

Date	Unit	Grade 3 Outcome	Grade 4 Outcome
Sept 5-14	Cooperative Games  Essential Question: <b>HOW CAN I BE A GOOD TEAMMATE?</b>	<p>K.3.3.A.3            →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>K.4.3.A.1  <b>Identify the importance of showing consideration for self and others, and for individual differences</b> (i.e., language, ideas, abilities, physical characteristics)</p> <p>K.4.3.A.2b  <b>Discuss how attributes</b> (i.e., determination, being responsible, staying on task) <b>and desires</b> (i.e., willingness to help, motivation to participate or contribute) <b>affect personal progress and achievement</b></p> <p>K.4.3.B.1a  <b>Describe the behaviours</b> (e.g., accepting everyone into the group, inviting others to play or participate, no put-downs, recognizing feelings of others...) <b>that show respect for the abilities and feelings of others</b></p> <p>K.4.3.B.1b  <b>Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity</b> (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  <b>Recognize anger triggers for self and others</b> (e.g., name-calling, feeling inadequate, being reprimanded...), <b>and strategies to reduce, control, or avoid anger</b> (e.g., seek someone to talk to, take timeout, participate in a diversion activity, engage in physical exercise...) <b>in emotional situations</b></p> <p>K.1.3.C.4  <b>Demonstrate an understanding of how positive and negative social behaviours</b> (e.g., sharing, showing respect, fairness, honesty, cheating, lying...) <b>may affect the outcome of an activity</b></p> <p>S.1.3.B.2            →S.1.2.B.2 <b>Use basic movement skills</b> (e.g., running, catching...) <b>and concepts in</b></p>	<p>K.3.4.A.3            →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>K.4.4.A.1  <b>Demonstrate an awareness of factors</b> (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) <b>that influence self-esteem and self-confidence</b></p> <p>K.4.4.A.2b  <b>Describe the factors</b> (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards...) <b>that affect personal motivation and achievement of goals</b></p> <p>K.4.4.B.2b  <b>Identify ways</b> (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say "please/thank you"... ) <b>to get along with others in cooperative/collaborative situations</b></p> <p>S.4.4.A.2  <b>Design, implement, evaluate, and revise an action plan for making a group decision</b> (e.g., classroom rules and routines, planning a class or group activity...)</p> <p>K.1.4.C.4  <b>Identify the five fair-play ideals</b> (i.e., respect for rules, officials, and opponents, self-control, equitable playing time)</p> <p>K.2.4.C.4  <b>Discuss how setting realistic goals and developing strategies</b> (e.g., positive thinking, regular practice, participating with others...) <b>can contribute to personal achievement</b> (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 <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.2.3.A.1 <b>Discuss exercises and physical activities associated with health-related fitness components</b> (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 <b>Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs</b> (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 <b>Identify short-term effects of exercise/physical activity on the body</b> (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 <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>K.3.3.A.2 <b>Recognize appropriate body alignment during specific activities</b> (e.g., lifting, carrying, pushing, pulling...)</p> <p>S.2.3.A.1a <b>Participate in exercises/activities that increase flexibility, muscular strength, and muscular endurance</b></p> <p>S.2.3.A.1b <b>Maintain participation in moderate to vigorous activity that contributes to aerobic capacity for short</b> (e.g., intermittent...) <b>and longer periods of time</b> (e.g., sustained...)</p>	<p>K.1.4.C.1 <b>Explain simple rules used in lead-up games and activities that are suitable for recess</b> (e.g., four-square, hopscotch, jump-rope activities, game of own design...)</p> <p>S.1.4.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., striking a ball with the hand and/or implement, balancing...) <b>in outdoor activities on the school grounds and/or special events</b> (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...)</p> <p>K.2.4.A.1 <b>Recognize the health-related fitness components</b> (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility)</p> <p>K.2.4.C.1b →K.2.3.C.1b <b>Identify short-term effects of exercise/physical activity on the body</b> (e.g., pulse rate increases, shortness of breath, body temperature increases, perspiration occurs, fatigue sets in...)</p> <p>K.3.4.A.2 <b>Recognize safe and unsafe characteristics of performing common exercises</b> (e.g., curl-ups, neck rotations, back bends or bridges, knee bends...)</p> <p>K.2.4.C.3 <b>Recognize the importance of light aerobic activities and stretching as part of cool-down following a vigorous activity</b> (e.g., decrease blood flow and body temperature gradually...)</p> <p>S.2.4.A.1a <b>Participate regularly in a variety of purposeful and individually challenging fitness activities that develop health-related and/or skill-related fitness components</b> (e.g., activities that increase heart rate, lung capacity, strength, muscular endurance, flexibility, coordination...)</p>

			<p>S.2.4.A.1b  <b>Maintain continuous aerobic activity for a set period of time, based on functional capacity</b></p> <p>S.2.4.A.3a  <b>Determine own performance level for health-related fitness components</b> (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), <b>using simple tests or tasks</b> (e.g., sit and reach, modified curl-up, 1600-metre run...)</p> <p>S.2.4.A.3b  <b>Record own fitness results and physical activity participation over a period of time</b> (e.g., beginning, middle, end of school year...) <b>for personal progress</b></p>
<p>Oct 1-11</p>	<p>Net/Wall Spike Ball</p>	<p>K.1.3.B.1          →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.1.3.B.2  <b>Recognize concepts relating to force</b> (i.e., body alignment, application of force, addition of forces) <b>in pulling, pushing, and carrying activities</b> (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.1  <b>Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person</b> (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2  <b>Show an understanding of the concepts of force and motion</b> (i.e., absorption of force) <b>when receiving an object</b> (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  <b>Show different ways to propel or move</b> (e.g., kick, strike, roll...) <b>objects using different body parts</b> (e.g., head, arms, hands, feet...)</p> <p>K.1.4.C.3  <b>Recognize the basic concepts</b> (e.g., accuracy, body positioning, object placement...) <b>of simple net/wall and striking/fielding games/activities</b></p> <p>K.3.4.A.1  <b>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</b> (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 <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.1.3.B.2 <b>Recognize concepts relating to force</b> (i.e., body alignment, application of force, addition of forces) <b>in pulling, pushing, and carrying activities</b> (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.1 <b>Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person</b> (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 <b>Show an understanding of the concepts of force and motion</b> (i.e., absorption of force) <b>when receiving an object</b> (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 <b>Show different ways to propel or move</b> (e.g., kick, strike, roll...) <b>objects using different body parts</b> (e.g., head, arms, hands, feet...)</p> <p>K.1.4.C.3 <b>Recognize the basic concepts</b> (e.g., accuracy, body positioning, object placement...) <b>of simple net/wall and striking/fielding games/activities</b></p> <p>K.3.4.A.1 <b>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</b> (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 <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>	<p>K.3.4.A.5a →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>
Nov 1-14	Gymnastics Make Up Routines	<p>K.1.3.B.3a <b>Design a movement sequence</b> (e.g., run/jump/land/roll sequence...) <b>incorporating directions, levels, pathways, and planes</b> (e.g., creative gymnastics, hoop gymnastics...)</p> <p>K.1.3.B.3b <b>Balance objects</b> (e.g., beanbags, balls...) <b>using different body parts</b> (e.g., hands, shoulders, foot...) <b>while travelling alone and/or in partner activities</b></p> <p>K.1.3.B.3c <b>Show an understanding of the qualities of speed</b> (e.g., fast and slow...), <b>force</b> (e.g., strong and light...), <b>and flow</b> (e.g., free and bound...) <b>in movement</b></p>	<p>K.1.4.B.3c <b>Differentiate between qualities of effort</b> (e.g., fast and slow, strong and light, free and bound...) <b>in movement sequences performed by others</b></p> <p>K.1.4.B.3d <b>Identify characteristics</b> (e.g., identical and contrasting movements and/or rhythms...) <b>that enhance choreography of movement sequences with a partner and in small groups</b></p> <p>S.1.4.D.2 <b>Demonstrate functional use of basic movement skills using two or more gymnastic movement patterns in a gymnastic sequence/routine with small hand apparatus</b> (e.g.,</p>

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

		<p>K.1.3.B.2 <b>Recognize concepts relating to force</b> (i.e., body alignment, application of force, addition of forces) <b>in pulling, pushing, and carrying activities</b> (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.3b <b>Show different ways to propel or move</b> (e.g., kick, strike, roll...) <b>objects using different body parts</b> (e.g., head, arms, hands, feet...)</p>
Dec 17-21	Outdoor Ed	<p>S.1.3.C.1 →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>S.1.4.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., striking a ball with the hand and/or implement, balancing...) <b>in outdoor activities on the school grounds and/or special events</b> (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 <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.1.3.B.2 <b>Recognize concepts relating to force</b> (i.e., body alignment, application of force, addition of forces) <b>in pulling, pushing, and carrying activities</b> (e.g., carrying a mat together, rope-pulling...)</p> <p>K.3.3.A.1 <b>Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territorial/invasion- type games</b> (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 <b>Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person</b> (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 <b>Show an understanding of the concepts of force and motion</b> (i.e., absorption of force) <b>when receiving an object</b> (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 <b>Show different ways to propel or move</b> (e.g., kick, strike, roll...) <b>objects using different body parts</b> (e.g., head, arms, hands, feet...)</p>
Feb 4-15	Jump Rope Fitness	<p>K.2.3.C.1a <b>Show an understanding of the location, size, and function of the heart</b> (e.g., in the chest area, size of a fist, pumps blood...)</p> <p>S.2.3.A.2 →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.2.3.A.3a <b>Record participation in daily physical activities</b> (e.g., at home, at school, in the community...) <b>over a period of time</b> (e.g., a week, a day...) <b>to determine level of physical activity participation</b></p> <p>S.1.3.D.1 <b>Create rhythmic sequences using transport skills</b> (e.g., walk, jump, step-hop, stamp,</p>	<p>K.2.4.C.1a →K.2.3.C.1a <b>Show an understanding of the location, size, and function of the heart</b> (e.g., in the chest area, size of a fist, pumps blood...)</p> <p>S.2.4.A.2 <b>Demonstrate efficient ways</b> (e.g., pulse point location and proper finger positions on wrist and neck, use of heart monitors...) <b>to determine heart rate before and after exercise</b></p> <p>S.2.4.A.3a <b>Determine own performance level for health-related fitness components</b> (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), <b>using simple tests or tasks</b> (e.g., sit and reach, modified curl-up, 1600-metre run...)</p>



		<p>slide...) <b>alone and/or with others</b> (e.g., jump-rope activities, aerobics, creative movement...)</p> <p>K.3.3.A.2 <b>Recognize appropriate body alignment during specific activities</b> (e.g., lifting, carrying, pushing, pulling...)</p>	<p>S.2.4.A.3b <b>Record own fitness results and physical activity participation over a period of time</b> (e.g., beginning, middle, end of school year...) <b>for personal progress</b></p> <p>K.3.4.A.2 <b>Recognize safe and unsafe characteristics of performing common exercises</b> (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 <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.1.3.B.2 <b>Recognize concepts relating to force</b> (i.e., body alignment, application of force, addition of forces) <b>in pulling, pushing, and carrying activities</b> (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.1 <b>Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person</b> (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.3b <b>Show different ways to propel or move</b> (e.g., kick, strike, roll...) <b>objects using different body parts</b> (e.g., head, arms, hands, feet...)</p>
Mar 4 - 22	<p>Striking Games</p> <ul style="list-style-type: none"> <li>• Gaga Ball</li> <li>• Kan Jam</li> </ul> <p>Net Games</p> <ul style="list-style-type: none"> <li>• Table Ball</li> <li>• Ping Pong</li> </ul>	<p>K.1.3.B.1 →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.1.3.B.2 <b>Recognize concepts relating to force</b> (i.e., body alignment, application of force, addition of forces) <b>in pulling, pushing, and carrying activities</b> (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.1 <b>Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person</b> (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 <b>Show an understanding of the concepts of force and motion</b> (i.e., absorption of force) <b>when receiving an object</b> (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 <b>Show different ways to propel or move</b> (e.g., kick, strike, roll...) <b>objects using different body parts</b> (e.g., head, arms, hands, feet...)</p> <p>K.1.4.C.3 <b>Recognize the basic concepts</b> (e.g., accuracy, body positioning, object placement...) <b>of simple net/wall and striking/fielding games/activities</b></p> <p>K.3.4.A.1 <b>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</b> (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 <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.1.3.B.2 <b>Recognize concepts relating to force</b> (i.e., body alignment, application of force, addition of forces) <b>in pulling, pushing, and carrying activities</b> (e.g., carrying a mat together, rope-pulling...)</p>	<p>K.1.4.B.1 <b>Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person</b> (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 <b>Show an understanding of the concepts of force and motion</b> (i.e., absorption of force) <b>when receiving an object</b> (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 <b>Show different ways to propel or move</b> (e.g., kick, strike, roll...) <b>objects using different body parts</b> (e.g., head, arms, hands, feet...)</p> <p>K.1.4.C.3 <b>Recognize the basic concepts</b> (e.g., accuracy, body positioning, object placement...) <b>of simple net/wall and striking/fielding games/activities</b></p> <p>K.3.4.A.1 <b>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</b> (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"> <li>• Team handball</li> <li>• Steal the Ring</li> <li>• Scooter Waterpolo</li> </ul>	<p>K.1.3.B.1 →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.1.3.B.2 <b>Recognize concepts relating to force</b> (i.e., body alignment, application of force, addition of forces) <b>in pulling, pushing, and carrying activities</b> (e.g., carrying a mat together, rope-pulling...)</p> <p>K.3.3.A.1 <b>Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territorial/invasion- type games</b> (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 <b>Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person</b> (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2 <b>Show an understanding of the concepts of force and motion</b> (i.e., absorption of force) <b>when receiving an object</b> (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 <b>Show different ways to propel or move</b> (e.g., kick, strike, roll...) <b>objects using different body parts</b> (e.g., head, arms, hands, feet...)</p>



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

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

			<p>K.3.4.A.1  <b>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</b> (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"> <li>• soccer</li> </ul>	<p>S.1.3.C.1  →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.1.3.B.1  →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.1.3.B.2  <b>Recognize concepts relating to force</b> (i.e., body alignment, application of force, addition of forces) <b>in pulling, pushing, and carrying activities</b> (e.g., carrying a mat together, rope-pulling...)</p> <p>K.3.3.A.1  <b>Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territorial/invasion-type games</b> (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  <b>Demonstrate functional use of basic movement skills</b> (e.g., striking a ball with the hand and/or implement, balancing...) <b>in outdoor activities on the school grounds and/or special events</b> (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...)</p> <p>K.1.4.B.1  <b>Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person</b> (e.g., accept own and others' different developmental processes...)</p> <p>K.1.4.B.2  <b>Show an understanding of the concepts of force and motion</b> (i.e., absorption of force) <b>when receiving an object</b> (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  <b>Show different ways to propel or move</b> (e.g., kick, strike, roll...) <b>objects using different body parts</b> (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**