



Physical Education Grade 4 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.
4.3 Complex Locomotor Skills I can refine and combine locomotor skills into increasingly complex movement skills as applicable to lead-up games and body management activities including dance and educational gymnastics, by selecting and applying performance cues.	Lead-up games	<ul style="list-style-type: none"> • With extensive guidance, I can begin to run simple planned patterns to evade an opponent. • With extensive guidance, I can receive an object thrown or kicked, but not both. • With extensive guidance, I can begin to avoid stationary objects and moving classmates while moving through general space. • With frequent guidance, I can begin to travel efficiently through obstacle courses. 	<ul style="list-style-type: none"> • With guidance, I can run simple planned patterns to evade an opponent. • With guidance, I can receive an object thrown or kicked, but not both. • With guidance, I can avoid stationary objects and moving classmates while moving through general space. • With guidance, I can travel efficiently through obstacle courses. 	<ul style="list-style-type: none"> • I can frequently run planned patterns to evade an opponent. • I can receive an object thrown OR kicked most of the time. • I can avoid stationary objects and moving classmates while moving through general space most of the time. • I can consistently travel efficiently through obstacle courses. 	<ul style="list-style-type: none"> • I can consistently and independently run complex planned patterns to evade an opponent. • I can consistently receive with confidence an object both thrown AND kicked. • I can consistently and independently avoid stationary objects and moving classmates while moving through general space. • I can consistently and independently travel quickly and efficiently through obstacle courses
	Body management activities	<ul style="list-style-type: none"> • With extensive guidance, I can create 	<ul style="list-style-type: none"> • With guidance, I can create and perform 	<ul style="list-style-type: none"> • I can create and perform dance sequences that 	<ul style="list-style-type: none"> • I can create and perform complex dance



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		and perform simple dance sequences that involve up to 3 locomotor skills and some rhythmical movement . • I can with extensive guidance roll on hands forward.	simple dance sequences that involve at least 4 locomotor skills and some rhythmical movement . • I can with guidance safely roll on hands forward .	involve 5-6 locomotor skills AND rhythmical movement. • I can safely roll on hands, forward, and rise to a balance position .	sequences that involve more than 6 locomotor skills AND precise rhythmical movement. • I can consistently and independently safely and fluidly roll on hands, forward, and rise to a balance position.
Comments					
4.4 Locomotor Skills I can apply, with guidance, how to skillfully perform locomotor skills while participating in		• With extensive guidance , I can and safely roll backward once and end on my feet.	• With guidance , I can safely roll backward once and end on my feet.	• With minimal guidance , I can consistently and safely roll backward 2 consecutive times and end on my feet.	• I can consistently and independently safely roll backward 2 consecutive times and end on feet.



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movement activities, including at a: <ul style="list-style-type: none"> utilization level of skill when: <ul style="list-style-type: none"> rolling backward. 		<ul style="list-style-type: none"> With extensive guidance, I can combine rolling backward in a sequence with one other skill. 	<ul style="list-style-type: none"> With guidance, I can combine rolling backward in a sequence with one other skill. 	<ul style="list-style-type: none"> With minimal guidance, I can consistently combine rolling backward in a sequence with one other skill. 	<ul style="list-style-type: none"> I can consistently and independently combine rolling backward in a sequence with a few other skills.
Comments					
4.5 Complex Non-locomotor Skills I can select and apply performance cues to combine and refine non-locomotor skills: <ul style="list-style-type: none"> balancing jumping and 	Balancing	<ul style="list-style-type: none"> With extensive guidance, I can perform some balance positions associated with body management activities. 	<ul style="list-style-type: none"> With guidance, I can perform some balance positions associated with body management activities. 	<ul style="list-style-type: none"> I can perform balance positions associated with many body management activities. 	<ul style="list-style-type: none"> I can consistently and independently perform a variety of balance positions associated with a variety of body management activities
		<ul style="list-style-type: none"> With frequent guidance, I can create and perform a limited number of balances and supports with a partner in which the partner is partially supporting the weight of the other 	<ul style="list-style-type: none"> With guidance, I can create and perform a limited number of balances and supports with a partner in which the partner is partially supporting the weight of the other 	<ul style="list-style-type: none"> I can create and perform some balances and supports with a partner in which the partner is partially supporting the weight of the other. 	<ul style="list-style-type: none"> I can consistently and independently create and perform a variety of balances and supports with a partner in which the partner is partially supporting the weight of the other



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landing on the spot on feet and hands into increasingly complex movement skills while participating in body management activities (including dance and educational gymnastics).	Landing	<ul style="list-style-type: none"> • With frequent guidance, I can land on hands by falling forward from a standing position onto raised objects. 	<ul style="list-style-type: none"> • With guidance, I can land on hands by falling forward from a standing position onto raised objects. 	<ul style="list-style-type: none"> • I can frequently land on hands by falling forward from a standing position onto raised objects. 	<ul style="list-style-type: none"> • I can consistently and independently land on hands by falling forward from a standing position onto raised objects.
	Jumping and landing	<ul style="list-style-type: none"> • With frequent guidance, I can spring onto a number of slightly raised objects, without always landing in control. 	<ul style="list-style-type: none"> • With guidance, I can spring onto a number of slightly raised objects, sometimes landing in control and maintaining balance. 	<ul style="list-style-type: none"> • I can spring onto slightly raised objects, landing in control and maintaining balance most of the time. 	<ul style="list-style-type: none"> • I can consistently and independently spring onto a variety of slightly raised objects, landing in control and maintaining balance.
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4.6 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: <ul style="list-style-type: none"> ➢ hand dribbling ➢ foot dribbling ➢ striking objects with hands and/or 	Utilization Level	<ul style="list-style-type: none"> With guidance I can dribble a ball with one hand a given number of times, then the other hand a given number of times without losing control. 	<ul style="list-style-type: none"> With guidance I can dribble with one hand then the other varying the height of the dribble without stopping. 	<ul style="list-style-type: none"> With minimal guidance, I can dribble with one hand then the other varying the height of the dribble without stopping. 	<ul style="list-style-type: none"> I can dribble with hands moving through general space and around objects, starting and stopping on signal without losing control.
	Foot dribbling	<ul style="list-style-type: none"> With extensive guidance, I can dribble with feet moving through general space and around objects. 	<ul style="list-style-type: none"> With guidance, I can dribble with feet moving through general space and around objects. 	<ul style="list-style-type: none"> With minimal guidance, I can dribble with feet moving through general space and around objects, starting and stopping on signal without losing control. 	<ul style="list-style-type: none"> I can dribble consistently and independently with feet moving through general space and around objects, starting and stopping on signal without losing control, and varying my speed.
	Control Level Striking objects with hands or short handled implements	<ul style="list-style-type: none"> With frequent guidance, I can strike a ball accurately at targets with each hand separately. 	<ul style="list-style-type: none"> With guidance, I can strike a ball with some accuracy at targets with each hand separately 	<ul style="list-style-type: none"> With minimal guidance, I can strike a ball at targets with reasonable accuracy with each hand separately. 	<ul style="list-style-type: none"> I can consistently strike a ball accurately at targets with each hand separately.



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<ul style="list-style-type: none"> short-handled implements control level of skill when: <ul style="list-style-type: none"> ➤ volleying (to send an object in the air before it comes to rest) ➤ striking objects with long-handled implements (bats, golf clubs, hockey sticks) progressing-towards-control level of skill when: <ul style="list-style-type: none"> ➤ punting. 	Volleying	<ul style="list-style-type: none"> • With extensive guidance, I can volley a ball upwards using various body parts. 	<ul style="list-style-type: none"> • With guidance, I can volley a ball continuously upwards using various body parts. 	<ul style="list-style-type: none"> • With minimal guidance, I can volley a ball continuously upwards using various body parts. 	<ul style="list-style-type: none"> • Consistently and independently, I can volley a ball continuously upwards using various body parts
		<ul style="list-style-type: none"> • With extensive guidance, I can volley a tossed ball with two hands and demonstrating some criteria of recommended form. 	<ul style="list-style-type: none"> • With guidance, I can volley a tossed ball with two hands and demonstrating some criteria of recommended form. 	<ul style="list-style-type: none"> • With minimal guidance, I can volley a tossed ball with two hands and demonstrating many criteria of recommended form. 	<ul style="list-style-type: none"> • I can independently and consistently volley a tossed ball with two hands using recommended form.
	Striking objects with long handed implements	<ul style="list-style-type: none"> • With extensive guidance, I can strike a self dropped birdie or ball using long handled racquets aiming at a target and demonstrating some criteria of recommended form. 	<ul style="list-style-type: none"> • With guidance, I can occasionally strike a self dropped birdie or ball using long handled racquets aiming at a target and demonstrating some criteria of recommended form. 	<ul style="list-style-type: none"> • With minimal guidance, I can strike a self dropped birdie or ball using long handled racquets aiming at a target, and demonstrating many criteria of recommended form 	<ul style="list-style-type: none"> • I can independently and consistently strike a self dropped birdie or ball using long handled racquets aiming at a target using recommended form.
		<ul style="list-style-type: none"> • With extensive guidance I can strike stationary objects with long handled implements to a target. 	<ul style="list-style-type: none"> • With guidance, I can occasionally strike stationary objects with long handled implements to a target. 	<ul style="list-style-type: none"> • With minimal guidance, I can strike stationary objects with long handled implements to a target. 	<ul style="list-style-type: none"> • I can independently and consistently strike stationary objects with long handled implements to a target



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					with accuracy.
	Progressing Level Punting	<ul style="list-style-type: none"> With extensive guidance, I can punt a ball by dropping the ball to the ground, letting it bounce once and then kicking it while it is in the air. 	<ul style="list-style-type: none"> With guidance, I can punt a ball by dropping the ball to the ground, letting it bounce once and then kicking it while it is in the air. 	<ul style="list-style-type: none"> With minimal guidance, I can punt a ball in a forward and upward direction by dropping the ball to the ground, letting it bounce once and then kicking it while it is in the air. 	<ul style="list-style-type: none"> I can independently and consistently punt a ball in a forward and upward direction by dropping the ball to the ground, letting it bounce once and then kicking it while it is in the air.
Comments					
4.7 Complex Manipulative Skills I can select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying	Throwing	<ul style="list-style-type: none"> With extensive guidance, I can throw a variety of balls from a stationary or moving position, to partners who are stationary or moving. 	<ul style="list-style-type: none"> With guidance, I can occasionally throw a variety of balls from a stationary or moving position, to partners who are stationary or moving. 	<ul style="list-style-type: none"> I can throw a variety of balls from a stationary or moving position, to partners who are stationary or moving. 	<ul style="list-style-type: none"> I can consistently and independently throw a variety of balls from a stationary or moving position, to partners who are stationary or moving.
		<ul style="list-style-type: none"> With extensive guidance, I can throw small soft balls using extensions from stationary OR moving positions. 	<ul style="list-style-type: none"> With guidance, I can occasionally throw small soft balls using extensions from stationary OR moving positions. 	<ul style="list-style-type: none"> I can throw small soft balls using extensions from BOTH stationary moving positions. 	<ul style="list-style-type: none"> I can consistently and independently throw small soft balls using extensions from both stationary and moving positions.



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objects) skills in increasingly complex movement activities such as lead-up games, including: <ul style="list-style-type: none"> ○ throwing ○ catching (gathering, collecting) ○ kicking. 		<ul style="list-style-type: none"> With extensive guidance, I can throw a ball at a target as a stationary opponent tries to block or deflect the throw. 	<ul style="list-style-type: none"> With guidance, I can throw a ball at a target as a stationary opponent tries to block or deflect the throw. 	<ul style="list-style-type: none"> I can throw a ball at a target as a stationary opponent tries to block or deflect the throw, most of the time. 	<ul style="list-style-type: none"> I can consistently and independently throw a ball at a target as a stationary opponent tries to block or deflect the throw.
		<ul style="list-style-type: none"> With extensive guidance, I can shoot at baskets using lightweight balls and some correct form. 	<ul style="list-style-type: none"> With guidance, I can shoot at baskets using lightweight balls and some correct form. 	<ul style="list-style-type: none"> I can shoot at baskets using lightweight balls and mostly correct form. 	<ul style="list-style-type: none"> I can consistently and independently shoot at baskets using lightweight balls and using correct form.
	Catching	<ul style="list-style-type: none"> With extensive guidance I can catch some balls from a stationary or moving position, but not both, from partners who are stationary or moving, but not both. 	<ul style="list-style-type: none"> With guidance, I can catch some balls from a stationary or moving position, but not both, from partners who are stationary or moving, but not both. 	<ul style="list-style-type: none"> I can catch a variety of balls from BOTH a stationary AND moving position, from partners who are stationary or moving. 	<ul style="list-style-type: none"> I can consistently and confidently catch a variety of balls from both a stationary AND moving position, from partners who are both stationary AND moving.
		<ul style="list-style-type: none"> With extensive guidance, I can catch small soft balls using extensions from both stationary and moving positions, but not both. 	<ul style="list-style-type: none"> With guidance, I catch small soft balls using extensions from stationary or moving positions, but not both. 	<ul style="list-style-type: none"> I can catch small soft balls using extensions from both stationary AND moving positions. 	<ul style="list-style-type: none"> I can consistently and independently catch small soft balls using extensions from both stationary and moving positions.
		<ul style="list-style-type: none"> With extensive guidance, I can trap or deflect balls sent by others. 	<ul style="list-style-type: none"> With guidance I can trap OR deflect balls sent by others. 	<ul style="list-style-type: none"> I can trap AND deflect balls sent by others. 	<ul style="list-style-type: none"> I can consistently and independently trap AND deflect balls sent by others.



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	Kicking	• With extensive guidance, I can kick a stationary ball to a stationary target OR moving target, but not both.	• With guidance, I can kick a stationary ball to a stationary target OR moving target, but not both.	• I can kick a stationary ball to both a stationary target AND moving target.	• I can consistently and independently kick a stationary ball to both a stationary target and moving target.
		• With extensive guidance, I can kick a moving ball at a net that is being defended by a goalie.	• With guidance, I can kick a moving ball at a net that is being defended by a goalie.	• I can kick a moving ball at a net that is being defended by a goalie, most of the time.	• I can consistently and independently kick a moving ball at a net that is being defended by a goalie.
4.8 Movement Refinement I can refine the application of movement variables, movement	Movement Variables	• With extensive guidance, I can vary performance, as indicated by the teacher, by making performance adjustments to affect force, trajectory OR speed.	• With guidance, I can vary performance, as indicated by the teacher, by making performance adjustments to affect force, trajectory OR speed.	• I know how to vary performance, as indicated by the teacher, by making performance adjustments to affect force, trajectory AND speed.	• I can vary performance, as indicated by the teacher, by making performance adjustments to affect force, trajectory AND speed, consistently and with confidence.



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concepts, and performance cues to improve personal performance and to provide feedback to others.	Movement Concepts	<ul style="list-style-type: none"> With extensive guidance, I can demonstrate a few of the features of “athletic position” 	<ul style="list-style-type: none"> With guidance, I can demonstrate several of the features of “athletic position.” 	<ul style="list-style-type: none"> I can demonstrate most of the features of “athletic position.” 	<ul style="list-style-type: none"> I can demonstrate all of the features of “athletic position.”
	Performance Cues	<ul style="list-style-type: none"> With extensive guidance, I can say some performance cues while performing movement skills. 	<ul style="list-style-type: none"> With guidance, I can say some performance cues while performing movement skills. 	<ul style="list-style-type: none"> I can say many performance cues while performing movement skills. 	<ul style="list-style-type: none"> I can confidently and independently say all necessary performance cues while performing movement skills.
	Feedback	<ul style="list-style-type: none"> With extensive guidance, I can provide some constructive feedback to peers about the performance of complex movement skills. 	<ul style="list-style-type: none"> With guidance, I can provide some constructive feedback to peers about the performance of complex movement skills. 	<ul style="list-style-type: none"> I can provide constructive and specific feedback to peers about the performance of complex movement skills. 	<ul style="list-style-type: none"> I can confidently and independently provide constructive, specific and detailed feedback to peers about the performance of complex movement skills
Comments					