

Date	Unit	Grade 1 Outcome	Grade 2 Outcome
Sept 5-14	Cooperative Games  Essential Question: <b>HOW CAN I BE A GOOD TEAMMATE?</b>	<p>K.1.1.C.4 <b>Discuss the meaning of sharing, honesty, respect, and other social behaviours related to physical activity participation</b> (e.g., honesty means acknowledging that you have been tagged in a tag game...)</p> <p>K.3.1.A.3 <b>Recognize the importance of proper, secure footwear</b> (e.g., for keeping feet and ankles safe, warm, dry, and comfortable...) <b>in physical activity on different surfaces</b> (e.g., gymnasium floor, icy or wet surfaces, balance beams, climbing frames, mats...)</p> <p>S.3.1.A.1→S.3.K.A.1 <b>Follow simple rules and routines for safe, active participation and use of equipment</b> (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) <b>in selected activities</b></p> <p>K.4.1.A.2a <b>Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals</b> (e.g., tying own shoelaces...) <b>and group tasks/goals</b> (e.g., deciding what to play in a group setting...)</p> <p>K.4.1.B.3a <b>Identify what can happen when someone becomes angry</b> (e.g., red face, tense muscles, loud voice, physical aggression...) <b>and healthy ways to deal with anger</b> (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...)</p>	<p>K.1.2.C.4 <b>Identify activity situations that require sharing, respect, honesty, and other positive social behaviours</b> (e.g., explain how the "tagger's rule" helps improve the game of tag...)</p> <p>K.3.2.A.3 <b>Identify the reasons for appropriate clothing and footwear for participation in physical activity</b> (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewelry for physical activities; personal hygiene...)</p> <p>S.3.2.A.1→S.3.K.A.1 <b>Follow simple rules and routines for safe, active participation and use of equipment</b> (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) <b>in selected activities</b></p> <p>K.4.2.A.1 <b>Recognize that everyone is special, unique, and able to succeed</b> (i.e., families, interests, talents, feelings, desires)</p> <p>K.4.2.B.1a <b>Identify responsible and respectful behaviours</b> (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) <b>for developing positive relationships</b></p>
Sept 18-21	Running Activities Fitness	<p>K.4.1.A.2b <b>Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom</b> (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task...)</p> <p>K.4.1.A.3 <b>Identify initial steps</b> (e.g., extending knowledge, stop and think, ask opinions of others, check rules, check options...) <b>for making simple personal and/or guided decisions regarding home and classroom situations</b> (e.g., follow class rules, use substances safely, wear protective equipment during play...)</p> <p>K.1.1.B.3a <b>Recognize the terms associated with moving in various directions</b> (i.e., forward, backward, up, down, sideways) <b>and at different levels</b> (i.e., high, middle, low)</p> <p>K.2.1.B.1 <b>Recognize that vigorous physical activity is important for health and fitness development</b> (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger)</p> <p>K.2.1.C.1b <b>Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)</p>	<p>K.4.2.A.2a <b>Identify examples of simple, realistic goals for healthy living that are short term</b> (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess...) <b>and long term</b> (e.g., running faster, increasing strength, developing a healthy heart, having no cavities...)</p> <p>K.4.2.A.2b <b>List ways to show personal responsibility at home and school</b> (e.g., keep room tidy, put away belongings, follow directions, practice daily health habits, complete homework, respect others, play safely, learn to set boundaries, ask for help, offer to help...)</p> <p>K.1.2.B.3a <b>Recognize the terms associated with pathways</b> (i.e., straight, curved, zigzag), <b>directions</b> (i.e., up, down, right, left, forward, backward, sideways, clockwise, counter-clockwise), <b>and planes</b> (i.e., frontal, horizontal, sagittal)</p> <p>K.2.2.C.1b→K.2.1.C.1b <b>Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)</p>

			<p>K.2.2.C.3 <b>Recognize that proper warm-up activities</b> (i.e., light aerobic activity, stretching exercises) <b>prepare muscles for vigorous activities</b> (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...)</p> <p>S.2.2.A.2 <b>Determine own degree of exertion through simple methods</b> (e.g., put hand on chest to feel increase in heart rate, "talk test"... ) <b>while participating in physical activities</b></p>
Sept 24-28	Playground Games Jump Rope	<p>K.4.1.B.1a→K.4.K.B.1a <b>Identify examples of responsible social behaviours</b> (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) <b>for getting along with others in school and schoolyard</b></p> <p>S.1.1.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., hopping, jumping, kicking...) <b>and equipment in outdoor activities and/or special events</b> (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)</p> <p>K.1.1.B.1→K.1.K.B.1 <b>Discuss movement skill development as requiring good practice and patience in learning</b> (e.g., to make and correct mistakes is part of the learning process; try, try again...)</p> <p>K.3.1.A.5a <b>Identify common playground and physical activity hazards at school</b> (e.g., on playing surfaces, slides, swings, ditches, parking lots...)</p>	<p>S.1.1.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., hopping, jumping, kicking...) <b>and equipment in outdoor activities and/or special events</b> (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)</p> <p>K.1.2.B.1 <b>Show an understanding that personal attitudes</b> (e.g., willingness to try, level of involvement, desire to learn...) <b>affect skill development and success</b></p> <p>K.3.2.A.5a <b>Identify the basic safety rules for selected physical activity settings</b> (e.g., school field trips, Terry Fox walk/run, skating activity, pow wows, winter festivals...)</p>
Oct 1-11	Bouncing & Volleying (Spike Ball)	<p>K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) <b>used in different physical activities</b></p> <p>K.1.1.C.3 <b>Identify the factors</b> (i.e., target distance, size of target, weight or shape of projectile) <b>affecting the level of difficulty of target games/activities</b></p> <p>S.1.1.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) <b>in a variety of simple movement experiences</b> (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)</p>	<p>K.1.2.A.1 <b>Observe and name the basic movement patterns performed by other students</b> (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing)</p> <p>S.1.2.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...)</p> <p>K.1.2.C.1 <b>Demonstrate knowledge of fundamental rules related to different aspects</b> (e.g., purpose, number of players, role of each player, equipment, scoring...) <b>of simple games and activities</b> (e.g., grid activities...) <b>designed by self and/or others</b></p>
Oct 15-18	Throwing & Targets	<p>K.1.1.C.3 <b>Identify the factors</b> (i.e., target distance, size of target, weight or shape of projectile) <b>affecting the level of difficulty of target games/activities</b></p> <p>S.1.1.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) <b>in a variety of simple movement experiences</b> (e.g.,</p>	<p>K.1.2.A.1 <b>Observe and name the basic movement patterns performed by other students</b> (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing)</p>

		roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)	S.1.2.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...)
Oct 22-26	Rolling & Serving (Volleyball)	K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) <b>used in different physical activities</b>  K.1.1.C.3 <b>Identify the factors</b> (i.e., target distance, size of target, weight or shape of projectile) <b>affecting the level of difficulty of target games/activities</b>  S.1.1.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) <b>in a variety of simple movement experiences</b> (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)	K.1.2.A.1 <b>Observe and name the basic movement patterns performed by other students</b> (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing)  S.1.2.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...)
Oct 29-31	Halloween Games	S.1.1.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., hopping, jumping, kicking...) <b>and equipment in outdoor activities and/or special events</b> (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)  S.1.1.A.1 <b>Demonstrate the basic transport skills</b> (i.e., running, hopping, galloping, and jumping) <b>in a variety of movement experiences</b> (e.g., run/hop around a hoop, jump consecutively in a forward direction...)	S.1.1.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., hopping, jumping, kicking...) <b>and equipment in outdoor activities and/or special events</b> (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)  S.1.2.A.1 <b>Demonstrate competency in basic transport skills</b> (i.e., running, hopping, galloping, jumping, skipping), <b>moving in different directions</b> (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing...)
Nov 1-14	Gymnastics Make up Routines	K.4.1.B.2a <b>Identify different ways</b> (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums...) <b>of expressing feelings and emotions that contribute to getting along with others</b>  S.1.1 D.2→S.1.K.D.2 <b>Explore the gymnastic movement patterns</b> (e.g., landings, statics, springs, rotations, locomotion, swings...) <b>in activities using large and/or small apparatus</b> (e.g., educational gymnastics, rhythmic sportive gymnastics...)  S.1.1.A.3 <b>Explore static and/or dynamic balance, using different movement concepts</b> (e.g., using different shapes, levels, body parts...)  K.1.1.B.2 <b>Show an understanding that balance is affected by the amount of force</b> (i.e., speed, weight) <b>and body position</b> (i.e., bent knees, feet apart in direction of movement, arms spread) <b>in stopping and landing activities</b> (e.g., stops and starts, jumping from low heights, movement exploration...)	K.4.2.B.2a <b>Identify positive communication skills</b> (e.g., focus on speaker, repeat back information, use appropriate body language, ask relevant questions, include everyone, disagree politely, show self-control, take turns, work cooperatively...) <b>for listening with attention in small-group settings</b>  S.1.2.D.2 <b>Demonstrate functional use of basic movement skills</b> (i.e., transport, manipulation, and balance), <b>applying movement concepts</b> (e.g., body and space awareness...) <b>to gymnastic-type activities</b> (e.g., balancing on different body parts, swinging and circling small hand apparatus...)  S.1.2.A.3 <b>Demonstrate balancing in different ways</b> (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body) <b>at different levels and/or heights</b>  K.1.2.B.2 <b>Recognize different ways to maintain static and dynamic balance</b> (i.e., increase base of support by widening stance, lower centre of gravity by bending knees,

		<p>K.1.1.B.3a <b>Recognize the terms associated with moving in various directions</b> (i.e., forward, backward, up, down, sideways) <b>and at different levels</b> (i.e., high, middle, low)</p> <p>K.1.1.B.3c <b>Recognize time</b> (e.g., fast or slow...), <b>force</b> (e.g., strong or light...), <b>and flow</b> (e.g., free and bound...) <b>as qualities of effort in movement</b></p>	<p>keeping head level) <b>in physical activities</b> (e.g., walking on a low beam, changing directions while travelling...)</p> <p>K.1.2.B.3a <b>Recognize the terms associated with pathways</b> (i.e., straight, curved, zigzag), <b>directions</b> (i.e., up, down, right, left, forward, backward, sideways, clockwise, counter-clockwise), <b>and planes</b> (i.e., frontal, horizontal, sagittal)</p> <p>K.1.2.B.3b <b>Recognize and use body shapes in expressive movement</b> (e.g., show three different body shapes in a movement sequence...)</p> <p>K.1.2.B.3c <b>Recognize the different qualities of effort</b> (i.e., time, force, flow) <b>in own movement</b> (e.g., respond to different beats and rhythms of a drum, move to music, walk and move like various animals...)</p>
<p>Nov 15,16,19</p>	<p>Fitness</p>	<p>K.4.1.B.1b <b>Discuss how feelings and experiences associated with participation in physical activities/sports, and/or social events can be the same or different from person to person</b> (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated...)</p> <p>K.2.1.B.1 <b>Recognize that vigorous physical activity is important for health and fitness development</b> (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger)</p> <p>K.2.1.C.1b <b>Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)</p>	<p>K.4.2.B.1b <b>Talk about similarities and differences</b> (e.g., likes/dislikes, cultural connections...) <b>of responses of self and responses of others related to situations involving sports/physical activities and/or social events</b></p> <p>K.2.2.C.1b→K.2.1.C.1b <b>Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)</p> <p>S.2.2.A.2 <b>Determine own degree of exertion through simple methods</b> (e.g., put hand on chest to feel increase in heart rate, "talk test"...) <b>while participating in physical activities</b></p> <p>S.4.2.A.1→S.4.1.A.1 <b>Set simple short-term goals and participate in strategies for goal attainment</b> (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...)</p> <p>S.4.2.A.2 <b>List possible options and consequences for specific behaviours and/or health habits</b> (e.g., brushing your teeth...) <b>for the promotion of physically active and healthy lifestyles</b></p>
<p>Nov 20-30</p>	<p>Jungle Gym and Obstacle Course</p>	<p>K.4.1.B.3c <b>Identify ways</b> (e.g., be calm, seek adult help, take turns, follow rules, apologize...) <b>to avoid or reduce potential conflict situations</b> (i.e., in class, at play)</p> <p>K.1.1.B.3a <b>Recognize the terms associated with moving in various directions</b> (i.e., forward, backward, up, down, sideways) <b>and at different levels</b> (i.e., high, middle, low)</p>	<p>K.4.2.B.2b <b>Identify situations</b> (e.g., carrying something heavy, contributing to a project...) <b>in which friends may be helpful and ways</b> (e.g., saying thank you, returning the favour...) <b>to show appreciation</b></p>

		<p>K.1.1.B.3b <b>Recognize terms describing different body shapes</b> (i.e., curled, stretched, narrow, wide, twisted)</p> <p>K.1.1.B.3c <b>Recognize time</b> (e.g., fast or slow...), <b>force</b> (e.g., strong or light...), <b>and flow</b> (e.g., free and bound...) <b>as qualities of effort in movement</b></p>	<p>K.1.2.B.3d <b>Recognize the different ways to move in relation to a partner</b> (e.g., lead, follow, mirror, match, dodge...) <b>and objects or equipment</b> (e.g., obstacle course, climbing frame...)</p> <p>K.1.2.B.3b <b>Recognize and use body shapes in expressive movement</b> (e.g., show three different body shapes in a movement sequence...)</p> <p>K.1.2.B.3c <b>Recognize the different qualities of effort</b> (i.e., time, force, flow) <b>in own movement</b> (e.g., respond to different beats and rhythms of a drum, move to music, walk and move like various animals...)</p>
Dec 3-7	Curling (Targets)	<p>K.1.1.C.3 <b>Identify the factors</b> (i.e., target distance, size of target, weight or shape of projectile) <b>affecting the level of difficulty of target games/activities</b></p> <p>S.1.1.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) <b>in a variety of simple movement experiences</b> (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)</p>	<p>S.1.2.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...)</p> <p>K.1.2.C.1 <b>Demonstrate knowledge of fundamental rules related to different aspects</b> (e.g., purpose, number of players, role of each player, equipment, scoring...) <b>of simple games and activities</b> (e.g., grid activities...) <b>designed by self and/or others</b></p>
Dec 10-14	Outdoor Ed	S.1.1.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., hopping, jumping, kicking...) <b>and equipment in outdoor activities and/or special events</b> (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)	S.1.1.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., hopping, jumping, kicking...) <b>and equipment in outdoor activities and/or special events</b> (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)
Dec 17-21	Winter Games (Holiday Games)	K.1.1.B.3d <b>Recognize terms for moving in relation to others</b> (i.e., lead, follow, chase, move with, flee, dodge)	K.1.2.C.3 <b>Recognize and discuss simple strategies</b> (e.g., dodging, varying speed, changing directions, funneling in tag games...) <b>used in chasing/fleeing games/ activities</b>
Jan 7-11	Transport Skills Gallop Hop Skip Jump Slide Leap	<p>K.4.1.A.1 <b>Recognize positive attributes of self, family, and classmates</b> (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...)</p> <p>K.1.1.B.3a <b>Recognize the terms associated with moving in various directions</b> (i.e., forward, backward, up, down, sideways) <b>and at different levels</b> (i.e., high, middle, low)</p> <p>K.1.1.B.3b <b>Recognize terms describing different body shapes</b> (i.e., curled, stretched, narrow, wide, twisted)</p> <p>S.1.1.A.1 <b>Demonstrate the basic transport skills</b> (i.e., running, hopping, galloping, and jumping) <b>in a variety of movement experiences</b> (e.g., run/hop around a hoop, jump consecutively in a forward direction...)</p>	<p>K.1.2.C.3 <b>Recognize and discuss simple strategies</b> (e.g., dodging, varying speed, changing directions, funneling in tag games...) <b>used in chasing/fleeing games/ activities</b></p> <p>K.1.2.B.3d <b>Recognize the different ways to move in relation to a partner</b> (e.g., lead, follow, mirror, match, dodge...) <b>and objects or equipment</b> (e.g., obstacle course, climbing frame...)</p> <p>K.1.2.B.3b <b>Recognize and use body shapes in expressive movement</b> (e.g., show three different body shapes in a movement sequence...)</p> <p>S.1.2.A.1 <b>Demonstrate competency in basic transport skills</b> (i.e., running, hopping, galloping, jumping, skipping), <b>moving in different directions</b> (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing...)</p>
Jan 14-18	Bounce (hand dribble)	S.1.1.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) <b>in a variety of simple movement experiences</b> (e.g.,	S.1.2.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to</b>

		roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)	<b>challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...)
Jan 21-25	Catching	S.1.1.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) <b>in a variety of simple movement experiences</b> (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)	S.1.2.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...)
Jan 28-31	Fun Equipment Create small games/stations	K.4.1.B.3b <b>Identify several causes of conflicts that may occur in class or play situations</b> (e.g., disagreeing over whom to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...)	K.4.2.B.2b <b>Identify situations</b> (e.g., carrying something heavy, contributing to a project...) <b>in which friends may be helpful and ways</b> (e.g., saying thank you, returning the favour...) <b>to show appreciation</b>  S.1.2.B.1 <b>Use basic movement skills</b> (e.g., hopping, rolling, underhand throwing...) <b>and concepts</b> (i.e., body and space awareness, relationships) <b>in creating cooperative and/or low-competitive games with partners or in small groups</b> (e.g., hopscotch, playing catch with a partner, simple target games...)
Feb 4-15	Jump Rope	K.2.1.B.1 <b>Recognize that vigorous physical activity is important for health and fitness development</b> (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger)  K.1.1.B.1→K.1.K.B.1 <b>Discuss movement skill development as requiring good practice and patience in learning</b> (e.g., to make and correct mistakes is part of the learning process; try, try again...)  K.2.1.C.1b <b>Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)	K.1.2.B.1 <b>Show an understanding that personal attitudes</b> (e.g., willingness to try, level of involvement, desire to learn...) <b>affect skill development and success</b>  K.2.1.C.1b <b>Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)
Feb 19-22	Targets	K.1.1.C.3 <b>Identify the factors</b> (i.e., target distance, size of target, weight or shape of projectile) <b>affecting the level of difficulty of target games/activities</b>	K.1.2.A.1 <b>Observe and name the basic movement patterns performed by other students</b> (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing)  S.1.2.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...)
Feb 25-Mar 1	Fitness	S.4.1.A.1 <b>Set simple short-term goals and participate in strategies for goal attainment</b> (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...)  K.2.1.B.1 <b>Recognize that vigorous physical activity is important for health and fitness development</b> (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger)	K.2.2.C.1a→K.2.1.C.1a <b>Show an understanding of the location of main internal body parts affected by exercise</b> (i.e., heart, lungs, bones, muscles)  K.2.1.C.1b <b>Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)

		<p>K.2.1.C.1b <b>Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)</p> <p>K.2.1.C.1a <b>Show an understanding of the location of main internal body parts affected by exercise</b> (i.e., heart, lungs, bones, muscles)</p>	<p>S.4.2.A.1→S.4.1.A.1 Set <b>simple short-term goals and participate in strategies for goal attainment</b> (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...)</p> <p>S.4.2.A.2 List possible options and consequences for specific behaviours and/or health habits (e.g., brushing your teeth...) <b>for the promotion of physically active and healthy lifestyles</b></p> <p>S.2.2.A.2 <b>Determine own degree of exertion through simple methods</b> (e.g., put hand on chest to feel increase in heart rate, "talk test"...)<b> while participating in physical activities</b></p> <p>K.3.2.A.2 <b>Recognize safe range of motion of joints</b> (e.g., neck rotations, knee bends...)<b> in common exercises</b></p>
Mar 4-22	<p>Gaga Ball (Striking with hand)</p> <p>Table Ball (Striking with hand)</p> <p>Table Tennis (Striking with an implement)</p> <p>Kan Jam</p>	<p>K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) <b>used in different physical activities</b></p> <p>S.1.1.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) <b>in a variety of simple movement experiences</b> (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)</p>	<p>S.1.2.B.2 <b>Use basic movement skills</b> (e.g., running, catching...) <b>and concepts in cooperative and/or low-competitive group games</b> (e.g., dodging activities, tag games...)</p> <p>S.1.2.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...)</p>
April 1-12	Throwing and Catching	S.1.1.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) <b>in a variety of simple movement experiences</b> (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)	S.1.2.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...)
April 15-25	Team Games	K.4.1.B.2b <b>Identify ways</b> (e.g., show consideration, take turns, share equipment, help others, be inclusive, show respect...) <b>to get along with others for developing healthy relationships</b>	<p>K.4.2.C.1a <b>Identify appropriate ways for sharing and expressing feelings and emotions related to different situations</b> (e.g., cooperative-type activities, competitive-type activities, at home, in public...)</p> <p>S.4.2.A.3 <b>Demonstrate appropriate behaviours for getting along with others</b> (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences...) <b>in partner activities</b></p>
April 29-May10	Run, Jump, Throw	K.1.1.B.2 <b>Show an understanding that balance is affected by the amount of force</b> (i.e., speed, weight) <b>and body position</b> (i.e., bent knees, feet apart in direction of movement, arms spread) <b>in stopping and landing activities</b> (e.g., stops and starts, jumping from low heights, movement exploration...)	K.1.2.B.2 <b>Recognize different ways to maintain static and dynamic balance</b> (i.e., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level) <b>in physical activities</b> (e.g., walking on a low beam, changing directions while travelling...)

		S.1.1.A.1 <b>Demonstrate the basic transport skills</b> (i.e., running, hopping, galloping, and jumping) <b>in a variety of movement experiences</b> (e.g., run/hop around a hoop, jump consecutively in a forward direction...)	S.1.2.A.1 <b>Demonstrate competency in basic transport skills</b> (i.e., running, hopping, galloping, jumping, skipping), <b>moving in different directions</b> (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing...)
May 13-24	Dance	S.1.1.D.1 <b>Demonstrate transport skills</b> (e.g., running, hopping, sliding/galloping, jumping...), <b>applying movement concepts</b> (i.e., body and space awareness) <b>while responding to a variety of stimuli</b> (e.g., beat of a drum, music, action words, poem...)  S.1.1.A.3 <b>Explore static and/or dynamic balance, using different movement concepts</b> (e.g., using different shapes, levels, body parts...)  K.1.1.B.3a <b>Recognize the terms associated with moving in various directions</b> (i.e., forward, backward, up, down, sideways) <b>and at different levels</b> (i.e., high, middle, low)  K.1.1.B.3c <b>Recognize time</b> (e.g., fast or slow...), <b>force</b> (e.g., strong or light...), <b>and flow</b> (e.g., free and bound...) <b>as qualities of effort in movement</b>	S.1.2.D.1 <b>Demonstrate basic rhythmic steps and patterns</b> (e.g., walk/ clap, skip, slide, stamp...), applying movement concepts (e.g., body awareness, qualities of effort...) <b>alone and with others in simple and/or creative rhythmic activities</b> (e.g., creative movement, multicultural activities such as folk dances, round dances...)  S.1.2.A.3 <b>Demonstrate balancing in different ways</b> (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body) <b>at different levels and/or heights</b>  K.1.2.B.3c <b>Recognize the different qualities of effort</b> (i.e., time, force, flow) <b>in own movement</b> (e.g., respond to different beats and rhythms of a drum, move to music, walk and move like various animals...)
May 27-31	Parachute Scoops Scooters	K.1.1.B.3b <b>Recognize terms describing different body shapes</b> (i.e., curled, stretched, narrow, wide, twisted)  S.1.1.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) <b>in a variety of simple movement experiences</b> (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)	S.1.2.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...)  K.1.2.B.3b <b>Recognize and use body shapes in expressive movement</b> (e.g., show three different body shapes in a movement sequence...)
June 3-13	Foot Dribbling (soccer) Kicking (soccer)	K.1.1.A.1 <b>Recognize the basic movement skills</b> (i.e., transport, manipulation, balance) <b>used in different physical activities</b>  S.1.1.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) <b>in a variety of simple movement experiences</b> (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)	S.1.2.A.2 <b>Demonstrate the basic manipulation skills</b> (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) <b>in a variety of activities to challenge different levels of ability</b> (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...)  K.1.2.A.1 <b>Observe and name the basic movement patterns performed by other students</b> (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing)
June 17-21	Fitness	K.4.1.A.1 <b>Recognize positive attributes of self, family, and classmates</b> (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...)	K.3.2.A.2 <b>Recognize safe range of motion of joints</b> (e.g., neck rotations, knee bends...) <b>in common exercises</b>  K.4.2.A.1 <b>Recognize that everyone is special, unique, and able to succeed</b> (i.e., families, interests, talents, feelings, desires)

June 24-27	Fun Games	K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) <b>used in different physical activities</b>	K.1.2.A.1 <b>Observe and name the basic movement patterns performed by other students</b> (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing)
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**Continual**

**Grade 1**

<p>S.1.1.B.2 →S.1.K.B.2 Explore <b>basic movement skills</b> (i.e., transport, manipulation, balance) <b>and concepts</b> (i.e., body awareness, space awareness) <b>in simple group activities</b> (e.g., chasing/fleeing-type games...)</p> <p>S.1.1.B.3 →S.1.2.B.3 Set <b>up and manage own games</b> (e.g., skipping games, target games, hopscotch...)</p> <p>S.2.1.A.1a <b>Participate in a wide variety of physical activities using basic movement skills</b> (i.e., transport, manipulation, balance) <b>that contribute to skill/fitness development and enjoyment</b></p> <p>S.2.1.A.1b <b>Sustain participation in moderate to vigorous activity to experience physical changes in the body</b></p> <p>K.3.1.A.1 →K.3.K.A.1 <b>Recognize safe and controlled movement while participating in physical activity</b> (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly...)</p> <p>K.3.1.A.4 <b>Show an understanding of the general rules for safe use of equipment</b> (e.g., distributing, setting up, reporting unsafe conditions and situations, putting away...) <b>and facilities</b> (e.g., boundaries, special rules pertaining to a facility...) <b>for selected activities</b> (e.g., ball activities, circuits...)</p> <p>S.3.1.A.1 →S.3.K.A.1 Follow <b>simple rules and routines for safe, active participation and use of equipment</b> (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) <b>in selected activities</b></p>
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Grade 2

S.3.2.A.1

→S.3.K.A.1 **Follow simple rules and routines for safe, active participation and use of equipment** (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) **in selected activities**

S.2.2.A.1a

**Participate in cooperative and/or low competitive-type physical activities** (e.g., with partners, in small groups...) **that contribute to skill/fitness development and enjoyment**

S.2.2.A.1b

**Sustain participation in moderate to vigorous activity, using basic movement skills**

S.1.2.B.2

**Use basic movement skills** (e.g., running, catching...) **and concepts in cooperative and/or low-competitive group games** (e.g., dodging activities, tag games...)

S.1.2.B.3

**Set up and manage own games** (e.g., skipping games, target games, hopscotch...)

K.3.2.A.1

**Recognize the importance of practicing safe behaviours** (e.g., following directions, performing within own limits, understanding safety rules for using large equipment...) **alone and/or with others**

K.3.2.A.4

**Show an understanding of general and specific safety guidelines and behaviours** (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) **that are appropriate for own age and ability**

S.2.2.A.1a

**Participate in cooperative and/or low competitive-type physical activities** (e.g., with partners, in small groups...) **that contribute to skill/fitness development and enjoyment**

S.2.2.A.1b

**Sustain participation in moderate to vigorous activity, using basic movement skills**

S.1.2.B.2

**Use basic movement skills** (e.g., running, catching...) **and concepts in cooperative and/or low-competitive group games** (e.g., dodging activities, tag games...)

S.1.2.B.3

**Set up and manage own games** (e.g., skipping games, target games, hopscotch...)

**Solution Station**

Grade 1

S.4.1.A.3 **Demonstrate behaviours that show social responsibility** (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others...) **in daily routines**

S.4.1.A.4 **Demonstrate ways** (e.g., using "I" messages, compromising, admitting responsibility, saying "I'm sorry"... ) **to resolve conflict in a peaceful manner with limited teacher input**

Grade 2

K.4.2.A.1

**Recognize that everyone is special, unique, and able to succeed** (i.e., families, interests, talents, feelings, desires)

K.4.2.A.3

**Discuss the concept of consequences** (e.g., cause-and-effect relationships...) **of behaviours as part of the decision-making/ problem-solving process for health and well-being** (e.g., touching a very hot surface will cause burns...)

S.4.2.A.3

**Demonstrate appropriate behaviours for getting along with others** (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences...) **in partner activities**