Senior 1—Physical Education/Health Education—Specific Learning Outcomes*

K Knowledge
S Skills
A Attitudes
M Maintenance Stages (learning outcomes from a previous grade)

1. Movement

K.3.S1.A4 Identify similar situations and differences between techniques of specific movement activities and relate them to physical activity or games (e.g., term action in the tennis forehand stroke as compared to a badminton underhand serve).

K.3.S1.B1 Describe how movement skill patterns transfer from one activity to another. (e.g., transfer of skills between tennis and games) and give examples of skills that may be applied in selecting an activity to induce physical activity (e.g., 20° side-off angle in running long jump, 40° release angle for shot put).

K.3.S1.B2 Describe biomechanical principles (e.g., force, motion, balance) related to specific movement activities and use these principles to improve performance in selecting physical activity (e.g., pickleball).

K.3.S1.C1 Demonstrate an understanding of the rules (e.g., lost serve for serving in volleyball and rippling of table in badminton).

K.3.S1.C2 Analyze terminology associated with the rules and skills for selected team activities (e.g., sports terminology in curling, unshuffling stones in boccia).

K.3.S1.C3 Describe the basic strategies employed in specific games and sports, including individual and team activities (e.g., placing in running, varying placement of bases in baseball).

K.3.S1.C4 Identify the impact on youth of unethical situations (e.g., use of performance-enhancing substances, involvement of gambling in sports, female-male-looks-only teams) in sport as represented in the media.

2. Fitness Management

K.3.S2.A1 Identify the skill-related fitness components (e.g., balance, agility, reaction time, speed, coordination) and relate their importance to sport/physical activity performance (e.g., reaction time in track and field)."