

Movement



Movement

Explanation of the GLO

Acquisition of movement skills is a key factor for students choosing to lead physically active and healthy lifestyles. Students are less likely to participate in physical activity if they have not learned the skills or experienced success in applying them. Within the **Movement** GLO, *the student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.*

Many different physical activities/sports could serve as vehicles for achieving specific student learning outcomes related to movement. For balanced programming, however, specific student learning outcomes have been developed for different types of learning experiences, including sports/games, alternative pursuits, and rhythmic/gymnastic activities. These learning experiences are representative of different environments or settings (e.g., playing fields, parks, trails, recreational facilities, lakes, pools) and of multiple cultural perspectives.

Explanation of the SLOs

The knowledge component focusses on the basic movement skills, movement concepts, mechanical principles for efficient movement, and skill development process. (See *Basic Movement Skills Developmental Process Chart* p. 27.) Increasing students' cognitive awareness of what the movement should look like, how it should be performed, or why it should be performed in a particular way assists in motor learning and skill acquisition. Highlighting the knowledge component is not meant to detract from the importance of being active, but, rather, to encourage critical and creative thinking while participating in physical activity.

The skill component focusses on the acquisition of the basic movement skills (i.e., transport skills, manipulation skills, and balance abilities)

across the grades, and the application of the basic movement skills for functional use in a variety of physical activities (i.e., sports/games, alternative pursuits, and rhythmic/gymnastic activities). The intent of all specific student learning outcomes is to promote active participation and enable students to demonstrate functional use of the movement skills in a variety of physical activities that are developmentally and age-appropriate. Sufficient practice time should be allocated for movement skill development. The focus is on skill acquisition, personal success, choice, inclusion, and enjoyment so students develop attitudes that support lifelong participation in physical activity.

The attitude indicators relate to the general student learning outcome as a whole. Personal attitudes and values play a significant role in each student's ability to enjoy, appreciate, and pursue lifelong physical activity. Learning experiences need to support the development of attitudes for making health-enhancing decisions. The attitude indicators guide teaching, learning, assessment, and anecdotal reporting across the grades.

Other Considerations

A skill/theme approach is central to programming across the grades, moving from basic movement skills in Early Years to selected and/or activity-specific movement skills in Middle and Senior Years. See the Basic Movement Skills Developmental Process chart on page 27 for details.

The basic movement skills are the building blocks for participation in all physical activity and are the prerequisites to many lifetime physical activities/sports. Physical activities/sports are the means to develop the basic movement skills, which may look different in the context of different physical activities (e.g., the overhand throwing pattern looks different in baseball, football, or in a tennis serve).

However, the underlying principles will be similar. The basic movement skills guide teaching, learning, assessment, and reporting across the grades.

Learning Continuum

Early Years: Basic Movement Skills

During Early Years (Kindergarten to Grade 4), the emphasis is on skill acquisition of the basic movement skills with application to simple activities that are active and easy for children to understand. The knowledge component helps students understand what, why, and how to do the movements.

Middle Years: Selected Movement Skills

During Middle Years (Grades 5 to 8), the focus is on the acquisition and application of selected movement skills (i.e., extension, variations, or combinations of the basic movement skills) to lead-up-type physical activities. While building on the basic movement skills through a skill-theme approach, students are expected to attain a functional use of the skill or the ability to use the skill while participating in a variety of activities representative of different environments, settings, and/or cultures. For example, students can learn the basic movement skill of striking with an implement through activities such as badminton, paddleball, baseball, floor hockey, and lacrosse. The applied skill of striking is different in badminton (e.g., serve, and overhead clear) from what it is in baseball (e.g., batting, bunting). However, the underlying concepts, such as preparatory swing, weight transfer, follow-through, and timing, are similar, and serve as the basis for assessing the movement skill of striking.

The knowledge component emphasizes the application of the movement concepts and mechanical principles in game situations, as well as activity-specific rules and procedures for safe participation in a variety of learning experiences.

In some grades, specific student learning outcomes emphasize particular concepts related to specific types of games/sports to help guide teaching, learning, and assessment. This approach within the Framework was taken to reduce repetition from grade to grade, and to provide more direction and consistency for implementation across the province. For example,

there is an emphasis on innovative games/activities in Grade 5, multicultural games in Grade 6, invasion and striking/fielding-type games in Grade 7, and net/wall and target games in Grade 8. This approach does not imply that other types of games, sports, or activities are not used as the basis for teaching, learning, and assessment strategies in each grade. It does suggest that the concepts and skills related to these types of games/activities are the focus for teaching, learning, assessment, and reporting to increase opportunities for differentiation of content grade by grade.

Senior Years: Activity-Specific Movement Skills

At Senior Years (Senior 1 to 4), students continue to acquire/apply the basic movement skills as activity-specific movement skills in a variety of physical activities. Students are provided more choice and continue to demonstrate functional use of activity-specific movement skills for lifelong physical activity. As well, students are guided towards using these skills in the development and implementation of personal health fitness/physical activity plans.

Summary Chart

The *Summary Chart for Movement* (refer to page 28) outlines the strands, sub-strands, and attitude indicators for the GLO. It is an overview of what a student is expected to know and be able to do in this area.

Scope and Sequence Chart

The *Scope and Sequence Chart for Movement* (refer to page 29) shows grade placement of the specific student learning outcomes and the stages of learning as indicated by the icons. This chart helps guide teaching, learning, and assessing across the grades.

Basic Movement Skills Developmental Process

<p>Movement Concepts</p>	<p>○</p>	<p>Movement Category</p>	<p>BASIC MOVEMENT SKILL</p>	<p>BIOMECHANICAL PRINCIPLES</p>	<p>EXTENSION ° as applied to various sports, games, alternative environments, rhythmic activities</p>
<p>Body Awareness C body parts (e.g., arms, legs, elbows, knees, head) C body shape (e.g., stretched, curled, wide, narrow, twisted, symmetrical, asymmetrical) C body action (e.g., flexion, extension, rotation, swing, push, pull) Space Awareness C location (e.g., personal and general space) C directions (e.g., forward, backward, sideways, up, down) C levels (e.g., high, middle, low) C pathways (e.g., curved, straight, zigzag) C planes (e.g., frontal, horizontal, sagittal) Qualities of Effort C time (e.g., fast, slow) C force (e.g., strong, light) C flow (e.g., free, bound) Relationships C person (e.g., alone, with partner, with group, meet, part, match, mirror, follow, lead) C apparatus (e.g., near, far, in, out, over, under, around, through, on, off, above, below) C other (e.g., moving in relation to music, to the environment)</p>	<p>○</p>	<p>Transport Skills</p>	<p>1. Running 2. Jumping 3. Hopping 4. Galloping 5. Skipping</p>	<p>C Centre of gravity and laws of motion as they apply to locomotion</p>	<p>Skills: leaping, sliding, step-hopping, rotating, dodging Suggested Activities: tag games, track and field, folk dance, hopscotch, jump rope, gymnastics, expressive movement</p>
	<p>○</p>	<p>Manipulation Skills</p>	<p>6. Rolling 7. Underhand throwing 8. Overhand throwing 9. Striking 10. Kicking</p>	<p>C Law of force and motion as it applies to sending skills</p>	<p>Skills: side arm throwing, passing, heading, tossing, dribbling with feet Suggested Activities: baseball, volleyball, tennis, football, bowling, badminton, floor hockey, soccer</p>
	<p>○</p>	<p>Manipulation Skills</p>	<p>11. Catching</p>	<p>C Absorption of force for receiving skills</p>	<p>Skills: trapping Suggested Activities: baseball, ball games, frisbee, juggling</p>
	<p>○</p>	<p>Manipulation Skills</p>	<p>12. Bouncing</p>	<p>C Laws of force in accompanying skills</p>	<p>Skills: dribbling using hands, controlling the ball or object Suggested Activities: basketball, rhythmic sportive gymnastics, team handball</p>
	<p>○</p>	<p>Balance Skills</p>	<p>13. Static 14. Dynamic</p>	<p>C Laws of motion and balance for body-management skills</p>	<p>Skills: static balances, landings, springs, swings Suggested Activities: gymnastics, station activities, dance, cross-country skiing, cycling</p>



Summary Chart for *Movement*

The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

	<i>Strand Letter</i>	<i>Strand</i>	<i>Sub-Strands</i>	<i>Attitude Indicators</i>
<i>Knowledge</i>	<i>A</i>	Basic Movement	1. Basic Movement Skills	Students will: 1.1 Show a willingness to participate in a variety of physical activities 1.2 Express enjoyment in a variety of movement experiences 1.3 Appreciate that time, commitment, and practise are required for skill development 1.4 Appreciate the aesthetic and athletic values of movement 1.5 Appreciate and respect diversity while participating in physical activity 1.6 Appreciate and respect the natural environment while participating in physical activity
	<i>B</i>	Movement Development	1. Skill Development Process 2. Mechanical Principles of Human Movement 3. Movement Concepts	
	<i>C</i>	Activity-Specific Movement	1. Rules 2. Terminology 3. Game Strategies 4. Teamwork and Fair Play	
<i>Skills</i>	<i>A</i>	Acquisition of Movement Skills	1. Transport 2. Manipulation 3. Balance	
	<i>B</i>	Application of Movement Skills to Sport/Games	1. Individual/Dual Activities 2. Group/Team Activities 3. Officiating Skills	
	<i>C</i>	Application of Movement Skills to Alternative Pursuits	1. Alternative Pursuits	
	<i>D</i>	Application of Movement Skills to Rhythmic/Gymnastic Activities	1. Rhythmic Activities 2. Gymnastic-type Activities	



Scope and Sequence Chart for *Movement*

		<i>Sub-strands</i>	K	1	2	3	4	5	6	7	8	S1	S2	
Knowledge	Strand A	1. Basic Movement	"	"	"	"	"	"	"	"	"	"	"	
	Strand B	1. Skill Development Process	"	#	"	#	"	"	"	"	"	"	"	"
		2. Mechanical Principles of Human Movement	<i>f</i>	"	"	"	"	"	"	"	"	"	"	"
		3. Movement Concepts	"	"	"	"	"	"	"	"	"	"	"	"
	Strand C	1. Rules	"	"	"	"	"	"	"	"	"	"	"	"
		2. Terminology	<i>f</i>	<i>f</i>	<i>f</i>	"	#	"	"	"	"	"	"	"
		3. Game Strategies	"	"	"	"	"	"	"	"	"	"	"	"
		4. Teamwork and Fair Play	"	"	"	"	"	"	"	"	"	"	"	"
			<i>Sub-strands</i>	K	1	2	3	4	5	6	7	8	S1	S2
Skills	Strand A	1. Transport	"	"	"	"	"	"	"	"	#	"	"	#
		2. Manipulation	"	"	"	"	"	"	"	"	"	"	"	#
		3. Balance	"	"	"	"	"	"	"	"	"	#	"	#
	Strand B	1. Individual/Dual Activities	"	#	"	#	"	"	"	"	"	"	"	"
		2. Group/Team Activities	"	#	"	#	"	"	"	"	"	"	"	"
		3. Officiating Skills	<i>f</i>	<i>f</i>	"	#	#	"	"	"	#	"	"	"
	Strand C	1. Alternative Pursuits	"	"	#	#	"	#	"	"	"	#	"	"
	Strand D	1. Rhythmic Activities	"	"	"	"	"	"	"	#	"	#	"	"
		2. Gymnastic-type Activities	"	#	"	#	"	"	"	#	"	#		

See page 18 for definitions related to *f* Introductory stage, ' Acquisition stage, # Maintenance stage



1 — Movement - Knowledge
Strand A: Basic Movement

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Basic Movement Skills</p>	<p>" K.1.K.A.1 Develop a movement vocabulary (e.g., running, hopping, jumping, overhand throwing, catching, balancing, underhand throwing...) by responding to verbal and visual cues with the corresponding body movements</p>	<p>" K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) used in different physical activities</p>	<p>" 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>" K.1.3.A.1 Show an understanding of how the movement patterns should be performed (e.g., opposite foot forward to throwing hand; two-foot take-off and landing in jumping...)</p>	<p>" K.1.4.A.1 Show an understanding of the main characteristics of the mature patterns of the basic movement skills from the three categories (i.e., transport, manipulation, and balance) in self and in others</p>



1 — Movement - Knowledge

Strand A: Basic Movement

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>" K.1.5.A.1 Detect, analyze, and correct errors in personal movement patterns (i.e., transport, manipulation, and balance skills)</p>	<p>" K.1.6.A.1 Recognize that there are different applications of the basic movement skills to different physical activities (e.g., striking skill used in baseball, hockey, paddle ball...)</p>	<p>" K.1.7.A.1 Recognize characteristics of selected movement skills and patterns (e.g., overhead throwing pattern...) as applied in a variety of physical activities, including invasion and fielding- type activities (e.g., baseball, football, overhand volleyball serve...)</p>	<p>" 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 activities (e.g., badminton, paddle ball, tennis, curling...)</p>	<p>" K.1.S1.A.1 Distinguish similarities and/or differences between characteristics of basic movement skills (e.g., striking...) as applied to different physical activities (e.g., wrist action in the tennis forehand stroke as compared to a badminton underhand clear...)</p>	<p>" K.1.S2.A.1 Analyze own level of performance of selected movement skills according to proper form/ technique (e.g., use peer-coaching or video tape to analyze tennis serve for placement of toss, preparatory swing, transfer of weight, contact point, and follow-through...)</p>



1 — Movement - Knowledge
Strand B: Movement Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Skill Development Process</p>	<p>" K.1.K.B.1 Discuss movement skill development as requiring good practice and patience in learning (e.g., to make and correct mistakes is part of the learning process; try, try again...)</p>	<p>" K.1.1.B.1 # (See page 18 for icon explanations)</p>	<p>" 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>" K.1.3.B.1 #</p>	<p>" K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)</p>



1 — Movement - Knowledge
Strand B: Movement Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>" 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>" K.1.6.B.1 Determine personal and uncontrollable factors (i.e., body type and physical attributes, hereditary influences, varying rates in growth and development) that may affect movement skill development</p>	<p>" K.1.7.B.1 Examine external factors (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development</p>	<p>" 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>" K.1.S1.B.1 Relate how movement skill patterns transfer from one activity to another (e.g., overhand throw and tennis serve...)</p>	<p>" K.1.S2.B.1 Examine the factors (e.g., personal, environmental, prior experiences...) that may have influenced own movement skill development</p>



1 — Movement - Knowledge
Strand B: Movement Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>2. Mechanical Principles of Human Movement</p> <p>(Science Connections)</p>	<p>" K.1.K.B.2 <i>f</i></p>	<p>" K.1.1.B.2 Show an understanding that balance is affected by the amount of force (i.e., speed, weight) and body position (i.e., bent knees, feet apart in direction of movement, arms spread) in stopping and landing activities (e.g., stops and starts, jumping from low heights, movement exploration...)</p>	<p>" 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>" K.1.3.B.2 Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...)</p>	<p>" K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible)</p>



1 — Movement - Knowledge

Strand B: Movement Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>" 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>" K.1.6.B.2 Identify biomechanical concepts (i.e., application and amount of force, range of motion, number of body segments) related to applying force in sending and receiving activities (e.g., overhead throwing with preparatory steps, full backswing, full trunk rotation, and follow-through...)</p>	<p>" K.1.7.B.2 Identify the biomechanical concepts for efficient movement (i.e., leverage) as it relates to striking activities (e.g., shorter radius of rotation reduces force, as in choking up on a bat...)</p>	<p>" 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>" K.1.S1.B.2 Describe biomechanical principles (i.e., force, motion) related to projectiles and flight as applied in selected physical activity performance (e.g., 20° take-off angle in running long jump, 41° release angle for shot put...)</p>	<p>" K.1.S2.B.2 Explain biomechanical principles (i.e., force, motion) for the improvement of specific movement skills in a physical activity selected by self or others (e.g., keep your head down in a golf swing, lean into the wind to reduce air resistance while cycling, rotate trunk and hips forward in batting...)</p>



1 — Movement - Knowledge

Strand B: Movement Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>" 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.1.5.B.3b Show an understanding of the terms to describe the action of the muscles and joints (e.g., flexion, extension, rotation...)</p>	<p>" K.1.6.B.3 Design movement sequences (e.g., group routine in rhythmic gymnastics...) that show contrast in qualities of movement (e.g., levels, pathways, directions...) and formations (e.g., circles, lines, scattered...) performed in a group</p>	<p>" K.1.7.B.3 Analyze movement concepts (i.e., body awareness, space awareness, qualities of effort, relationships) as they apply to invasion-type activities (e.g., offensive pass to an "open space,"...) and fielding-type activities (e.g., body position to catch fly ball or grounder in cricket...)</p>	<p>" 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.1.S1.B.3 Analyze movement concepts related to game strategies in team activities (e.g., space awareness and relationships as applied to person-to-person defence or zone defence...)</p>	<p>" K.1.S2.B.3 Analyze movement concepts related to strategies for individual physical activities (e.g., body awareness in weight training for strength, body awareness in going up an incline in cross-country skiing...)</p>



1 — Movement - Knowledge

Strand B: Movement Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
c) qualities of effort	" K.1.K.B.3c Explore, through movement, the difference between slow and fast speeds (e.g., walking and running...)	" K.1.1.B.3c Recognize time (e.g., fast or slow...), force (e.g., strong or light...) and flow (e.g., free and bound...) as qualities of effort in movement	" 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...)	" K.1.3.B.3c Show an understanding of the qualities of speed (e.g., fast and slow...), force (e.g., strong and light...), and flow (e.g., free and bound...) in movement	" K.1.4.B.3c Differentiate between qualities of effort (e.g., fast and slow, strong and light, free and bound...) in movement sequences performed by others
d) relationships	" K.1.K.B.3d Explore moving in relation to objects (i.e., around, under, over, near, far, in, out, through, on, off)	" K.1.1.B.3d Recognize terms for moving in relation to others (i.e., lead, follow, chase, move with, flee, dodge)	" K.1.2.B.3d Recognize the different ways to move in relation to a partner (e.g., lead, follow, mirror, match, dodge...) and objects or equipment (e.g., obstacle course, climbing frame...)	" K.1.3.B.3d Show an understanding for mirroring and matching movements with a partner in a stationary position and/or while moving (e.g., "follow the leader,"...)	" K.1.4.B.3d Identify characteristics (e.g., identical and contrasting movements and/or rhythms...) that enhance choreography of movement sequences with a partner and in small groups



1 — Movement - Knowledge

Strand C: Activity-Specific Movement

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Rules	<p>" K.1.K.C.1 Follow the fundamental rules (e.g., boundaries, roles, actions, verbal cues for stop, go, switch...) used in simple games and activities (e.g., cooperative tag games...)</p>	<p>" K.1.1.C.1 Demonstrate knowledge of fundamental rules (e.g., boundaries, safety...) used in simple games and activities (e.g., partner tag games...) designed by self or others</p>	<p>" 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.1.3.C.1 Show an understanding of fundamental rules used in individual or partner games and activities (e.g., make up a game and share it with a partner...)</p>	<p>" K.1.4.C.1 Explain simple rules used in lead-up games and activities that are suitable for recess (e.g., four square, hopscotch, jump-rope activities, game of own design...)</p>
2. Terminology	<p>" K.1.K.C.2 <i>f</i></p>	<p>" K.1.1.C.2 <i>f</i></p>	<p>" K.1.2.C.2 <i>f</i></p>	<p>" 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>" K.1.4.C.2 <i>#</i></p>

1 — Movement - Knowledge

Strand C: Activity-Specific Movement



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>" K.1.5.C.1 Apply the rules of lead-up games (i.e., organized and games of own design) while participating and/or officiating</p>	<p>" K.1.6.C.1 Adapt the rules of lead-up games based on criteria pre-determined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusivity, and/or safety...)</p>	<p>" K.1.7.C.1 Identify the importance of following rules (i.e., safety, control, fair play, inclusion, enjoyment, entertainment) of selected sports and games</p>	<p>" 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>" K.1.S1.C.1 Demonstrate an understanding of the rules (e.g., lost serve for serving faults in volleyball...) and etiquette (e.g., no noise during a foul shot in basketball or while a player is teeing off in golf, shaking hands...) associated with selected sports and games</p>	<p>" K.1.S2.C.1 Demonstrate an understanding of rules (i.e., safety rules, game rules, etiquette, officiating signals) associated with selected sports while participating and/or officiating</p>
<p>" K.1.5.C.2 Use the general terminology (e.g., offence, defence, crease, pacing...) associated with lead-up games and activities</p>	<p>" K.1.6.C.2 Use activity-specific terminology (e.g., bump, volley, free throw, serve...) associated with selected lead-up games and physical activities</p>	<p>" K.1.7.C.2 Show an understanding of the specific terminology associated with selected sports and games, including territory/invasion (e.g., lacrosse, soccer...) and striking/fielding-type activities (e.g., baseball, cricket...)</p>	<p>" 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>" K.1.S1.C.2 Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball...)</p>	<p>" K.1.S2.C.2 Apply the terminology associated with the skills and rules for selected individual and dual activities/sports (e.g., forehand/backhand in badminton, bogie/par/birdie/eagle in golf...)</p>



1 — Movement - Knowledge
Strand C: Activity-Specific Movement

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
3. Game Strategies	<p>" K.1.K.C.3 Recognize the fundamental strategies of simple games/station activities (e.g., aiming at a target, fleeing in a tag game, hitting an object with an implement, staying in boundaries...)</p>	<p>" K.1.1.C.3 Identify the factors (i.e., target distance, size of target, weight or shape of projectile) affecting the level of difficulty of target games/ activities</p>	<p>" 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>" K.1.3.C.3 Recognize the basic concepts (e.g., invading, getting possession, keeping possession, scoring...) of simple territory/invasion games/activities</p>	<p>" K.1.4.C.3 Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) of simple net/wall and striking/fielding games/activities</p>
4. Teamwork and Fair Play	<p>" K.1.K.C.4 Discuss ways to play cooperatively and safely (e.g., share equipment, follow directions, help others, be considerate...)</p>	<p>" K.1.1.C.4 Discuss the meaning of sharing, honesty, respect, and other social behaviours related to physical activity participation (e.g., honesty means acknowledging that you have been tagged in a tag game...)</p>	<p>" 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>" K.1.3.C.4 Demonstrate an understanding of how positive and negative social behaviours (e.g., sharing, showing respect, fairness, honesty, cheating, lying...) may affect the outcome of an activity</p>	<p>" K.1.4.C.4 Identify the five fair-play ideals (i.e., respect for rules, officials, and opponents, self-control, equitable playing time)</p>



1 — Movement - Knowledge

Strand C: Activity-Specific Movement

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>" K.1.5.C.3 Determine effective game strategies in group activities using a problem-solving approach (e.g., devise an attacking and defending strategy in a mass participation game...)</p>	<p>" K.1.6.C.3 Identify simple offensive and defensive strategies (e.g., give and go, marking an opponent, formations...) employed in lead-up games of different sports</p>	<p>" K.1.7.C.3 Determine basic offensive and defensive strategies (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) in games including invasion and striking/fielding-type activities</p>	<p>" K.1.8.C.3 Describe common strategies used in various games, including net/wall and target activities (e.g., positioning for serve reception, speed, and control of the projectile...)</p>	<p>" K.1.S1.C.3 Describe the basic strategies employed in specific games and sports, including individual and team activities (e.g., pacing in running, varying placement of service...)</p>	<p>" K.1.S2.C.2 Analyze the effectiveness of offensive and/or defensive strategies in a variety of specific games and sport situations (e.g., analyze a team's strategies for strengths and weaknesses...)</p>
<p>" K.1.5.C.4 Show an understanding of teamwork and fair play while participating in different physical activities (e.g., suggest rule changes to improve fairness of the game...)</p>	<p>" K.1.6.C.4 Identify examples of fair play and good teamwork by others (e.g., shows respect for all players, makes encouraging remarks to other players...) in different physical activities</p>	<p>" K.1.7.C.4 Distinguish between fair play behaviour (e.g., showing respect for rules, officials, and opponents...) and unethical behaviours (e.g., cheating, arguing with an official, foul play...) regarding participation in physical activities and/or sports</p>	<p>" 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.1.S1.C.4 Identify the impact on youth of unethical issues (e.g., use of performance-enhancing substances, involvement of gambling in sports, male-only sports teams...) in sport as represented in the media</p>	<p>" K.1.S2.C.4 Examine moral and ethical conduct in specific sport situations (e.g., intentional fouls in basketball, fighting in hockey...)</p>



1 — Movement - Skills

Strand A: Acquisition of Movement Skills

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Transport	<p>" S.1.K.A.1 Travel safely using the basic transport skills (i.e., running, hopping, galloping, jumping) in general space (e.g., gallop freely without bumping into others or falling...)</p>	<p>" S.1.1.A.1 Demonstrate the basic transport skills (i.e., running, hopping, galloping, jumping) in a variety of movement experiences (e.g., run/hop around a hoop, jump consecutively in a forward direction...)</p>	<p>" 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>" S.1.3.A.1 Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, and skipping)</p>	<p>" S.1.4.A.1 Demonstrate proficiency in basic transport skills and other locomotor variations and extensions (e.g., slide, leap, grapevine...)</p>
2. Manipulation	<p>" S.1.K.A.2 Explore the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (e.g., throw a ball or bean bag underhand to an open space, strike a balloon with the hand...)</p>	<p>" S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, and kicking) in a variety of simple movement experiences (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...)</p>	<p>" 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</p>	<p>" S.1.3.A.2 Demonstrate competency in basic manipulation skills (i.e., rolling, underhand and overhand throwing, catching, bouncing, striking, kicking, dribbling a ball using feet)</p>	<p>" S.1.4.A.2 Demonstrate proficiency in selected manipulation skills in a variety of individual activities (i.e., rolling, underhand and overhand throwing, catching, striking, bouncing, kicking, dribbling a ball using feet)</p>



1 — Movement - Skills

Strand A: Acquisition of Movement Skills

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>" S.1.5.A.1 Perform transport skills for control, applying mechanical principles (e.g., angle of projection, gravity, absorption...) while travelling alone and/or with others, with or without obstacles</p>	<p>" S.1.6.A.1 Perform extensions and/or variations of transport skills (e.g., sprinting, jumping, springing, rotating...), applying mechanical principles (e.g., speed is affected by the weight of body, range of motion, number of involved body segments, application of force...) for speed, height, and/or distance</p>	<p>" S.1.7.A.1 #</p>	<p>" 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>" S.1.S1.A.1 Select and refine transport skills, applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills</p>	<p>" S.1.S2.A.1 #</p>
<p>" 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>" S.1.6.A.2 Perform manipulation skills (e.g., throwing, kicking, catching...), applying mechanical principles (e.g., range of motion, number of body segments, application of force, absorption of force...) for accuracy and distance</p>	<p>" S.1.7.A.2 Perform manipulation skills (e.g., bouncing, rolling, striking...), applying mechanical principles (e.g., length of lever, range of motion, number of body segments, application of force...) for consistency</p>	<p>" 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>" S.1.S1.A.2 Select and refine manipulation skills (e.g., serve, forehand stroke, dribble, receive a pass...), applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills</p>	<p>" S.1.S2.A.2 #</p>



1 — Movement - Skills
Strand A: Acquisition of Movement Skills

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
3. Balance	<p>" S.1.K.A.3 Explore static and dynamic balance (i.e., stopping, starting) in response to signals/ cues/commands</p>	<p>" S.1.1.A.3 Explore static and/or dynamic balance, using different movement concepts (e.g., using different shapes, levels, and body parts...)</p>	<p>" 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>" S.1.3.A.3 Demonstrate competency in soft and balanced landings from developmentally appropriate heights (e.g., floor, bench, low beam, jumping box...)</p>	<p>" S.1.4.A.3 Demonstrate competency in static and dynamic balance on apparatus at a low level (e.g., on a line, bench, low beam...)</p>



1 — Movement - Skills

Strand A: Acquisition of Movement Skills

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>" 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, increased base of support, keeping line of centre of gravity within base of support), using a variety of equipment (e.g., mats, balance boards, skates, scooters...)</p>	<p>" S.1.6.A.3 Demonstrate dynamic balance (e.g., cartwheels, running backwards, kicking...), applying mechanical principles (i.e., lower centre of gravity, increased base of support, keeping the line of centre of gravity at the edge of the base of support in the direction of force application) for stability</p>	<p>" S.1.7.A.3 Demonstrate balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., lower centre of gravity, increased base of support, keeping 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>" S.1.8.A.3 #</p>	<p>" S.1.S1.A.3 Select and refine balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., force, motion, balance), using a variety of equipment (e.g., skates, skis, boards, stilts, pogo sticks...) related to activity-specific physical activity skills</p>	<p>" S.1.S2.A.3 #</p>



1 — Movement - Skills

Strand B: Application of Movement Skills to Sport/Games

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Individual/Dual Activities	<p>" S.1.K.B.1 Explore basic movement skills (i.e., transport, manipulation, balance) and concepts (i.e., body awareness, space awareness) in simple individual/dual activities (e.g., use transport skills while moving in relation with another student as in "follow the leader"...) </p>	<p>" S.1.1.B.1 #</p>	<p>" 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>" S.1.3.B.1 #</p>	<p>" S.1.4.B.1 Demonstrate functional use of basic movement skills (e.g., jumping, hopping, throwing, catching...) in sport-related lead-up individual/dual games and physical activities (e.g., juggling, rope jumping...)</p>
2. Group/Team Activities	<p>" S.1.K.B.2 Explore basic movement skills (i.e., transport, manipulation, balance) and concepts (i.e., body awareness, space awareness) in simple group activities (e.g., chasing/fleeing type games...)</p>	<p>" S.1.1.B.2 #</p>	<p>" 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.1.3.B.2 #</p>	<p>" S.1.4.B.2 Demonstrate functional use of basic movement skills (e.g., kicking, striking...) in large group/mass participation activities (e.g., invasion and striking/fielding-type activities...)</p>

1 — Movement - Skills

Strand B: Application of Movement Skills to Sport/Games



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior S2
<p>" 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>" S.1.6.B.1 Apply functional use of selected movement skills (e.g., leaping, rolling, striking a ball with or without an implement...) to a variety of individual/dual games/sport activities, including multicultural games (e.g., Inuit games, gymnastics, paddle ball, handball...)</p>	<p>" S.1.7.B.1 Apply functional use of selected and/or activity-specific movement skills (e.g., drop shot, high jumping, kicking...) in a variety of individual/ dual games/sports (e.g., badminton, track and field activities, hacky-sack...)</p>	<p>" 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.1.S1.B.1 Apply and adapt activity-specific movement skills (e.g., serving...) in physical activities, including individual/ dual games/sports (e.g., badminton, tennis...)</p>	<p>" S.1.S2.B.1 Apply and refine selected activity-specific movement skills and variations (e.g., running for long distance, dynamic balancing, double-polling, lunging, chipping, putting...) in physical activities, including individual/dual type activities (e.g., cross-country skiing, golf, cycling...)</p>
<p>" 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.1.6.B.2 Apply functional use of selected movement skills (e.g., batting, dribbling, throwing and catching with an implement...) to a variety of team games/sports, including multicultural games (e.g., modified lacrosse, kanga ball, modified basketball...)</p>	<p>" S.1.7.B.2 Apply functional use of selected and/or activity-specific movement skills with a defensive and/or offensive component (e.g., faking out an opponent, guarding, running for positioning to catch a ball, batting...) in a variety of games/sports, including invasion (e.g., basketball...) and striking/fielding-</p>	<p>" 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>" S.1.S1.B.2 Apply and adapt activity-specific movement skills (e.g., sending a pass, receiving a pass...) in physical activities, including group/team- type activities (e.g., ultimate, rugby, touch football, team handball...)</p>	<p>" S.1.S2.B.2 Apply and refine selected activity-specific movement skills (e.g., shooting...) in physical activities, including team games using an implement (e.g., field hockey, lacrosse, ice hockey, bandy...)</p>



1 — Movement - Skills
Strand B: Application of Movement Skills to Sport/Games

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
3. Officiating Skills	" S.1.K.B.3 <i>f</i>	" S.1.1.B.3 <i>f</i>	" S.1.2.B.3 Set up and manage own games (e.g., skipping games, target games, hopscotch...)	" S.1.3.B.3 #	" S.1.4.B.3 #



1 — Movement - Skills
Strand B: Application of Movement Skills to Sport/Games

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
<p>" S.1.5.B.3 Perform simple officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for out of bounds...) in class physical activities</p>	<p>" S.1.6.B.3 Demonstrate the ability to work cooperatively/ collaboratively in planning, organizing, and/or officiating physical activities</p>	<p>" S.1.7.B.3 #</p>	<p>" S.1.8.B.3 Contribute to the organization and administration (e.g., schedules, team formation, rules, set-up, clean-up, recording results, promotion, announcements...) of a tournament (e.g., round robin, ladder, double consolation...)</p>	<p>" S.1.S1.B.3 Perform various officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for out of bounds...) related to a particular physical activity/ sport, including the use of hand signals where applicable (e.g., signals for side out, foot fault, net ball in volleyball...)</p>	<p>" S.1.S2.B.3 Demonstrate the ability to keep score and/or officiate in selected organized sports (e.g., scoring in bowling, golf...)</p>



1 — Movement - Skills
Strand C: Application of Movement Skills to Alternative Pursuits

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Alternative Pursuits</p>	<p>" S.1.K.C.1 Experience different ways of moving (e.g., climbing, running, hopping...) in a variety of play areas on the school grounds (e.g., on playground equipment, hard-top area, grassy fields...)</p>	<p>" 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>" S.1.2.C.1 #</p>	<p>" S.1.3.C.1 #</p>	<p>" S.1.4.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) in outdoor activities on the school grounds and/or special events (e.g., four square ball, t-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...)</p>



1 — Movement - Skills
Strand C: Application of Movement Skills to Alternative Pursuits

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior S2
<p>" S.1.5.C.1 #</p>	<p>" S.1.6.C.1 Apply functional use of selected movement skills and variations (i.e., transport and balance skills), using various equipment and in a variety of environments (e.g., skating, swimming, cross-country skiing, snow soccer...)</p>	<p>" S.1.7.C.1 Apply functional use of selected activity-specific skills (e.g., care and carrying of equipment, compass and map reading, star turn, snow-plough...) in alternative pursuits (e.g., orienteering, hiking, skiing...)</p>	<p>" S.1.8.C.1 #</p>	<p>" S.1.S1.C.1 Apply and adapt selected activity-specific skills (e.g., gripping, hanging, carrying...) required in alternative pursuits (e.g., wall climbing, back-packing...) indigenous to the geographic area</p>	<p>" S.1.S2.C.1 Apply and refine selected activity-specific skills (e.g., balancing, turning, sculling, paddling...) required in alternative pursuits (e.g., downhill skiing; canoeing, rowing, inline skating...) indigenous to the geographic area</p>



1 — Movement - Skills

Strand D: Application of Movement Skills to Rhythmic/Gymnastic Activities

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Rhythmic Activities	<p>' S.1.K.D.1 Experience moving to different rhythms (e.g., quick, slow...), applying movement concepts (e.g., body awareness, space awareness...) in simple rhythmic activities (e.g., creative movement, action songs/games...)</p>	<p>' S.1.1.D.1 Demonstrate transport skills (e.g., running, hopping, sliding/galloping, jumping...), applying movement concepts (i.e., body and space awareness) while responding to a variety of stimuli (e.g., beat of a drum, music, action words, poem...)</p>	<p>' 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>' S.1.3.D.1 Create rhythmic sequences using transport skills (e.g., walk, jump, step-hop, stamp, slide...) alone and/or with others (e.g., jump-rope activities, aerobics, creative movement...)</p>	<p>' S.1.4.D.1 Demonstrate functional use of basic rhythmic steps and patterns (e.g., grapevine, walk/turn, slide, stamp, run...), applying movement concepts alone and with others in a variety of rhythmic activities (e.g., multicultural activities to reflect different styles such as folk, country, novelty...)</p>
2. Gymnastic-type Activities	<p>" S.1.K.D.2 Explore the gymnastic movement patterns (e.g., landings, statics, springs, rotations, locomotion, swings...) in activities using large and/or small apparatus (e.g., educational gymnastics, rhythmic sportive gymnastics...)</p>	<p>" S.1.1 D.2 #</p>	<p>" 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.1.3.D.2 #</p>	<p>" S.1.4.D.2 Demonstrate functional use of basic movement skills using two or more gymnastic movement patterns in a gymnastic sequence/routine with small hand apparatus (e.g., hoops, scarves, ropes...), or on large apparatus (e.g., mats, balance beam...), alone or with others</p>

1 — Movement -Skills

Strand D: Application of Movement Skills to Rhythmic/Gymnastic Activities



It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior S2
<p>' S.1.5.D.1 Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences (e.g., aerobics, jump rope, creative dance, folk dances...), showing two or more different styles/traditions</p> <p>" S.1.5.D.2 Demonstrate functional use of combining two or more selected movement skills and applying movement concepts (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences; showing contrast in direction, speed, flow...) in gymnastic-type sequences/routines (e.g., ball gymnastics,</p>	<p>' S.1.6.D.1 #</p> <p>" S.1.6.D.2 #</p>	<p>' S.1.7.D.1 Design and perform rhythmic sequences that use movement concepts (i.e., shows 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.1.7.D.2 Design and perform movement sequences with others 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.1.8.D.1 #</p> <p>" S.1.8.D.2 #</p>	<p>' S.1.S1.D.1 Demonstrate the ability to lead and/or follow while performing movement sequences, using complex rhythmic steps and patterns representing different cultural backgrounds and/or styles (e.g., traditional dance, jig, modern...) in a variety of rhythmic activities (e.g., exercise to music, jazz gymnastics, folk dances...)</p>	<p>' S.1.S2.D.1 Respond and move to selected rhythms and tempos (e.g., 3/4 time waltz step, 3/4 time polka step...) in a variety of rhythmic activities (e.g., social dances, folk dances, contemporary dances, figure skating, synchronized swimming, aerobics, rhythmic gymnastics, juggling...)</p>