consistently and independently throw AND catch a variety of objects with hands in a variety of situations while maintaining control. • Consistently and independently, I can

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<ul style="list-style-type: none"> ➤ throwing ➤ catching ➤ kicking • control level of skill when: <ul style="list-style-type: none"> ➤ hand dribbling ➤ foot dribbling ➤ striking objects with hands ➤ striking objects with short-handled implements • progressing-towards-control level of skill when: <ul style="list-style-type: none"> ➤ volleying ➤ striking objects with long-handled implements. 	Control level of skill	<p>small objects, with hands OR with implements such as a scoop.</p> <ul style="list-style-type: none"> • With extensive guidance, I can catch small objects with one hand utilizing EITHER the right or the left hand. 	<p>with hands OR with implements such as a scoop.</p> <ul style="list-style-type: none"> • With minimal guidance, I can catch small objects with one hand utilizing EITHER the right or the left hand. 	<p>small objects thrown at different levels, both with hands AND with implements such as a scoop.</p> <ul style="list-style-type: none"> • With minimal guidance, I can catch small objects with one hand utilizing both the right and the left hand. 	<p>catch small objects thrown at different levels, both with hands AND with implements such as a scoop.</p> <ul style="list-style-type: none"> • Consistently and independently, I can catch small objects with one hand utilizing both the right and the left hand.
		<ul style="list-style-type: none"> • With extensive guidance, I can dribble on the spot with one hand OR through general space without losing control. • With extensive guidance, I can dribble with my feet on the spot OR around stationary objects 	<ul style="list-style-type: none"> • With guidance, I can dribble on the spot with one hand OR through general space without losing control. • With guidance, I can dribble with my feet on the spot OR around stationary objects while moving slowly. 	<ul style="list-style-type: none"> • With minimal guidance, I can dribble on the spot with one hand AND through general space without losing control. • With minimal guidance, I can dribble with my feet on the spot AND around stationary objects 	<ul style="list-style-type: none"> • Consistently and independently, I can dribble on the spot with one hand AND through general space without losing control. • Consistently and independently, I can dribble with my feet on the spot AND around stationary objects while

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

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<ul style="list-style-type: none"> • a focus on effort (time/speed, force, flow) • relationships with objects and others to increase complex movement skills and sequences while participating in body management activities (including dance and educational gymnastics, and others such as yoga, skipping aerobics, and track and field). 	Focus on effort	<ul style="list-style-type: none"> • With guidance, I can change directions, pathways OR body positions quickly while participating movement activities. 	<ul style="list-style-type: none"> • With guidance, I can change directions, pathways OR body positions quickly while participating movement activities. 	<ul style="list-style-type: none"> • I can change directions, pathways AND body positions quickly while participating movement activities. 	<ul style="list-style-type: none"> • Consistently and fluidly, I can change directions, pathways AND body positions quickly while participating movement activities.
	Relationships with objects and others	<ul style="list-style-type: none"> • With extensive guidance, I can create and perform a sequence of movements including balances, covering a given space. 	<ul style="list-style-type: none"> • I can create and perform a sequence of movements including balances, covering a given space. 	<ul style="list-style-type: none"> • I can create and perform a sequence of at least 5 movements including balances, with variations in speed, covering a given space while manipulating one object. 	<ul style="list-style-type: none"> • I can create and perform a sequence of more than 5 movements including balances, with a smooth flow and variations in speed, covering a given space while manipulating one object.