

<p>5</p>  <p>Movement</p>	<p>5</p>  <p>Movement</p>	<p>5</p>  <p>Movement</p>	<p>5</p>  <p>Movement</p>
<p><input type="checkbox"/> K.1.5.A.1 Detect, analyze, and correct errors in personal movement patterns (i.e., transport, manipulation, and balance skills).</p>	<p><input type="checkbox"/> K.1.5.B.1 Identify personal and controllable factors (i.e., time, effort, interest, attitude, good practice habits) that may affect movement skill development.</p>	<p><input type="checkbox"/> K.1.5.B.2 Identify biomechanical concepts for controlled movement, including balance activities (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity in the middle of base of support).</p>	<p><input type="checkbox"/> K.1.5.B.3a Design movement sequences that show contrast in levels, planes, pathways, and directions (e.g., gymnastic floor exercise routine...).</p>
<p>K</p>	<p>A</p>	<p>K</p>	<p>B</p>
	<p>B</p>	<p>K</p>	<p>B</p>

<p>5</p> 	<p>5</p> 	<p>5</p> 	<p>5</p> 
<p><input type="checkbox"/> K.1.5.B.3b Show an understanding of the terms that describe the action of the muscles and joints (e.g., flexion, extension, rotation...).</p>	<p><input type="checkbox"/> K.1.5.B.3c Recognize the qualities of effort (e.g., force, time, flow...) in a movement sequence performed with others (e.g., Inuit partner activities...).</p>	<p><input type="checkbox"/> K.1.5.B.3d Describe the concept of relationships as it applies to a moving object and/or person (e.g., passing a ball in front of a person while running...).</p>	<p><input type="checkbox"/> K.1.5.C.1 Apply the rules of lead-up games (i.e., low-organized games of own design) while participating and/or officiating.</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"/> S.1.5.A.2 Perform manipulation skills for control (e.g., hand dribbling and foot dribbling a ball for maintaining control...), applying mechanical principles (e.g., body alignment, application of force, addition of forces...) while travelling alone and/or with others</p>	<p><input type="checkbox"/> S.1.5.A.3 Demonstrate static balance showing different body shapes (e.g., tuck, straddle, pike, straight...), applying mechanical principles (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support), using a variety of equipment (e.g., mats, balance boards, skates, scooters...)</p>	<p><input type="checkbox"/> S.1.5.B.1 Combine selected movement skills (i.e., extensions or variations of basic movement skills) in a variety of individual and dual-type lead-up activities/games, including innovative activities (e.g., rallying, two-on-two activities...)</p>	<p><input type="checkbox"/> S.1.5.B.2 Combine selected movement skills (e.g., extensions, variations...) in a variety of group/team activities/games, including innovative activities (e.g., modified soccer, cooperative challenges...)</p>
<p>S A</p>	<p>S A</p>	<p>S B</p>	<p>S B</p>

