



| Physical Education Grade 4 Relationships | | | | |
|---|--|---|---|--|
| 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. |
| 4.10 Tactics, Strategies, and Rules I can apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to co-operative and competitive lead-up games as well as alternate environment activities, when alone and with others. | <ul style="list-style-type: none"> I need guidance to work with others to solve problems and work towards positive solutions on resolve disagreements | <ul style="list-style-type: none"> I occasionally work with others to solve problems and work towards positive solutions on resolve disagreements. | <ul style="list-style-type: none"> I consistently work with others to solve problems and work towards positive solutions on resolve disagreements. | <ul style="list-style-type: none"> I consistently and independently work with others to solve problems and work towards positive solutions on resolve disagreements, and encourage others to do the same. |
| | <ul style="list-style-type: none"> I need guidance to demonstrate correct and respectful application of rules and procedures. | <ul style="list-style-type: none"> I occasionally demonstrate correct and respectful application of rules and procedures. | <ul style="list-style-type: none"> I consistently demonstrate correct and respectful application of rules and procedures. | <ul style="list-style-type: none"> I consistently and independently demonstrate correct and respectful application of rules and procedures, and encourage others to do the same. |
| | <ul style="list-style-type: none"> I need reminders and guidance to demonstrate inclusiveness of all in movement activities. | <ul style="list-style-type: none"> I occasionally demonstrate inclusiveness of all in movement activities. | <ul style="list-style-type: none"> I consistently demonstrate inclusiveness of all in movement activities. | <ul style="list-style-type: none"> I consistently and independently demonstrate inclusiveness of all in movement activities, and encourage others to do the same. |
| Comments | | | | |



| | | | | | |
|--|---|---|---|---|---|
| | | | | | |
| 4.11 Safety and First Aid I can incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class. | Safe practices for the prevention of injury | <ul style="list-style-type: none"> I need extensive guidance to practice safe movements while performing exercises and stretching. | <ul style="list-style-type: none"> I occasionally practice safe movements while performing exercises and stretching. | <ul style="list-style-type: none"> I consistently practice safe movements while performing exercises and stretching. | <ul style="list-style-type: none"> I consistently and independently practice safe movements while performing exercises and stretching, and encourage others to do the same. |
| | | <ul style="list-style-type: none"> With extensive guidance, I can demonstrate and practice safe techniques for lifting and responding to falls. | <ul style="list-style-type: none"> I occasionally demonstrate and practice safe techniques for lifting and responding to falls. | <ul style="list-style-type: none"> I consistently demonstrate and practice safe techniques for lifting and responding to falls. | <ul style="list-style-type: none"> I consistently and independently demonstrate and practice safe techniques for lifting and responding to falls, and encourage others to do the same. |
| | | <ul style="list-style-type: none"> I need extensive guidance to identify potential hazards in a variety of environments. | <ul style="list-style-type: none"> I occasionally identify potential hazards in a variety of environments. | <ul style="list-style-type: none"> I consistently identify potential hazards in a variety of environments. | <ul style="list-style-type: none"> I consistently and independently identify potential hazards in a variety of environments, and warn others. |
| | First Aid | <ul style="list-style-type: none"> With extensive guidance I can apply some recommended first-aid procedures for basic 'role-played' injuries. | <ul style="list-style-type: none"> I can apply some recommended first-aid procedures for basic 'role-played' injuries. | <ul style="list-style-type: none"> I can apply many recommended first-aid procedures for basic 'role-played' injuries. | <ul style="list-style-type: none"> I consistently and independently apply a variety of recommended first-aid procedures for basic 'role-played' injuries and for injuries not explicitly discussed in class. |



| | | | | | |
|---|-------------|---|--|--|--|
| Comments | | | | | |
| 4.12 Relationships I can create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play. | Team spirit | <ul style="list-style-type: none">• With extensive guidance, I can identify and demonstrate many skills for effective teamwork. | <ul style="list-style-type: none">• I can identify and demonstrate some skills for effective teamwork. | <ul style="list-style-type: none">• I can identify and demonstrate many skills for effective teamwork. | <ul style="list-style-type: none">• I can model skills for effective teamwork, and encourage others to practice them. |
| | | <ul style="list-style-type: none">• I need frequent reminders to use courtesy, and complimentary and inclusive behaviours and language. | <ul style="list-style-type: none">• I occasionally use courtesy, and complimentary and inclusive behaviours and language. | <ul style="list-style-type: none">• I consistently use courtesy, and complimentary and inclusive behaviours and language. | <ul style="list-style-type: none">• I model the use of courtesy, and complimentary and inclusive behaviours and language, and encourage others to practice those behaviors. |
| | Fair Play | <ul style="list-style-type: none">• I demonstrate respect for rules, officials, opponents, OR fair playing time, with frequent reminders. | <ul style="list-style-type: none">• I demonstrate respect for rules, officials, opponents, OR fair playing time. | <ul style="list-style-type: none">• I demonstrate respect for rules, officials, opponents, and fair playing time. | <ul style="list-style-type: none">• I consistently and independently demonstrate respect for rules, officials, opponents, and fair playing time, and encourage others to do the same. |
| | | | | | |
| | | | | | |
| | Comments | | | | |
| 4.13 Culture and History I can examine and communicate | | <ul style="list-style-type: none">• I can explain the cultural origins of various movement activities that | <ul style="list-style-type: none">• I can explain the cultural origins of various movement activities that | <ul style="list-style-type: none">• I can explain the cultural origins of various movement activities that | <ul style="list-style-type: none">• I can compare the cultural origins of various movement activities that |



| | | | | |
|---|--|--|---|---|
| the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities. | originated with First Nations and Métis culture OR with other cultures in our province, with extensive guidance. | originated with First Nations and Métis culture OR with other cultures in our province. | originated with First Nations and Métis culture AND with other cultures in our province. | originated with First Nations and Métis culture AND with other cultures in our province. |
| Comments | | | | |