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<p><input type="checkbox"/> K.1.8.A.1 Recognize characteristics of selected movement skills and patterns (e.g., balance/ready position...) as applied in a variety of physical activities, including net/wall and target-type activities (e.g., badminton, paddleball, tennis, curling...)</p>	<p><input type="checkbox"/> K.1.8.B.1 Explain the cross-training effect of different games/activities on fitness and movement skill development (e.g., aerobics develop coordination, agility used for fastball; golf and hockey develop hand-eye coordination/striking skills...)</p>	<p><input type="checkbox"/> K.1.8.B.2 Identify the biomechanical concepts (e.g., centre of gravity, body alignment...) that are important for safe exercising in lifting and carrying activities (i.e., bend knees, hold object close to body, avoid twisted positions, keep head position neutral)</p>	<p><input type="checkbox"/> K.1.8.B.3 Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in badminton...) and target-type activities (e.g., effort qualities in backswing and wrist action on “out-turn” in curling...)</p>
<p>K A</p>	<p>K B</p>	<p>K B</p>	<p>K B</p>

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<p><input type="checkbox"/> K.1.8.C.1 Examine the reasons for rules and for adaptation of rules related to safety and risk factors (e.g., set boundaries to avoid contact with other players, equipment, or walls...) of selected sports and games</p>	<p><input type="checkbox"/> K.1.8.C.2 Show an understanding of the specific terminology associated with selected sports and games including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...)</p>	<p><input type="checkbox"/> K.1.8.C.3 Describe common strategies used in various games, including net/wall and target-type activities (e.g., positioning for serve reception, speed, and control of projectiles...)</p>	<p><input type="checkbox"/> K.1.8.C.4 Set and/or review expectations for personal and group conduct (i.e., ethical behaviour) regarding participation in physical activities and/or sports</p>
<p>K C</p>	<p>K C</p>	<p>K C</p>	<p>K C</p>

<p>8</p> 	<p>8</p> 	<p>8</p> 	<p>8</p> 
<p><input type="checkbox"/> S.1.8.A.1 Perform combinations of transport, manipulation, and balance skills (e.g., moving into a ready position to contact the ball in volleyball...), applying mechanical principles (e.g., force, motion, balance...) for control</p>	<p><input type="checkbox"/> S.1.8.A.2 Perform combinations of manipulation skills (e.g., dribbling/shooting, tossing/catching...), applying mechanical principles on use of projectiles (e.g., increasing relative projection height or angle tends to increase flight time...) for control</p>	<p><input type="checkbox"/> S.1.7.A.3 ➔ S.1.8.A.3 Demonstrate balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support) for stability and strength in cooperative-type activities (e.g., team-building activities, rescuing activities, pulling activities...)</p>	<p><input type="checkbox"/> S.1.8.B.1 Apply functional use of selected and/or activity-specific movement skills (e.g., rolling, forehand, and backhand strokes...) in a variety of individual/dual games/sports, including net/wall (e.g., table tennis...) and target-type activities (e.g., miniature golf, bowling...)</p>
<p>S A</p>	<p>S A</p>	<p>S A</p>	<p>S B</p>

<p>8</p> 	<p>8</p> 	<p>8</p> 	<p>8</p> 
<p><input type="checkbox"/> S.1.8.B.2 Apply functional use of selected and/or activity-specific movement skills (e.g., volleying, dynamic balancing...) in a variety of physical activities, including net/wall (e.g., volleyball...) and target-type games (e.g., curling...)</p>	<p><input type="checkbox"/> S.1.8.B.3 Contribute to the organization and administration (e.g., schedules, team formation, rules, set-up, clean-up, recording of results, promotion, announcements...) of a tournament (e.g., round robin, ladder, double consolation...)</p>	<p><input type="checkbox"/> S.1.7.C.1 ➔ S.1.8.C.1 Apply functional use of selected activity-specific skills (e.g., care and carrying of equipment, compass and map reading, star turn, snowplough...) in alternative pursuits (e.g., orienteering, hiking, skiing...)</p>	<p><input type="checkbox"/> S.1.7.D.1 ➔ S.1.8.D.1 Design and perform rhythmic sequences that use movement concepts (i.e., showing contrast in directions, effort, leading/following) and selected rhythmic steps, positions, and patterns in rhythmic activities related to own culture or culture of interest (e.g., bench-step aerobics, square dance, novelty dance, highland dance, hoop dance...)</p>
<p>S</p>	<p>B</p>	<p>S</p>	<p>C</p>
<p>S</p>	<p>B</p>	<p>S</p>	<p>D</p>

<p>8</p>  <p>Movement</p>	<p>8</p>  <p>Movement</p>	<p>8</p>  <p>Movement</p>	<p>8</p>  <p>Movement</p>
<p><input type="checkbox"/> S.1.7.D.2 ⇒ S.1.8.D.2 Design and perform, with others, movement sequences that use movement concepts (e.g., leading, following...) and selected activity-specific skills, using small or large apparatus (e.g., rhythmic sportive gymnastics, artistic gymnastics, stuntastics, educational gymnastics...)</p>			
<p>S</p>	<p>D</p>		