



Physical Education Grade 3 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.
3.8 Positive Interactions I can demonstrate positive interactions with others in cooperative and competitive movement activities.	<ul style="list-style-type: none"> • With extensive guidance, I can respond positively to challenges, successes, OR losses, while participating in movement activities. • With extensive guidance, I can distinguish between compliance and non-compliance with rules OR guidelines of games. • With extensive guidance, I can celebrate the successes of others as well as my own. 	<ul style="list-style-type: none"> • With guidance, I can respond positively to challenges, successes, OR losses, while participating in movement activities. • With guidance, I can distinguish between compliance and non-compliance with rules OR guidelines of games. • With guidance, I can celebrate the successes of others as well as my own. 	<ul style="list-style-type: none"> • I can respond positively to challenges, successes, AND losses, while participating in movement activities. • I can distinguish between compliance and non-compliance with rules AND guidelines of games. • I can celebrate the successes of others as well as my own. 	<ul style="list-style-type: none"> • I can respond positively to challenges, successes, AND losses, while participating in movement activities, and encourage others in those situations. • I can distinguish between compliance and non-compliance with rules AND guidelines of games, and give examples from my own life and the world. • I consistently use positive self-talk and positive language to model how to celebrate the successes of others as well as my own.
Comments				



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3.9 Safety I can evaluate my commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities.	<ul style="list-style-type: none"> • With extensive guidance, I can evaluate my own approach to safe participation in a variety of movement activities, using teacher-given or student-generated criteria. • With extensive guidance, I can demonstrate and explain appropriate body control and safe movement during participation in movement activities. 	<ul style="list-style-type: none"> • With guidance, I can evaluate my own approach to safe participation in a variety of movement activities, using teacher-given or student-generated criteria. • With guidance, I can demonstrate appropriate body control and safe movement during participation in movement activities. 	<ul style="list-style-type: none"> • I can evaluate my own approach to safe participation in a variety of movement activities, using teacher-given or student-generated criteria. • I can demonstrate and explain appropriate body control and safe movement during participation in movement activities. 	<ul style="list-style-type: none"> • I can independently evaluate my own approach to safe participation in a variety of movement activities. • I can demonstrate and explain appropriate body control and safe movement during participation in a wide variety of movement activities.
Comments				



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3.10 Relationships I can demonstrate, verbally and non-verbally, consideration and respect for all others (regardless of ideas, abilities, worldviews, physical characteristics, cultural backgrounds, or gender) while participating in physical education activities.	<ul style="list-style-type: none"> With extensive guidance, I sometimes represent in my words and actions what team spirit, fair play, and inclusion look like, sound like, and feel like. 	<ul style="list-style-type: none"> With guidance, I sometimes represent in my words and actions what team spirit, fair play, and inclusion look like, sound like, and feel like. 	<ul style="list-style-type: none"> I represent in my words and actions what team spirit, fair play, and inclusion look like, sound like, and feel like. 	<ul style="list-style-type: none"> I consistently represent in my words and actions what team spirit, fair play, and inclusion look like, sound like, and feel like, and I encourage others in that behavior.
Comments				