

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

			<p>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>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>
Sept 24-28	Playground Games Jump Rope	<p>K.4.1.B.1a→K.4.K.B.1a Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) for getting along with others in school and schoolyard</p> <p>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.1.1.B.1→K.1.K.B.1 Discuss movement skill development as requiring good practice and patience in learning (e.g., to make and correct mistakes is part of the learning process; try, try again...)</p> <p>K.3.1.A.5a Identify common playground and physical activity hazards at school (e.g., on playing surfaces, slides, swings, ditches, parking lots...)</p>	<p>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.1.2.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.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>
Oct 1-11	Bouncing & Volleying (Spike Ball)	<p>K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) used in different physical activities</p> <p>K.1.1.C.3 Identify the factors (i.e., target distance, size of target, weight or shape of projectile) affecting the level of difficulty of target games/activities</p> <p>S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (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 Observe and name the basic movement patterns performed by other students (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing)</p> <p>S.1.2.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (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 Demonstrate knowledge of fundamental rules related to different aspects (e.g., purpose, number of players, role of each player, equipment, scoring...) of simple games and activities (e.g., grid activities...) designed by self and/or others</p>
Oct 15-18	Throwing & Targets	<p>K.1.1.C.3 Identify the factors (i.e., target distance, size of target, weight or shape of projectile) affecting the level of difficulty of target games/activities</p> <p>S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (e.g.,</p>	<p>K.1.2.A.1 Observe and name the basic movement patterns performed by other students (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 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (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) used in different physical activities K.1.1.C.3 Identify the factors (i.e., target distance, size of target, weight or shape of projectile) affecting the level of difficulty of target games/activities S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (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 Observe and name the basic movement patterns performed by other students (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing) S.1.2.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (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 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...) S.1.1.A.1 Demonstrate the basic transport skills (i.e., running, hopping, galloping, and jumping) in a variety of movement experiences (e.g., run/hop around a hoop, jump consecutively in a forward direction...)	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...) S.1.2.A.1 Demonstrate competency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping), moving in different directions (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 Identify different ways (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums...) of expressing feelings and emotions that contribute to getting along with others S.1.1 D.2→S.1.K.D.2 Explore the gymnastic movement patterns (e.g., landings, statics, springs, rotations, locomotion, swings...) in activities using large and/or small apparatus (e.g., educational gymnastics, rhythmic sportive gymnastics...) S.1.1.A.3 Explore static and/or dynamic balance, using different movement concepts (e.g., using different shapes, levels, body parts...) K.1.1.B.2 Show an understanding that balance is affected by the amount of force (i.e., speed, weight) and body position (i.e., bent knees, feet apart in direction of movement, arms spread) in stopping and landing activities (e.g., stops and starts, jumping from low heights, movement exploration...)	K.4.2.B.2a Identify positive communication skills (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...) for listening with attention in small-group settings 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...) S.1.2.A.3 Demonstrate balancing in different ways (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body) at different levels and/or heights K.1.2.B.2 Recognize different ways to maintain static and dynamic balance (i.e., increase base of support by widening stance, lower centre of gravity by bending knees,

		<p>K.1.1.B.3a Recognize the terms associated with moving in various directions (i.e., forward, backward, up, down, sideways) and at different levels (i.e., high, middle, low)</p> <p>K.1.1.B.3c Recognize time (e.g., fast or slow...), force (e.g., strong or light...), and flow (e.g., free and bound...) as qualities of effort in movement</p>	<p>keeping head level) in physical activities (e.g., walking on a low beam, changing directions while travelling...)</p> <p>K.1.2.B.3a Recognize the terms associated with pathways (i.e., straight, curved, zigzag), directions (i.e., up, down, right, left, forward, backward, sideways, clockwise, counter-clockwise), and planes (i.e., frontal, horizontal, sagittal)</p> <p>K.1.2.B.3b Recognize and use body shapes in expressive movement (e.g., show three different body shapes in a movement sequence...)</p> <p>K.1.2.B.3c Recognize the different qualities of effort (i.e., time, force, flow) in own movement (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 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 (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated...)</p> <p>K.2.1.B.1 Recognize that vigorous physical activity is important for health and fitness development (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger)</p> <p>K.2.1.C.1b Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)</p>	<p>K.4.2.B.1b Talk about similarities and differences (e.g., likes/dislikes, cultural connections...) of responses of self and responses of others related to situations involving sports/physical activities and/or social events</p> <p>K.2.2.C.1b→K.2.1.C.1b Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)</p> <p>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.4.2.A.1→S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment (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...) for the promotion of physically active and healthy lifestyles</p>
<p>Nov 20-30</p>	<p>Jungle Gym and Obstacle Course</p>	<p>K.4.1.B.3c Identify ways (e.g., be calm, seek adult help, take turns, follow rules, apologize...) to avoid or reduce potential conflict situations (i.e., in class, at play)</p> <p>K.1.1.B.3a Recognize the terms associated with moving in various directions (i.e., forward, backward, up, down, sideways) and at different levels (i.e., high, middle, low)</p>	<p>K.4.2.B.2b Identify situations (e.g., carrying something heavy, contributing to a project...) in which friends may be helpful and ways (e.g., saying thank you, returning the favour...) to show appreciation</p>

		<p>K.1.1.B.3b Recognize terms describing different body shapes (i.e., curled, stretched, narrow, wide, twisted)</p> <p>K.1.1.B.3c Recognize time (e.g., fast or slow...), force (e.g., strong or light...), and flow (e.g., free and bound...) as qualities of effort in movement</p>	<p>K.1.2.B.3d Recognize the different ways to move in relation to a partner (e.g., lead, follow, mirror, match, dodge...) and objects or equipment (e.g., obstacle course, climbing frame...)</p> <p>K.1.2.B.3b Recognize and use body shapes in expressive movement (e.g., show three different body shapes in a movement sequence...)</p> <p>K.1.2.B.3c Recognize the different qualities of effort (i.e., time, force, flow) in own movement (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 Identify the factors (i.e., target distance, size of target, weight or shape of projectile) affecting the level of difficulty of target games/activities</p> <p>S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (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 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (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 Demonstrate knowledge of fundamental rules related to different aspects (e.g., purpose, number of players, role of each player, equipment, scoring...) of simple games and activities (e.g., grid activities...) designed by self and/or others</p>
Dec 10-14	Outdoor Ed	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...)	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...)
Dec 17-21	Winter Games (Holiday Games)	K.1.1.B.3d Recognize terms for moving in relation to others (i.e., lead, follow, chase, move with, flee, dodge)	K.1.2.C.3 Recognize and discuss simple strategies (e.g., dodging, varying speed, changing directions, funneling in tag games...) used in chasing/fleeing games/ activities
Jan 7-11	Transport Skills Gallop Hop Skip Jump Slide Leap	<p>K.4.1.A.1 Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...)</p> <p>K.1.1.B.3a Recognize the terms associated with moving in various directions (i.e., forward, backward, up, down, sideways) and at different levels (i.e., high, middle, low)</p> <p>K.1.1.B.3b Recognize terms describing different body shapes (i.e., curled, stretched, narrow, wide, twisted)</p> <p>S.1.1.A.1 Demonstrate the basic transport skills (i.e., running, hopping, galloping, and jumping) in a variety of movement experiences (e.g., run/hop around a hoop, jump consecutively in a forward direction...)</p>	<p>K.1.2.C.3 Recognize and discuss simple strategies (e.g., dodging, varying speed, changing directions, funneling in tag games...) used in chasing/fleeing games/ activities</p> <p>K.1.2.B.3d Recognize the different ways to move in relation to a partner (e.g., lead, follow, mirror, match, dodge...) and objects or equipment (e.g., obstacle course, climbing frame...)</p> <p>K.1.2.B.3b Recognize and use body shapes in expressive movement (e.g., show three different body shapes in a movement sequence...)</p> <p>S.1.2.A.1 Demonstrate competency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping), moving in different directions (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 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (e.g.,	S.1.2.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to

		roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)	challenge different levels of ability (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 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (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 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (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 Identify several causes of conflicts that may occur in class or play situations (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 Identify situations (e.g., carrying something heavy, contributing to a project...) in which friends may be helpful and ways (e.g., saying thank you, returning the favour...) to show appreciation 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...)
Feb 4-15	Jump Rope	K.2.1.B.1 Recognize that vigorous physical activity is important for health and fitness development (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger) K.1.1.B.1→K.1.K.B.1 Discuss movement skill development as requiring good practice and patience in learning (e.g., to make and correct mistakes is part of the learning process; try, try again...) K.2.1.C.1b Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)	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 K.2.1.C.1b Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)
Feb 19-22	Targets	K.1.1.C.3 Identify the factors (i.e., target distance, size of target, weight or shape of projectile) affecting the level of difficulty of target games/activities	K.1.2.A.1 Observe and name the basic movement patterns performed by other students (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing) S.1.2.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (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 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...) K.2.1.B.1 Recognize that vigorous physical activity is important for health and fitness development (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger)	K.2.2.C.1a→K.2.1.C.1a Show an understanding of the location of main internal body parts affected by exercise (i.e., heart, lungs, bones, muscles) K.2.1.C.1b Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)

		<p>K.2.1.C.1b Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)</p> <p>K.2.1.C.1a Show an understanding of the location of main internal body parts affected by exercise (i.e., heart, lungs, bones, muscles)</p>	<p>S.4.2.A.1→S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment (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...) for the promotion of physically active and healthy lifestyles</p> <p>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>K.3.2.A.2 Recognize safe range of motion of joints (e.g., neck rotations, knee bends...) in common exercises</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) used in different physical activities</p> <p>S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (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 Use basic movement skills (e.g., running, catching...) and concepts in cooperative and/or low-competitive group games (e.g., dodging activities, tag games...)</p> <p>S.1.2.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (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	<p>S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (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 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (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 15-25	Team Games	<p>K.4.1.B.2b Identify ways (e.g., show consideration, take turns, share equipment, help others, be inclusive, show respect...) to get along with others for developing healthy relationships</p>	<p>K.4.2.C.1a Identify appropriate ways for sharing and expressing feelings and emotions related to different situations (e.g., cooperative-type activities, competitive-type activities, at home, in public...)</p> <p>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</p>
April 29-May10	Run, Jump, Throw	<p>K.1.1.B.2 Show an understanding that balance is affected by the amount of force (i.e., speed, weight) and body position (i.e., bent knees, feet apart in direction of movement, arms spread) in stopping and landing activities (e.g., stops and starts, jumping from low heights, movement exploration...)</p>	<p>K.1.2.B.2 Recognize different ways to maintain static and dynamic balance (i.e., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level) in physical activities (e.g., walking on a low beam, changing directions while travelling...)</p>

		S.1.1.A.1 Demonstrate the basic transport skills (i.e., running, hopping, galloping, and jumping) in a variety of movement experiences (e.g., run/hop around a hoop, jump consecutively in a forward direction...)	S.1.2.A.1 Demonstrate competency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping), moving in different directions (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 Demonstrate transport skills (e.g., running, hopping, sliding/galloping, jumping...), applying movement concepts (i.e., body and space awareness) while responding to a variety of stimuli (e.g., beat of a drum, music, action words, poem...) S.1.1.A.3 Explore static and/or dynamic balance, using different movement concepts (e.g., using different shapes, levels, body parts...) K.1.1.B.3a Recognize the terms associated with moving in various directions (i.e., forward, backward, up, down, sideways) and at different levels (i.e., high, middle, low) K.1.1.B.3c Recognize time (e.g., fast or slow...), force (e.g., strong or light...), and flow (e.g., free and bound...) as qualities of effort in movement	S.1.2.D.1 Demonstrate basic rhythmic steps and patterns (e.g., walk/ clap, skip, slide, stamp...), applying movement concepts (e.g., body awareness, qualities of effort...) alone and with others in simple and/or creative rhythmic activities (e.g., creative movement, multicultural activities such as folk dances, round dances...) S.1.2.A.3 Demonstrate balancing in different ways (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body) at different levels and/or heights K.1.2.B.3c Recognize the different qualities of effort (i.e., time, force, flow) in own movement (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 Recognize terms describing different body shapes (i.e., curled, stretched, narrow, wide, twisted) S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (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 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (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 Recognize and use body shapes in expressive movement (e.g., show three different body shapes in a movement sequence...)
June 3-13	Foot Dribbling (soccer) Kicking (soccer)	K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) used in different physical activities S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (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 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (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 Observe and name the basic movement patterns performed by other students (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing)
June 17-21	Fitness	K.4.1.A.1 Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...)	K.3.2.A.2 Recognize safe range of motion of joints (e.g., neck rotations, knee bends...) in common exercises K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed (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) used in different physical activities	K.1.2.A.1 Observe and name the basic movement patterns performed by other students (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 basic movement skills (i.e., transport, manipulation, balance) and concepts (i.e., body awareness, space awareness) in simple group activities (e.g., chasing/fleeing-type games...)</p> <p>S.1.1.B.3 →S.1.2.B.3 Set up and manage own games (e.g., skipping games, target games, hopscotch...)</p> <p>S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills (i.e., transport, manipulation, balance) that contribute to skill/fitness development and enjoyment</p> <p>S.2.1.A.1b Sustain participation in moderate to vigorous activity to experience physical changes in the body</p> <p>K.3.1.A.1 →K.3.K.A.1 Recognize safe and controlled movement while participating in physical activity (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 Show an understanding of the general rules for safe use of equipment (e.g., distributing, setting up, reporting unsafe conditions and situations, putting away...) and facilities (e.g., boundaries, special rules pertaining to a facility...) for selected activities (e.g., ball activities, circuits...)</p> <p>S.3.1.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</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**