





















<p>2</p>  <p>Movement</p>	<p>2</p>  <p>Movement</p>	<p>2</p>  <p>Movement</p>	<p>2</p>  <p>Movement</p>
<p><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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>	<p><input type="checkbox"/> 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 A</p>	<p>K B</p>	<p>K B</p>	<p>K B</p>

<p>2</p> 	<p>2</p> 	<p>2</p> 	<p>2</p> 
<p><input type="checkbox"/> 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><input type="checkbox"/> K.1.2.B.3c Recognize the different qualities of effort (i.e., time, force, and 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><input type="checkbox"/> K.1.2.B.3d Recognize the different ways to move in relation to a partner and objects or equipment (e.g., leap, follow, mirror, match, dodge... obstacle course, climbing frame...)</p>	<p><input type="checkbox"/> 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>
<p>K B</p>	<p>K B</p>	<p>K B</p>	<p>K C</p>

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<p><input type="checkbox"/> K.1.2.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...)</p>	<p><input type="checkbox"/> K.1.2.C.3 Recognize and discuss simple strategies (e.g., dodging, varying speed, changing directions, funnelling in tag games...) used in chasing/fleeing games/activities</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> 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>
<p>K C</p>	<p>K C</p>	<p>K C</p>	<p>S A</p>

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<p><input type="checkbox"/> 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><input type="checkbox"/> 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</p>	<p><input type="checkbox"/> S.1.2.B.1 Use basic movement skills (e.g., hopping, rolling, underhand throw...) 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...)</p>	<p><input type="checkbox"/> 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 A</p>	<p>S A</p>	<p>S B</p>	<p>S B</p>

<p>2</p>  <p>Movement</p>	<p>2</p>  <p>Movement</p>	<p>2</p>  <p>Movement</p>	<p>2</p>  <p>Movement</p>
<p><input type="checkbox"/> S.1.2.B.3 Set up and manage own games (e.g., skipping games, target games, hopscotch...)</p>	<p><input type="checkbox"/> S.1.2.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><input type="checkbox"/> 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...)</p>	<p><input type="checkbox"/> 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>S B</p>	<p>S C</p>	<p>S D</p>	<p>S D</p>