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<p><input type="checkbox"/> 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, paddleball...)</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> 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, follow-through...)</p>	<p><input type="checkbox"/> 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</p>	<p>A</p>	<p>K</p>	<p>B</p>

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<p><input type="checkbox"/> K.1.6.C.1 Adapt the rules of lead-up games based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusivity, safety...)</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> K.1.6.C.4 Identify examples of fair play and good teamwork by others (e.g., showing respect for all players, making encouraging remarks to other players...) in different physical activities</p>
<p>K C</p>	<p>K C</p>	<p>K C</p>	<p>K C</p>

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<p><input type="checkbox"/> 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 body weight, range of motion, number of involved body segments, application of force...) for speed, height, and/or distance</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> S.1.6.A.3 Demonstrate dynamic balance (e.g., doing cartwheels, running backward, kicking...), applying mechanical principles (i.e., lower centre of gravity, increase base of support, keep the line of centre of gravity at the edge of the base of support in the direction of force application) for stability</p>	<p><input type="checkbox"/> 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/sports, including multicultural games (e.g., Inuit games, gymnastics, paddleball, handball...)</p>
<p>S A</p>	<p>S A</p>	<p>S A</p>	<p>S B</p>

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<p><input type="checkbox"/> 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><input type="checkbox"/> S.1.6.B.3 Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> S.1.5.D.1 ➔ S.1.6.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</p>	<p>B</p>	<p>S</p>	<p>C</p>
<p>S</p>	<p>B</p>	<p>C</p>	<p>D</p>

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<p>□ S.1.5.D.2 ⇒ S.1.6.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, stuntastics, pyramids, creative hand apparatus...)</p>			
<p>S</p>	<p>D</p>		