



ONTARIO PHYSICAL EDUCATION EXPECTATIONS: GRADE 4

LIVING SKILLS

PERSONAL SKILLS

1.1 USE SELF-AWARENESS AND SELF-MONITORING SKILLS TO HELP THEM UNDERSTAND THEIR STRENGTHS AND NEEDS, TAKE RESPONSIBILITY FOR THEIR ACTIONS, RECOGNIZE SOURCES OF STRESS, AND MONITOR THEIR OWN PROGRESS, AS THEY PARTICIPATE IN PHYSICAL ACTIVITIES, DEVELOP MOVEMENT COMPETENCE, AND ACQUIRE KNOWLEDGE AND SKILLS RELATED TO HEALTHY LIVING **(RPS STRETCH)**

1.2 USE ADAPTIVE, MANAGEMENT, AND COPING SKILLS TO HELP THEM RESPOND TO THE VARIOUS CHALLENGES THEY ENCOUNTER AS THEY PARTICIPATE IN PHYSICAL ACTIVITIES, DEVELOP MOVEMENT COMPETENCE, AND ACQUIRE KNOWLEDGE AND SKILLS RELATED TO HEALTHY LIVING

INTERPERSONAL SKILLS

1.3 COMMUNICATE EFFECTIVELY, USING VERBAL OR NON-VERBAL MEANS, AS APPROPRIATE, AND INTERPRET INFORMATION ACCURATELY AS THEY PARTICIPATE IN PHYSICAL ACTIVITIES, DEVELOP MOVEMENT COMPETENCE, AND ACQUIRE KNOWLEDGE AND SKILLS RELATED TO HEALTHY LIVING

1.4 APPLY RELATIONSHIP AND SOCIAL SKILLS AS THEY PARTICIPATE IN PHYSICAL ACTIVITIES, DEVELOP MOVEMENT COMPETENCE, AND ACQUIRE KNOWLEDGE AND SKILLS RELATED TO HEALTHY LIVING TO HELP THEM INTERACT POSITIVELY WITH OTHERS, BUILD HEALTHY RELATIONSHIPS, AND BECOME EFFECTIVE TEAM MEMBERS

CRITICAL AND CREATIVE THINKING

1.5 USE A RANGE OF CRITICAL AND CREATIVE THINKING PROCESSES TO ASSIST THEM IN MAKING CONNECTIONS, PLANNING AND SETTING GOALS, ANALYSING AND SOLVING PROBLEMS, MAKING DECISIONS, AND EVALUATING THEIR CHOICES IN CONNECTION WITH LEARNING IN HEALTH AND PHYSICAL EDUCATION **(POKER TAG)**

PARTICIPATION

A1.1 ACTIVELY PARTICIPATE IN A WIDE VARIETY OF PROGRAM ACTIVITIES ACCORDING TO THEIR CAPABILITIES, WHILE APPLYING BEHAVIOURS THAT ENHANCE THEIR READINESS AND ABILITY TO TAKE PART **(TOILET TAG)**

A1.2 DEMONSTRATE AN UNDERSTANDING OF FACTORS THAT CONTRIBUTE TO THEIR PERSONAL ENJOYMENT OF BEING ACTIVE **(COW TIPPING TAG)**

A1.3 IDENTIFY FACTORS THAT MOTIVATE PARTICIPATION IN PHYSICAL ACTIVITY EVERY DAY AT SCHOOL, AT HOME, OR IN THEIR COMMUNITIES **(HIGH FIVE TAG)**

FITNESS

A2.1 DAILY PHYSICAL ACTIVITY (DPA): PARTICIPATE IN SUSTAINED MODERATE TO VIGOROUS PHYSICAL ACTIVITY, WITH APPROPRIATE WARM-UP AND COOL-DOWN ACTIVITIES, TO THE BEST OF THEIR ABILITY FOR A MINIMUM OF TWENTY MINUTES EACH DAY **(RPS FOOTBALL)**

A2.2 IDENTIFY HOW DIFFERENT PHYSICAL ACTIVITIES AFFECT THE BODY AND CONTRIBUTE TO PHYSICAL FITNESS AND GOOD HEALTH

A2.3 ASSESS THEIR LEVEL OF EXERTION DURING PHYSICAL ACTIVITY, USING SIMPLE SELF-ASSESSMENT TECHNIQUES, AND EXPLAIN HOW INTRINSIC AND EXTRINSIC FACTORS AFFECT THE EXERTION REQUIRED TO PERFORM PHYSICAL ACTIVITIES

(STUCK ON YOU)

A2.4 DEVELOP AND ACT ON PERSONAL FITNESS GOALS BASED ON THEIR INTERESTS, SELF-ASSESSMENTS, AND FEELINGS WHEN PARTICIPATING IN PHYSICAL ACTIVITY

SAFETY

A3.1 DEMONSTRATE BEHAVIOURS AND APPLY PROCEDURES THAT MAXIMIZE THEIR SAFETY AND THAT OF OTHERS DURING PHYSICAL ACTIVITY (PENNIES)

A3.2 DESCRIBE COMMON PRECAUTIONS FOR PREVENTING ACCIDENTS AND INJURIES WHILE PARTICIPATING IN DIFFERENT TYPES OF PHYSICAL ACTIVITY

MOVEMENT SKILL

B1.1 PERFORM A VARIETY OF CONTROLLED STATIC BALANCES AND TRANSITIONS BETWEEN BALANCES, USING A VARIETY OF BODY PARTS AND SHAPES, AT DIFFERENT LEVELS, INDIVIDUALLY, AND WITH PARTNERS AND EQUIPMENT

B1.2 DEMONSTRATE THE ABILITY TO JUMP AND LAND, IN CONTROL, FROM A LOW HEIGHT (CHINESE SKIPPING)

B1.3 PERFORM DIFFERENT COMBINATIONS OF LOCOMOTOR MOVEMENTS WITH AND WITHOUT EQUIPMENT, ALONE AND WITH OTHERS, MOVING AT DIFFERENT SPEEDS AND LEVELS, USING DIFFERENT PATHWAYS, AND GOING IN DIFFERENT DIRECTIONS

B1.4 SEND AND RECEIVE OBJECTS OF A VARIETY OF SHAPES AND SIZES AT DIFFERENT LEVELS AND SPEEDS, USING DIFFERENT BODY PARTS AND EQUIPMENT, WHILE APPLYING BASIC PRINCIPLES OF MOVEMENT

B1.5 RETAIN OBJECTS OF VARIOUS SHAPES AND SIZES IN DIFFERENT WAYS, USING DIFFERENT BODY PARTS, WITH AND WITHOUT EQUIPMENT, WHILE MOVING AROUND OTHERS AND EQUIPMENT (RABBIT IN THE HOLE)

MOVEMENT STRATEGIES

B2.1 DEMONSTRATE AN UNDERSTANDING OF THE BASIC COMPONENTS OF PHYSICAL ACTIVITIES AND APPLY THIS UNDERSTANDING AS THEY PARTICIPATE IN A VARIETY OF PHYSICAL ACTIVITIES

B2.2 IDENTIFY COMMON FEATURES OF SPECIFIC CATEGORIES OF PHYSICAL ACTIVITIES

B2.3 APPLY A VARIETY OF TACTICAL SOLUTIONS TO INCREASE THEIR CHANCES OF SUCCESS AS THEY PARTICIPATE IN PHYSICAL ACTIVITIES (FOUR SQUARE SWITCH)

Active Playgrounds

Four Square Switch - called or challenge.

B2.3 Learning Goal: I can use strategy to succeed in finding an open spot.

Success Criteria: I know when to switch and which direction to go.

Chinese Skipping - increase height as successful.

B1.2 Learning Goal: I can jump over the rope and land in control.

Success Criteria: I can jump in a pattern without making mistakes.

Tag, Tag and More Tag

Toilet Tag - Kneel as toilet & free when flushed

A1.2 Learning Goal: I can actively participate in a variety of program activities according to my capabilities

Success Criteria: I can continually keep in motion.

Cow Tipping Tag - Kneel & moo & free when tipped.

A1.2 Learning Goal: I can demonstrate an understanding of factors that contribute to my personal enjoyment

Success Criteria: I know when to switch and which direction to go.

High Five Tag - Hold hand up & free when high fived. (Variations)

A1.2 Learning Goal: I can identify factors that motivate participation in physical activity

Success Criteria: I know what motivates me to participate.

Poker Tag - teams that get all across get a card. Wild cards? Try to get best hand.

A1.5 Learning Goal: I can use critical and creative thinking processes to assist in solving problems & making decisions

Success Criteria: I can select the right team to be it based on cards.

Why Paper and Scissors Rock

Football - teams face off to score touchdowns

A2.1 Learning Goal: I can participate in sustained moderate to vigorous physical activity.

Success Criteria: I can run the court without stopping.

Stretch - Partner, winner steps back, loser forward

A1.1 Learning Goal: I can use self-awareness and self-monitoring skills to help understand my strengths

Success Criteria: I know when to stop when I can't stretch any further.

Pennies (hair bands) - winner gets a hair band (Sponge Bob + Piercing)

A3.1 Learning Goal: I can demonstrate behaviours and apply procedures that maximize my safety.

Success Criteria: I know how to be safe.

A Round of Circle Games

Stand Alone - partners in circle play & winner stays

Rabbit in the Hole - Catch neighbour's rabbit & escape your rabbit

B1.5 Learning Goal: I can retain objects while moving around others.

Success Criteria: I can catch my neighbour's finger while getting mine out.

Replay

Stuck on you - Paper sticks to chest.

A2.3 Learning Goal: I can assess my level of exertion.

Success Criteria: I know what my heart rate is after running.