

## Physical Education Grade 2 Relationships

OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4-Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<p><b>RL 2.9 Safe Behaviors</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can apply <b>some</b> general and specific safety guidelines for participating in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply <b>some</b> general and specific safety guidelines for participating in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply <b>many</b> general and specific safety guidelines for participating in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply general and specific safety guidelines for participating in movement activities, and I can <b>communicate those guidelines to others.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can <b>list some</b> safety benefits <b>OR</b> risks associated with <b>a few</b> movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>list some</b> safety benefits <b>OR</b> risks associated with <b>a few</b> movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>list many</b> safety benefits <b>AND</b> risks associated with specific movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>list and explain</b> the safety benefits <b>AND</b> risks associated with specific movement activities.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can explain <b>a few</b> basic safety and etiquette rules to be used during school-sponsored activities that occur outside of the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain <b>a few</b> basic safety and etiquette rules to be used during school-sponsored activities that occur outside of the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain basic safety and etiquette rules</b> to be used during school-sponsored activities that occur outside of the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain basic safety and etiquette rules to be used during school-sponsored activities that occur outside of the school environment, and I <b>communicate those rules to others.</b></li> </ul>
Comments				

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OUTCOMES	<b>1 – Beginning</b> The student is having difficulty demonstrating an understanding of the concept.	<b>2 – Approaching</b> The student is developing an understanding of the concept.	<b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.	<b>4-Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>RL 2.10</b> <b>Relationships</b> <b>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.</b>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance, I sometimes</b> practice positive ways to resolve conflict that might occur while participating in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>With guidance, I sometimes</b> practice positive ways to resolve conflict that might occur while participating in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I often practice</b> positive ways to resolve conflict that might occur while participating in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I model</b> positive ways to resolve conflict that might occur while participating in movement activities.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With extensive guidance, I sometimes</b> represent in my words and actions what team spirit, fair play, and inclusion look like, sound like, and feel like.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>With guidance, I sometimes</b> represent in my words and actions what team spirit, fair play, and inclusion look like, sound like, and feel like.</li> </ul>	<ul style="list-style-type: none"> <li>• I represent in my words and actions what team spirit, fair play, and inclusion look like, sound like, and feel like, <b>most of the time.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>I consistently</b> represent in my words and actions what team spirit, fair play, and inclusion look like, sound like, and feel like, and <b>I encourage others in that behavior.</b></li> </ul>
Comments				