



Physical Education Grade 2 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.
RL 2.9 Safe Behaviors I can examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.	<ul style="list-style-type: none"> • With extensive guidance, I can apply some general and specific safety guidelines for participating in movement activities. 	<ul style="list-style-type: none"> • I can apply some general and specific safety guidelines for participating in movement activities. 	<ul style="list-style-type: none"> • I can apply many general and specific safety guidelines for participating in movement activities. 	<ul style="list-style-type: none"> • I can apply general and specific safety guidelines for participating in movement activities, and I can communicate those guidelines to others.
	<ul style="list-style-type: none"> • With extensive guidance, I can list some safety benefits OR risks associated with a few movement activities. 	<ul style="list-style-type: none"> • I can list some safety benefits OR risks associated with a few movement activities. 	<ul style="list-style-type: none"> • I can list many safety benefits AND risks associated with specific movement activities. 	<ul style="list-style-type: none"> • I can list and explain the safety benefits AND risks associated with specific movement activities.
	<ul style="list-style-type: none"> • With extensive guidance, I can explain a few basic safety and etiquette rules to be used during school-sponsored activities that occur outside of the school environment. 	<ul style="list-style-type: none"> • I can explain a few basic safety and etiquette rules to be used during school-sponsored activities that occur outside of the school environment. 	<ul style="list-style-type: none"> • I can explain basic safety and etiquette rules to be used during school-sponsored activities that occur outside of the school environment. 	<ul style="list-style-type: none"> • I can explain basic safety and etiquette rules to be used during school-sponsored activities that occur outside of the school environment, and I communicate those rules to others.
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.
RL 2.10 Relationships I can demonstrate self-control and a willingness to work and play cooperatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities.	<ul style="list-style-type: none"> • With extensive guidance, I sometimes practice positive ways to resolve conflict that might occur while participating in movement activities. 	<ul style="list-style-type: none"> • With guidance, I sometimes practice positive ways to resolve conflict that might occur while participating in movement activities. 	<ul style="list-style-type: none"> • I often practice positive ways to resolve conflict that might occur while participating in movement activities. 	<ul style="list-style-type: none"> • I model positive ways to resolve conflict that might occur while participating in movement 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, most of the time. 	<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				