

S1 	S1 	S1 	S1 
<input type="checkbox"/> K.1.S1.A.1 Identify 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...).	<input type="checkbox"/> K.1.S1.B.1 Describe how movement skill patterns transfer from one activity to another (e.g., overhand throw and tennis serve...).	<input type="checkbox"/> 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, 40° release angle for shot put...).	<input type="checkbox"/> 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...).
K	A	K	B

S1 	S1 	S1 	S1 
<input type="checkbox"/> 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 golfer is teeing off, shaking hands...) associated with selected sports and games.	<input type="checkbox"/> 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...).	<input type="checkbox"/> 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...).	<input type="checkbox"/> 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, female/male-only sports teams...) in sport as represented in the media.
K	C	K	C

S1 	S1 	S1 	S1 
<input type="checkbox"/> 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.	<input type="checkbox"/> S.1.S1.A.2 Select and refine manipulation skills (e.g., serve, forehand stroke, dribble, receiving a pass...), applying biomechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.	<input type="checkbox"/> S.1.S1.A.3 Select and refine balance abilities (i.e., static, dynamic), applying biomechanical 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.	<input type="checkbox"/> 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...).
S	A	S	A
S	A	S	A
S	A	S	B

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<p><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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, backpacking...) indigenous to the selected geographic area.</p>	<p><input type="checkbox"/> 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 dance...) in a variety of rhythmic activities (e.g., exercise to music, jazz gymnastics, folk dances...).</p>
<h1>S</h1>	<h1>B</h1>	<h1>S</h1>	<h1>C</h1>
	<h1>B</h1>	<h1>S</h1>	<h1>D</h1>