



Physical Education Grade 4 Active Living					
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. <b>I achieve the outcome.</b>	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.
<b>4.1 Health-Related Fitness</b>  <b>I can determine my own level of health-related fitness and affect my health-related fitness level by applying, with guidance, strategies and principles related to fitness.</b>	Fitness sequences	<ul style="list-style-type: none"> <li>With frequent guidance, I can <b>begin to engage</b> in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises.</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, I can demonstrate <b>limited engagement</b> in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises.</li> </ul>	<ul style="list-style-type: none"> <li>With minimal guidance, I can <b>engage</b> in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>fully engage on my own</b> in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises.</li> </ul>
	Movement activities	<ul style="list-style-type: none"> <li>I can sustain participation in moderate to vigorous movement activities that increase heart and respiration rate for much <b>less than 8 minutes</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can sustain participation in moderate to vigorous movement activities that increase heart and respiration rate for <b>approaching 8 minutes on a consistent basis</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can sustain participation in moderate to vigorous movement activities that increase heart and respiration rate for <b>eight minutes on a consistent basis</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can sustain participation in moderate to vigorous movement activities that increase heart and respiration rate for <b>more than eight minutes on a consistent basis</b>.</li> </ul>
	Personal performance appraisals	<ul style="list-style-type: none"> <li>With frequent guidance, I can <b>begin to use</b> of fitness appraisal methods to understand own performance level for health-related components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, I can <b>demonstrate limited use</b> of fitness appraisal methods to understand own performance level for health-related components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>With minimal guidance, I can <b>use</b> fitness appraisal methods to understand own performance level for health-related components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>I can use fitness appraisal methods <b>on my own</b> to understand own performance level for health-related components of fitness.</li> </ul>



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		With help, I understand parts of the simpler ideas and do a few of the simpler skills.	I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	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.	
Comments						
4.2 Body Systems						
	I can demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to, and affected by, the development of the health-related components of fitness.	Circulatory system	• I can describe the <b>location</b> of the heart.	• I can describe the location and <b>size</b> of the heart.	• I can describe the <b>location, size and function</b> of the heart.	• I can <b>explain how the circulatory system is affected</b> by the health related components of fitness.
		Respiratory system	• I can identify the <b>location</b> of the lungs.	• <b>With guidance, I can describe the location and function</b> of the lungs	• I can describe the <b>location and function</b> of the lungs	• I can <b>explain how the respiratory system is affected</b> by the health related components of fitness.
		Muscular system	• I can identify where the skeletal muscles are on the body.	• <b>With guidance, I can locate some skeletal muscles and describe the role</b> of the skeletal muscles.	• I can locate <b>many</b> skeletal muscles and describe <b>the role of skeletal muscles</b> .	• I can explain how the <b>muscular system is affected by the health related components of fitness</b> .
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<b>4.9 Skillful Play</b>  <b>I can select and use effective movement skills, tactics, and strategies while participating in:</b> <ul style="list-style-type: none"> <li>small-sided and lead-up net/wall games (e.g., balloon volleyball, pickleball, hand ball)</li> </ul> <b>and refine selected movement skills, tactics, and strategies while participating in:</b> <ul style="list-style-type: none"> <li>low-organizational, inventive, and cooperative games;</li> <li>small-sided and lead-up target games;</li> <li>small-sided and lead-</li> </ul>	<b>Movement skills and tactics</b>	<ul style="list-style-type: none"> <li><b>With extensive guidance</b> I can implement offensive and defensive skills and tactics in a <b>limited number of situations</b> while participating in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>With guidance</b> I can implement offensive and defensive skills and tactics in a <b>limited number of situations</b> while participating in movement activities</li> </ul>	<ul style="list-style-type: none"> <li><b>I can implement offensive and defensive skills and tactics in many situations</b> while participating in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>Consistently and independently,</b> I can implement offensive and defensive skills and tactics in a <b>variety of situations</b> while participating in movement activities.</li> </ul>
	<b>Net/Wall games</b>	<ul style="list-style-type: none"> <li><b>With extensive guidance,</b> I can identify the main purpose of net/wall games &amp; participate in them following class-created and/or teacher-given rules.</li> </ul>	<ul style="list-style-type: none"> <li><b>With guidance,</b> I can identify the main purpose of net/wall games &amp; participate in them following class-created and/or teacher-given rules.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can identify the main purpose of net/wall games &amp; participate in them</b> following class-created and/or teacher-given rules.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can consistently and independently</b> identify the main purpose of net/wall games &amp; participate in them following class-created and/or teacher-given rules.</li> </ul>
	<b>LOG and lead-up games</b>	<ul style="list-style-type: none"> <li><b>With extensive guidance,</b> I can apply <b>some</b> individual offensive and defensive skills while participating in low-organizational and lead-up games.</li> </ul>	<ul style="list-style-type: none"> <li><b>With guidance</b> I can apply <b>some</b> individual offensive and defensive skills while participating in low-organizational and lead-up games.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can apply a range of</b> individual offensive and defensive skills while participating in low-organizational and lead-up games.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can consistently and independently</b> apply <b>many</b> individual offensive and defensive skills while participating in low-organizational and lead-up games.</li> </ul>



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up striking/fielding games; • small-sided and lead-up invasion/territorial games; • alternate environment activities.	Target games	• <b>With extensive guidance</b> , I can show how to deliver objects used in target games.	• <b>With guidance</b> , I can show <b>how to deliver objects</b> used in target games.	• I can show how to deliver objects used in target games <b>&amp; vary the weight of the delivery.</b>	• <b>I can consistently and independently</b> show how to deliver objects used in target games, vary the weight of the delivery, and <b>attain some accuracy.</b>
	Invasion/territorial games	• <b>With extensive guidance</b> , I can plan and implement offensive and defensive skills and tactics for <b>some given</b> situations while participating in a variety of invasion/territorial lead-up games and striking/fielding games.	• <b>With guidance</b> , I can plan and implement offensive and defensive skills and tactics for <b>some given</b> situations while participating in a variety of invasion/territorial lead-up games and striking/fielding games.	• I can plan and implement offensive and defensive skills and tactics <b>for most given situations</b> while participating in a variety of invasion/territorial lead-up games and striking/fielding games.	• I can <b>consistently and independently</b> plan and implement offensive and defensive skills and tactics for <b>a wide range of given situations</b> while participating in a variety of invasion/territorial lead-up games and striking/fielding games.
	Alternate environments	• <b>With extensive guidance</b> , I <b>increase my understanding OR skill</b> while participating in a variety of alternate environment activities.	• I <b>increase my understanding OR skill</b> while participating in a variety of alternate environment activities.	• I <b>increase my understanding AND skill</b> while participating in a variety of alternate environment activities.	• I <b>markedly increase my understanding AND skill</b> while participating in a variety of alternate environment activities.
Comments					