

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

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<p><b>3.9 Safety</b></p> <p><b>I can evaluate my commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities.</b></p>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can evaluate my own approach to safe participation in a variety of movement activities, using teacher-given or student-generated criteria.</li> <li>• <b>With extensive guidance</b>, I can demonstrate and explain appropriate body control and safe movement during participation in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>With guidance</b>, I can evaluate my own approach to safe participation in a variety of movement activities, using teacher-given or student-generated criteria.</li> <li>• <b>With guidance</b>, I can demonstrate appropriate body control and safe movement during participation in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can evaluate my own approach to safe participation in a variety of movement activities, using teacher-given or student-generated criteria.</li> <li>• I can demonstrate and <b>explain</b> appropriate body control and safe movement during participation in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>independently</b> evaluate my own approach to safe participation in a variety of movement activities.</li> <li>• I can demonstrate and explain appropriate body control and safe movement during participation in <b>a wide variety of</b> movement activities.</li> </ul>
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<p><b>3.10 Relationships</b></p> <p><b>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.</b></p>	<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.</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>
<p>Comments</p>				