



Physical Education Grade 1 Skillful Movement					
OUTCOMES		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
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 	<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 	<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



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level of skill when: <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. 		foot		foot.	feet to 1 foot.
	Progressing-towards-control	<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 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.



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Comments					
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 	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. 	<ul style="list-style-type: none"> • With guidance, I can jump for height following some teacher-given criteria. 	<ul style="list-style-type: none"> • I can jump for height following teacher-given criteria. 	<ul style="list-style-type: none"> • Consistently and independently, I can jump for height following complex teacher-given criteria.



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level of skill when: <ul style="list-style-type: none"> ➤ landing on hands from kneeling position ➤ rotating on the spot. 		<ul style="list-style-type: none"> • With extensive guidance, I can balance on increasingly smaller bases of support. • 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"> • With guidance, I can balance on increasingly smaller bases of support. • 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 balance on increasingly smaller bases of support. • 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"> • Consistently and independently, I can balance on increasingly smaller bases of support. • 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. 	<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. 	<ul style="list-style-type: none"> • I can fall forward while starting on knees and landing on hands following teacher-given criteria. 	<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.



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		<ul style="list-style-type: none"> I can attempt some ways to rotate on the spot with extensive guidance. 	<ul style="list-style-type: none"> I can attempt some ways to rotate on the spot with guidance. 	<ul style="list-style-type: none"> I can rotate on the spot, with minimal guidance, in various ways without falling down. 	<ul style="list-style-type: none"> I can describe what happens to the rotation when body position is altered.
Comments					
1.5 Manipulative Skills Explore, express, and apply, with guidance,	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.



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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. 	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.
	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.



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	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.
Comments					
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: <ul style="list-style-type: none"> space (personal space, general space, levels, directions, pathways) effort (force, time/speed) relationships (individually and 		<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 	<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 	<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 	<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



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with objects).	several movement skills, as described by the teacher	skills, as described by the teacher.	skills, including changing directions , as described by the teacher.	wide variety movement skills, including changing directions , as described by the teacher.
Comments				
1.7 Rhythmical Movement 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.	<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 	<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 	<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 	<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



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	movement following rhythmical patterns with intensive guidance. <ul style="list-style-type: none"> I can replicate some clapping patterns, drumming patterns, and other non-locomotor movements led by others with extensive guidance. I am learning to maintain rhythmical movement while participating in a few social and cultural dances with extensive guidance. 	rhythmical patterns with guidance. <ul style="list-style-type: none"> I can replicate some clapping patterns, drumming patterns, and other non-locomotor movements led by others with guidance. I can maintain rhythmical movement while participating in some social and cultural dances with guidance. 	rhythmical patterns. <ul style="list-style-type: none"> I can replicate clapping patterns, drumming patterns, and other non-locomotor movements led by others. I can maintain rhythmical movement while participating in a variety of social and cultural dances. 	rhythmical patterns independently . <ul style="list-style-type: none"> Consistently and independently, I can replicate complex clapping patterns, drumming patterns, and other non-locomotor movements led by others . 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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Comments				
1.8 Play Strategies and Skills Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: <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, 	<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. 	<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. 	<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. 	<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



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cross-country skiing).	<ul style="list-style-type: none"> 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"> 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 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"> 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.
Comments				

