



Physical Education Grade 2					
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. 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.
AL 2.1 I can apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.	Fitness	<ul style="list-style-type: none"> I require extensive guidance to engage in activities that include cardiovascular endurance, muscular endurance and flexibility exercises. I can consistently sustain moderate to vigorous movement activities that increase heart-rate and respiration for a few minutes on a consistent basis. 	<ul style="list-style-type: none"> With guidance, I can engage with limited understanding in activities that include cardiovascular endurance, muscular endurance and flexibility exercises. I can consistently sustain moderate to vigorous movement activities that increase heart-rate and respiration for several minutes on a consistent basis. 	<ul style="list-style-type: none"> I engage in activities that include cardiovascular endurance, muscular endurance and flexibility exercises. I can consistently sustain moderate to vigorous movement activities that increase heart-rate and respiration for six minutes on a consistent basis. 	<ul style="list-style-type: none"> I can consistently and independently engage in activities that include cardiovascular endurance, muscular endurance and flexibility exercises. I can consistently sustain moderate to vigorous movement activities that increase heart-rate and respiration for more than six minutes on a consistent basis.
	Warm-up	<ul style="list-style-type: none"> I require frequent guidance to engage in a variety of individual and group activities that support proper warm up strategies, including dynamic stretching. 	<ul style="list-style-type: none"> With guidance, I engage with limited understanding in some individual and group activities that support proper warm up strategies, including dynamic stretching. 	<ul style="list-style-type: none"> With guidance, I engage in many individual and group activities that support proper warm up strategies, including dynamic stretching. 	<ul style="list-style-type: none"> I consistently and independently engage in a variety of individual and group activities that support proper warm up strategies, including dynamic stretching.
Comments					



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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.
AL2.2 I can analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life.	<ul style="list-style-type: none"> • With extensive guidance, I can identify some benefits of participating in regular movement activity of 60 minutes or more per day. • With extensive guidance, I can record on a weekly calendar a daily record of my physical activity both in and out of school. • With extensive guidance, I can identify a few opportunities for physical activity that I can do on my own. 	<ul style="list-style-type: none"> • I can identify some benefits of participating in regular movement activity of 60 minutes or more per day. • With guidance, I can record on a weekly calendar a daily record of my physical activity both in and out of school. • With guidance, I can identify a few opportunities for physical activity that I can do on my own. 	<ul style="list-style-type: none"> • I can describe many benefits of participating in regular movement activity of 60 minutes or more per day. • I can record on a weekly calendar a daily record of my physical activity both in and out of school. • I can identify opportunities for physical activity that I can do on my own. 	<ul style="list-style-type: none"> • I can describe with examples and detail many benefits of participating in regular movement activity of 60 minutes or more per day. • I can record on a weekly calendar a very accurate daily record of my physical activity both in and out of school, and justify it. • I can identify opportunities for physical activity that I can do on my own, and I take advantage of them.
Comments				



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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.
AL 2.8 I can apply 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, cooperative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games, follow-the-leader, fox and geese, parachute play, hopscotch) target games (e.g., ring or hoop toss, bowling, bocce ball, curling) alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country, skiing, cycling, dog sledding, tobogganing). 	<ul style="list-style-type: none"> I require extensive guidance to identify the intention of some games. With extensive guidance, I can identify effective tactics for use in some games. With extensive guidance, I can use movement skills, rules OR basic strategies to support cooperative participation in a variety of movement activities. 	<ul style="list-style-type: none"> With guidance, I can identify the intention of some games. I can identify effective tactics for use in some games. With guidance, I can use movement skills, rules OR basic strategies to support cooperative participation in a variety of movement activities. 	<ul style="list-style-type: none"> I can identify the intention of many games. I can identify and apply effective tactics in many games. I can use movement skills, rules AND basic strategies to support cooperative participation in a variety of movement activities. 	<ul style="list-style-type: none"> I can consistently and independently identify the intention of a variety of games, and explain an appropriate strategy. I can identify and apply effective tactics in almost all games, and choose the movement skills suited to them. I can choose the movement skills, rules AND basic strategies which will support cooperative participation in specific movement activities.
Comments				