

Date	Unit	Grade 3 Outcome	Grade 4 Outcome
Sept 5-14	Cooperative Games Essential Question: HOW CAN I BE A GOOD TEAMMATE?	<p>K.3.3.A.3 →K.3.2.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewelry for physical activities; personal hygiene...)</p> <p>K.4.3.A.1 Identify the importance of showing consideration for self and others, and for individual differences (i.e., language, ideas, abilities, physical characteristics)</p> <p>K.4.3.A.2b Discuss how attributes (i.e., determination, being responsible, staying on task) and desires (i.e., willingness to help, motivation to participate or contribute) affect personal progress and achievement</p> <p>K.4.3.B.1a Describe the behaviours (e.g., accepting everyone into the group, inviting others to play or participate, no put-downs, recognizing feelings of others...) that show respect for the abilities and feelings of others</p> <p>K.4.3.B.1b Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity (e.g., willingness to play and work with others, acceptance of individual differences, motivation to contribute, dealing with rejection...)</p> <p>K.4.3.B.3a Recognize anger triggers for self and others (e.g., name-calling, feeling inadequate, being reprimanded...), and strategies to reduce, control, or avoid anger (e.g., seek someone to talk to, take timeout, participate in a diversion activity, engage in physical exercise...) in emotional situations</p> <p>K.1.3.C.4 Demonstrate an understanding of how positive and negative social behaviours (e.g., sharing, showing respect, fairness, honesty, cheating, lying...) may affect the outcome of an activity</p> <p>S.1.3.B.2 →S.1.2.B.2 Use basic movement skills (e.g., running, catching...) and concepts in</p>	<p>K.3.4.A.3 →K.3.2.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewelry for physical activities; personal hygiene...)</p> <p>K.4.4.A.1 Demonstrate an awareness of factors (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) that influence self-esteem and self-confidence</p> <p>K.4.4.A.2b Describe the factors (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards...) that affect personal motivation and achievement of goals</p> <p>K.4.4.B.2b Identify ways (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say "please/thank you"...) to get along with others in cooperative/collaborative situations</p> <p>S.4.4.A.2 Design, implement, evaluate, and revise an action plan for making a group decision (e.g., classroom rules and routines, planning a class or group activity...)</p> <p>K.1.4.C.4 Identify the five fair-play ideals (i.e., respect for rules, officials, and opponents, self-control, equitable playing time)</p> <p>K.2.4.C.4 Discuss how setting realistic goals and developing strategies (e.g., positive thinking, regular practice, participating with others...) can contribute to personal achievement (e.g., sense of enjoyment, self-confidence...)</p>

		cooperative and/or low-competitive group games (e.g., dodging activities, tag games...)	
Sept 18-28	Fitness Playground Games	<p>S.1.3.C.1 →S.1.1.C.1 Demonstrate functional use of basic movement skills (e.g., hopping, jumping, kicking...) and equipment in outdoor activities and/or special events (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)</p> <p>K.2.3.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles...)</p> <p>K.2.3.B.1 Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs (e.g., running, skipping, cycling, swimming, soccer to accumulate at least 10 to 15 minutes of vigorous activity each day...)</p> <p>K.2.3.C.1b Identify short-term effects of exercise/physical activity on the body (e.g., pulse rate increases, shortness of breath, body temperature increases, perspiration occurs, fatigue sets in...)</p> <p>K.2.3.C.3 →K.2.2.C.3 Recognize that proper warm-up activities (i.e., light aerobic activity, stretching exercises) prepare muscles for vigorous activities (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...)</p> <p>K.3.3.A.2 Recognize appropriate body alignment during specific activities (e.g., lifting, carrying, pushing, pulling...)</p> <p>S.2.3.A.1a Participate in exercises/activities that increase flexibility, muscular strength, and muscular endurance</p> <p>S.2.3.A.1b Maintain participation in moderate to vigorous activity that contributes to aerobic capacity for short (e.g., intermittent...) and longer periods of time (e.g., sustained...)</p>	<p>K.1.4.C.1 Explain simple rules used in lead-up games and activities that are suitable for recess (e.g., four-square, hopscotch, jump-rope activities, game of own design...)</p> <p>S.1.4.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) in outdoor activities on the school grounds and/or special events (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...)</p> <p>K.2.4.A.1 Recognize the health-related fitness components (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility)</p> <p>K.2.4.C.1b →K.2.3.C.1b Identify short-term effects of exercise/physical activity on the body (e.g., pulse rate increases, shortness of breath, body temperature increases, perspiration occurs, fatigue sets in...)</p> <p>K.3.4.A.2 Recognize safe and unsafe characteristics of performing common exercises (e.g., curl-ups, neck rotations, back bends or bridges, knee bends...)</p> <p>K.2.4.C.3 Recognize the importance of light aerobic activities and stretching as part of cool-down following a vigorous activity (e.g., decrease blood flow and body temperature gradually...)</p> <p>S.2.4.A.1a Participate regularly in a variety of purposeful and individually challenging fitness activities that develop health-related and/or skill-related fitness components (e.g., activities that increase heart rate, lung capacity, strength, muscular endurance, flexibility, coordination...)</p>

			<p>S.2.4.A.1b Maintain continuous aerobic activity for a set period of time, based on functional capacity</p> <p>S.2.4.A.3a Determine own performance level for health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), using simple tests or tasks (e.g., sit and reach, modified curl-up, 1600-metre run...)</p> <p>S.2.4.A.3b Record own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) for personal progress</p>
<p>Oct 1-11</p>	<p>Net/Wall Spike Ball</p>	<p>K.1.3.B.1 →K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success</p> <p>K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible)</p> <p>K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)</p> <p>K.1.4.C.3 Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) of simple net/wall and striking/fielding games/activities</p> <p>K.3.4.A.1 Show an understanding of safe practices and risk factors associated with selected physical activities, including simple lead-up-type net/wall and striking/fielding-type games (e.g., positioning self at a safe distance in batting/striking in baseball and/or paddleball...)</p>

Oct 15-26	Net/Wall Volleyball	<p>K.1.3.B.1 →K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success</p> <p>K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible)</p> <p>K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)</p> <p>K.1.4.C.3 Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) of simple net/wall and striking/fielding games/activities</p> <p>K.3.4.A.1 Show an understanding of safe practices and risk factors associated with selected physical activities, including simple lead-up-type net/wall and striking/fielding-type games (e.g., positioning self at a safe distance in batting/striking in baseball and/or paddleball...)</p>
Oct 29-31	Halloween & Fitness	<p>K.3.3.A.5a →K.3.2.A.5a Identify the basic safety rules for selected physical activity settings (e.g., school field trips, Terry Fox walk/run, skating activity, pow wows, winter festivals...)</p>	<p>K.3.4.A.5a →K.3.2.A.5a Identify the basic safety rules for selected physical activity settings (e.g., school field trips, Terry Fox walk/run, skating activity, pow wows, winter festivals...)</p>
Nov 1-14	Gymnastics Make Up Routines	<p>K.1.3.B.3a Design a movement sequence (e.g., run/jump/land/roll sequence...) incorporating directions, levels, pathways, and planes (e.g., creative gymnastics, hoop gymnastics...)</p> <p>K.1.3.B.3b Balance objects (e.g., beanbags, balls...) using different body parts (e.g., hands, shoulders, foot...) while travelling alone and/or in partner activities</p> <p>K.1.3.B.3c Show an understanding of the qualities of speed (e.g., fast and slow...), force (e.g., strong and light...), and flow (e.g., free and bound...) in movement</p>	<p>K.1.4.B.3c Differentiate between qualities of effort (e.g., fast and slow, strong and light, free and bound...) in movement sequences performed by others</p> <p>K.1.4.B.3d Identify characteristics (e.g., identical and contrasting movements and/or rhythms...) that enhance choreography of movement sequences with a partner and in small groups</p> <p>S.1.4.D.2 Demonstrate functional use of basic movement skills using two or more gymnastic movement patterns in a gymnastic sequence/routine with small hand apparatus (e.g.,</p>

		<p>K.1.3.B.3d Show an understanding for mirroring and matching movements with a partner in a stationary position and/or while moving (e.g., "follow the leader"...) </p> <p>S.1.3.A.3 Demonstrate competency in soft and balanced landings from developmentally appropriate heights (e.g., floor, bench, low beam, jumping box...)</p> <p>S.1.3.D.1 Create rhythmic sequences using transport skills (e.g., walk, jump, step-hop, stamp, slide...) alone and/or with others (e.g., jump-rope activities, aerobics, creative movement...)</p> <p>S.1.3.D.2 →S.1.2.D.2 Demonstrate functional use of basic movement skills (i.e., transport, manipulation, and balance), applying movement concepts (e.g., body and space awareness...) to gymnastic-type activities (e.g., balancing on different body parts, swinging and circling small hand apparatus...)</p>	<p>hoops, scarves, ropes...), or on large apparatus (e.g., mats, balance beam...), alone or with others</p>
Nov 15,16,19	Fitness	<p>S.2.3.A.1a Participate in exercises/activities that increase flexibility, muscular strength, and muscular endurance</p> <p>S.2.3.A.1b Maintain participation in moderate to vigorous activity that contributes to aerobic capacity for short (e.g., intermittent...) and longer periods of time (e.g., sustained...)</p>	<p>S.2.4.A.1a Participate regularly in a variety of purposeful and individually challenging fitness activities that develop health-related and/or skill-related fitness components (e.g., activities that increase heart rate, lung capacity, strength, muscular endurance, flexibility, coordination...)</p> <p>S.2.4.A.1b Maintain continuous aerobic activity for a set period of time, based on functional capacity</p>
Nov 20-30	Jungle Gym Obstacle Course	<p>S.1.3.A.3 Demonstrate competency in soft and balanced landings from developmentally appropriate heights (e.g., floor, bench, low beam, jumping box...)</p> <p>K.3.3.A.5a →K.3.2.A.5a Identify the basic safety rules for selected physical activity settings (e.g., school field trips, Terry Fox walk/run, skating activity, pow wows, winter festivals...)</p>	<p>K.1.4.B.3a Recognize the qualities of space awareness (i.e., levels, pathways, directions) in a variety of activities (e.g., tag game, obstacle course...)</p> <p>K.3.4.A.5a →K.3.2.A.5a Identify the basic safety rules for selected physical activity settings (e.g., school field trips, Terry Fox walk/run, skating activity, pow wows, winter festivals...)</p>
Dec 3-14	Target Games Curling	<p>K.1.3.B.1 →K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success</p>	<p>K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)</p>

		<p>K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)</p>
Dec 17-21	Outdoor Ed	<p>S.1.3.C.1 →S.1.1.C.1 Demonstrate functional use of basic movement skills (e.g., hopping, jumping, kicking...) and equipment in outdoor activities and/or special events (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)</p>	<p>S.1.4.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) in outdoor activities on the school grounds and/or special events (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...)</p>
Jan 7-31	Territory Invasion Games Ultimate Basketball Soccer Floor Hockey	<p>K.1.3.B.1 →K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success</p> <p>K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p> <p>K.3.3.A.1 Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territorial/invasion- type games (e.g., no body contact in lead-up games such as soccer, no slapshots or high-sticking in floor hockey...)</p>	<p>K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible)</p> <p>K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)</p>
Feb 4-15	Jump Rope Fitness	<p>K.2.3.C.1a Show an understanding of the location, size, and function of the heart (e.g., in the chest area, size of a fist, pumps blood...)</p> <p>S.2.3.A.2 →S.2.2.A.2 Determine own degree of exertion through simple methods (e.g., put hand on chest to feel increase in heart rate, "talk test"...) while participating in physical activities</p> <p>S.2.3.A.3a Record participation in daily physical activities (e.g., at home, at school, in the community...) over a period of time (e.g., a week, a day...) to determine level of physical activity participation</p> <p>S.1.3.D.1 Create rhythmic sequences using transport skills (e.g., walk, jump, step-hop, stamp,</p>	<p>K.2.4.C.1a →K.2.3.C.1a Show an understanding of the location, size, and function of the heart (e.g., in the chest area, size of a fist, pumps blood...)</p> <p>S.2.4.A.2 Demonstrate efficient ways (e.g., pulse point location and proper finger positions on wrist and neck, use of heart monitors...) to determine heart rate before and after exercise</p> <p>S.2.4.A.3a Determine own performance level for health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), using simple tests or tasks (e.g., sit and reach, modified curl-up, 1600-metre run...)</p>

		<p>slide...) alone and/or with others (e.g., jump-rope activities, aerobics, creative movement...)</p> <p>K.3.3.A.2 Recognize appropriate body alignment during specific activities (e.g., lifting, carrying, pushing, pulling...)</p>	<p>S.2.4.A.3b Record own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) for personal progress</p> <p>K.3.4.A.2 Recognize safe and unsafe characteristics of performing common exercises (e.g., curl-ups, neck rotations, back bends or bridges, knee bends...)</p>
Feb 19-Mar 1	Target Games	<p>K.1.3.B.1 →K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success</p> <p>K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)</p>
Mar 4 - 22	<p>Striking Games</p> <ul style="list-style-type: none"> • Gaga Ball • Kan Jam <p>Net Games</p> <ul style="list-style-type: none"> • Table Ball • Ping Pong 	<p>K.1.3.B.1 →K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success</p> <p>K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible)</p> <p>K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)</p> <p>K.1.4.C.3 Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) of simple net/wall and striking/fielding games/activities</p> <p>K.3.4.A.1 Show an understanding of safe practices and risk factors associated with selected physical activities, including simple lead-up-type net/wall and striking/fielding-type games (e.g., positioning self at a safe distance in batting/striking in baseball and/or paddleball...)</p>

<p>Apr 1-12</p>	<p>Net/Wall Badminton</p>	<p>K.1.3.B.1 →K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success</p> <p>K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible)</p> <p>K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)</p> <p>K.1.4.C.3 Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) of simple net/wall and striking/fielding games/activities</p> <p>K.3.4.A.1 Show an understanding of safe practices and risk factors associated with selected physical activities, including simple lead-up-type net/wall and striking/fielding-type games (e.g., positioning self at a safe distance in batting/striking in baseball and/or paddleball...)</p>
<p>Apr 15-25</p>	<p>Territory/Invasion</p> <ul style="list-style-type: none"> • Team handball • Steal the Ring • Scooter Waterpolo 	<p>K.1.3.B.1 →K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success</p> <p>K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p> <p>K.3.3.A.1 Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territorial/invasion- type games (e.g., no body contact in lead-up games such as soccer, no slapshots or high-sticking in floor hockey...)</p>	<p>K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible)</p> <p>K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)</p>

Apr 29-May10	Track and Field	<p>S.1.3.C.1 →S.1.1.C.1 Demonstrate functional use of basic movement skills (e.g., hopping, jumping, kicking...) and equipment in outdoor activities and/or special events (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)</p> <p>K.1.3.B.1 →K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success</p> <p>K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p>	<p>S.1.4.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) in outdoor activities on the school grounds and/or special events (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...)</p> <p>K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)</p>
May 13-31	Dance Fitness	<p>S.2.3.A.3a Record participation in daily physical activities (e.g., at home, at school, in the community...) over a period of time (e.g., a week, a day...) to determine level of physical activity participation</p> <p>K.2.3.C.4 Identify personal factors (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) that influence physical activity participation and build self-confidence</p> <p>K.1.3.B.3a Design a movement sequence (e.g., run/jump/land/roll sequence...) incorporating directions, levels, pathways, and planes (e.g., creative gymnastics, hoop gymnastics...)</p> <p>K.1.3.B.3b Balance objects (e.g., beanbags, balls...) using different body parts (e.g., hands, shoulders, foot...) while travelling alone and/or in partner activities</p> <p>K.1.3.B.3c Show an understanding of the qualities of speed (e.g., fast and slow...), force (e.g., strong and light...), and flow (e.g., free and bound...) in movement</p>	<p>S.2.4.A.3a Determine own performance level for health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), using simple tests or tasks (e.g., sit and reach, modified curl-up, 1600-metre run...)</p> <p>S.2.4.A.3b Record own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) for personal progress</p> <p>K.2.4.C.4 Discuss how setting realistic goals and developing strategies (e.g., positive thinking, regular practice, participating with others...) can contribute to personal achievement (e.g., sense of enjoyment, self-confidence...)</p> <p>K.1.4.B.3c Differentiate between qualities of effort (e.g., fast and slow, strong and light, free and bound...) in movement sequences performed by others</p> <p>K.1.4.B.3d Identify characteristics (e.g., identical and contrasting movements and/or rhythms...) that enhance choreography of movement sequences with a partner and in small groups</p> <p>S.1.4.D.1 Demonstrate functional use of basic rhythmic steps and patterns (e.g., grapevine,</p>

		<p>K.1.3.B.3d Show an understanding for mirroring and matching movements with a partner in a stationary position and/or while moving (e.g., "follow the leader"...) </p> <p>S.1.3.D.1 Create rhythmic sequences using transport skills (e.g., walk, jump, step-hop, stamp, slide...) alone and/or with others (e.g., jump-rope activities, aerobics, creative movement...)</p> <p>K.3.3.A.2 Recognize appropriate body alignment during specific activities (e.g., lifting, carrying, pushing, pulling...)</p>	<p>walk/turn, slide, stamp, run...), applying movement concepts alone and with others in a variety of rhythmic activities (e.g., multicultural activities to reflect different styles such as folk, country, novelty...)</p> <p>K.3.4.A.2 Recognize safe and unsafe characteristics of performing common exercises (e.g., curl-ups, neck rotations, back bends or bridges, knee bends...)</p>
<p>June 3-13</p>	<p>Striking & Fielding</p> <ul style="list-style-type: none"> • Baseball type games • Cricket • Belly Ball 	<p>S.1.3.C.1 →S.1.1.C.1 Demonstrate functional use of basic movement skills (e.g., hopping, jumping, kicking...) and equipment in outdoor activities and/or special events (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)</p> <p>K.1.3.B.1 →K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success</p> <p>K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p>	<p>S.1.4.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) in outdoor activities on the school grounds and/or special events (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...)</p> <p>K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.C.3 Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) of simple net/wall and striking/fielding games/activities</p> <p>K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible)</p> <p>K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)</p>

			<p>K.3.4.A.1 Show an understanding of safe practices and risk factors associated with selected physical activities, including simple lead-up-type net/wall and striking/fielding-type games (e.g., positioning self at a safe distance in batting/striking in baseball and/or paddleball...)</p>
<p>June 17-27</p>	<p>Outdoor Games</p> <ul style="list-style-type: none"> • soccer 	<p>S.1.3.C.1 →S.1.1.C.1 Demonstrate functional use of basic movement skills (e.g., hopping, jumping, kicking...) and equipment in outdoor activities and/or special events (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...)</p> <p>K.1.3.B.1 →K.1.2.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn...) affect skill development and success</p> <p>K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p> <p>K.3.3.A.1 Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territorial/invasion-type games (e.g., no body contact in lead-up games such as soccer, no slap shots or high-sticking in floor hockey...)</p>	<p>S.1.4.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) in outdoor activities on the school grounds and/or special events (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...)</p> <p>K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible)</p> <p>K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)</p>

Continual

Grade 3

K.1.3.A.1

Show an understanding of how the movement patterns should be performed (e.g., opposite foot forward to throwing hand; two-foot take-off and landing in jumping...)

K.1.3.C.1

Show an understanding of fundamental rules used in individual or partner games and activities (e.g., make up a game and share it with a partner...)

K.1.3.C.2

Recognize movement vocabulary (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) **when following directions related to simple games and activities** (e.g., obstacle courses...)

S.1.3.A.1

Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping)

S.1.3.A.2

Demonstrate competency in basic manipulation skills (i.e., rolling, underhand and overhand throwing, catching, bouncing, striking, kicking, dribbling a ball using feet)

S.1.3.B.1

→S.1.2.B.1 **Use basic movement skills** (e.g., hopping, rolling, underhand throwing...) **and concepts** (i.e., body and space awareness, relationships) **in creating cooperative and/or low-competitive games with partners or in small groups** (e.g., hopscotch, playing catch with a partner, simple target games...)

S.1.3.B.2

→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.1.3.B.3

→S.1.2.B.3 **Set up and manage own games** (e.g., skipping games, target games, hopscotch...)

S.2.3.A.1a

Participate in exercises/activities that increase flexibility, muscular strength, and muscular endurance

S.3.3.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**

K.3.3.A.4

→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**

K.3.3.A.5a

→K.3.2.A.5a **Identify the basic safety rules for selected physical activity settings** (e.g., school field trips, Terry Fox walk/run, skating activity, pow wows, winter festivals...)

Grade 4

K.1.4.A.1

Show an understanding of the main characteristics of the mature patterns of the basic movement skills from the three categories (i.e., transport, manipulation, and balance) **in self and in others**

K.1.4.C.2

→K.1.3.C.2 **Recognize movement vocabulary** (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) **when following directions related to simple games and activities** (e.g., obstacle courses...)

K.1.4.B.3a

Recognize the qualities of space awareness (i.e., levels, pathways, directions) **in a variety of activities** (e.g., tag game, obstacle course...)

K.1.4.C.4

Identify the five fair-play ideals (i.e., respect for rules, officials, and opponents, self-control, equitable playing time)

K.4.4.B.2a

Identify positive communication skills (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language...) **and behaviours** (i.e., fair play code of conduct) **for getting along with others in competitive situations** (i.e., as a participant, player, or spectator)

S.1.4.A.1

Demonstrate proficiency in basic transport skills and other locomotor variations and extensions (e.g., slide, leap, grapevine...)

S.1.4.A.2

Demonstrate proficiency in selected manipulation skills in a variety of individual activities (i.e., rolling, underhand and overhand throwing, catching, striking, bouncing, kicking, dribbling a ball using feet)

S.1.4.B.1

Demonstrate functional use of basic movement skills (e.g., jumping, hopping, throwing, catching...) **in sport-related lead-up individual/dual games and physical activities** (e.g., juggling, rope jumping...)

S.1.4.B.2

Demonstrate functional use of basic movement skills (e.g., kicking, striking...) **in large-group/mass-participation activities** (e.g., invasion and striking/fielding-type activities...)

S.1.4.B.3

→S.1.2.B.3 **Set up and manage own games** (e.g., skipping games, target games, hopscotch...)

S.2.4.A.1a

Participate regularly in a variety of purposeful and individually challenging fitness activities that develop health-related and/or skill-related fitness components (e.g., activities that increase heart rate, lung capacity, strength, muscular endurance, flexibility, coordination...)

S.3.4.A.1

Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...)

S.4.4.A.3

Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) **for getting along with others in class activities**

K.3.4.A.4

→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**

K.3.4.A.5a

→K.3.2.A.5a **Identify the basic safety rules for selected physical activity settings** (e.g., school field trips, Terry Fox walk/run, skating activity, pow wows, winter festivals...)

Solution Station

Grade 3

K.4.3.A.1

Identify the importance of showing consideration for self and others, and for individual differences (i.e., language, ideas, abilities, physical characteristics)

K.4.3.A.3

Explore the steps in the decision-making/ problem-solving process (e.g., define topic or issue, explore alternatives, check and consider health knowledge and values, identify possible solutions, decide, evaluate...)

K.4.3.B.2a

Identify appropriate and inappropriate ways (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing...) **of communicating emotions**

K.4.3.B.3b

Show an understanding of the steps in a conflict-resolution process (i.e., identify the goal; identify constraints, limiting conditions, and possible options; choose best option; evaluate for effectiveness)

K.4.3.B.3c

Identify mediation skills (e.g., allow person to express opinions, summarize other person's point of view, recognize feelings of others...) **that can be used as part of the conflict-resolution process**

S.4.3.A.3

Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play...) **that show respect for the abilities and feelings of others in small-group class activities**

S.4.3.A.4

Demonstrate the use of mediation strategies as part of a conflict-resolution process in different case scenarios (e.g., recess play, class disagreements, calling own fouls in a game...)

Grade 4

K.4.4.A.3

Identify the steps of the decision-making/ problem-solving process with an emphasis on the final steps (e.g., making the decision, taking action, evaluating results...)

K.4.4.B.1a

Identify appropriate social behaviours (e.g., speaking kindly, acknowledging others' ideas and opinions, offering to help...) **toward others in small-group situations**

K.4.4.B.2b

Identify ways (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say "please/thank you"...) **to get along with others in cooperative/collaborative situations**

K.4.4.C.1a

Identify characteristics of and/or behaviours associated with different emotions (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) **in self and/or others**