


# Grade 7 – Physical Education/Health Education – Specific Learning Outcomes\*



## 1 Movement


**K** 

- 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 territory/invasion-type and striking/fielding-type activities (e.g., baseball, football, overhand volleyball serve...).
- K.1.7.B.1** Examine external factors (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development.
- K.1.7.B.2** Identify the biomechanical concepts for efficient movement (i.e., leverage) related to striking activities (e.g., shorter radius of rotation reduces force, as in choking up on a bat...).
- K.1.7.B.3** Analyze movement concepts (i.e., body awareness, space awareness, qualities of effort, relationships) as they apply to territory/invasion-type activities (e.g., offensive pass to an “open space”...) and striking/fielding-type activities (e.g., body position to catch fly ball or grounder in cricket...).
- 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.
- K.1.7.C.2** Show an understanding of the specific terminology associated with selected sports and games, including territory/invasion-type activities (e.g., lacrosse, soccer...) and striking/fielding-type activities (e.g., baseball, cricket...).
- 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 territory/invasion-type and striking/fielding-type activities.
- K.1.7.C.4** Distinguish between fair play behaviours (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.

## S

- S.1.6.A.1** ⇒ **S.1.7.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.
- 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.
- S.1.7.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...).
- 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, kick-sack...).
- S.1.7.B.2** Apply functional use of selected and/or activity-specific movement skills with a defensive and/or an offensive component (e.g., faking out an opponent, guarding, running for positioning to catch a ball, batting...) in a variety of games/sports, including territory/invasion-type activities (e.g., basketball...) and striking/fielding-type activities (e.g., cricket, softball...).
- S.1.6.B.3** ⇒ **S.1.7.B.3** Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.
- 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, snowplough...) in alternative pursuits (e.g., orienteering, hiking, skiing...).
- S.1.7.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...).
- S.1.7.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...).

## 2 Fitness Management


**K** 

- K.2.7.A.1** Sort and classify physical activities/exercises (e.g., jogging, cycling, weight training, gymnastics...) that are best suited to developing each of the health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...).
- K.2.7.B.1** Promote the benefits of physical activity (e.g., greater work capacity, performance enhancement, healthy weight, prevention of injuries, prevention of disease such as cardiovascular and type II diabetes, prevention of depression...) for optimal health and fitness.
- K.2.7.C.1a** Identify the names and locations of the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings...) in the context of exercise and physical activity.
- K.2.7.C.1b** Describe the effects of exercise and inactivity (i.e., increased/decreased strength, hypertrophy/atrophy, increased/decreased lean muscle, increased/decreased elasticity, increased/decreased muscle tone) on the muscular system.
- K.2.7.C.2** Identify and explain the FITT principle (i.e., frequency, intensity, time, and type of activity).
- K.2.7.C.3** Describe the purpose of a warm-up (e.g., increased circulation, increased body temperature, mental preparation, increased focus on task, prevention of injuries, improved performance...) and a cool-down (e.g., gradual lowering of heart rate, prevention of dizziness/blood pooling, minimized muscle stiffness/soreness...) for physical activity participation.
- K.2.7.C.4** Identify personal factors and preferences for choosing physical activities (e.g., personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun...) for fitness and health.

## S

- S.2.7.A.1a** Demonstrate behaviours (e.g., regular participation, correct and safe execution, appropriate intensity level, self-monitoring, self-discipline...) for personal fitness-goal attainment.
- S.2.7.A.1b** Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones.
- S.2.7.A.2** Determine the relationship between the rate of perceived exertion and the general target heart-rate zones (e.g., the level of exertion is somewhat difficult but the ability to talk remains while exercising in a healthy heart zone...).
- S.2.6.A.3a** ⇒ **S.2.7.A.3a** Demonstrate the use of assessment strategies (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor...) to determine, organize, and record fitness results and physical activity participation.
- S.2.7.A.3b** Chart own fitness results (e.g., using information technology...)

## 3 Safety

**K** 


- K.3.7.A.1** Determine safety rules, routines, and procedures related to selected activities, including territory/invasion-type and striking/fielding-type activities (e.g., no blocking or tackling in flag football...).
- K.3.7.A.2** Determine personal responsibilities (e.g., keep inhalator handy for asthmatic condition when participating in aerobic activities...) and risk levels (e.g., low personal strength/fitness level may result in back injury during lifting activities...) in performing specific exercises.
- K.3.7.A.3** Justify reasons (e.g., ease of movement; personal hygiene; prevention of injury, sunburn, frostbite, hyperthermia, hypothermia...) for appropriate dress for selected physical activities.
- K.3.7.A.4** Investigate factors related to facilities and equipment (e.g., eye protection for court sports, ramps for wheelchair access, condition of field and/or court surfaces...) to ensure the safe inclusion of all students in selected activities.
- K.3.5.A.5a** ⇒ **K.3.7.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).
- K.3.7.A.5b** Outline the emergency steps (e.g., seeking help, administering basic first aid...) related to water incidents or accidents (e.g., hypothermia, drowning...).
- K.3.7.B.1** Describe ways to respond to dangerous situations in the community (i.e., school intruders, home invasion, hazing, Internet use).

- K.3.6.B.4** ⇒ **K.3.7.B.4** Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting).
- K.3.7.B.5a** Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships (i.e., within families, between friends, among peers, with employers, in groups, in gangs, on sports teams, when babysitting).
- K.3.7.B.5b** Develop strategies (e.g., conflict-resolution skills...) for avoiding situations (e.g., conflict between parents’ and peer values, with the law, in competition, within school...) that can potentially lead to conflict and violence.
- K.3.7.B.6a** Establish safety guidelines to protect self and others from sexually abusive situations (e.g., pornography, incest, stalking, prostitution, sexual assault...).
- K.3.7.B.6b** Demonstrate an understanding of skills (i.e., problem solving, conflict resolution, communication, assertiveness, anger management) in dealing with case scenarios related to sexually abusive situations and ways to seek help.

## S

- S.3.4.A.1** ⇒ **S.3.7.A.1** Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).

## 4 Personal & Social Management

**K** 


- K.4.7.A.1** Compare attitudes and behaviours (i.e., inclusive/exclusive, positive acceptance/rejection, open/discriminatory) that contribute to a sense of belonging.
- K.4.7.A.2a** Identify the obstacles (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) that may influence achievement of and making revisions to personal goals and strategies (e.g., decision-making/problem-solving process...).
- K.4.7.A.2b** Describe the mental skills (i.e., goal setting, focusing, stress management, visualization, positive thinking) necessary to enhance performance, readiness, and satisfaction.
- K.4.7.A.3** Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions (e.g., prevents impulsive and/or negative decisions, contributes to long-term health...).
- K.4.7.B.1a** Identify socially acceptable behaviours (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) for dealing with new situations and/or change (e.g., participating in new activities, choosing friends...).
- K.4.7.B.1b** Describe conduct (e.g., personal, group, team...) and ethical behaviours appropriate for engaging in physical activity and/or social events.
- K.4.7.B.2a** Identify the characteristics (e.g., compliance/conflict, confidence level, tone of voice, eye contact, body language...) associated with each of the communication styles (e.g., passive, aggressive, assertive...) and leadership qualities (e.g., enthusiasm, presentation skills, reliability, organization...).
- K.4.7.B.2b** Identify areas within the school (e.g., staff, school teams, clubs...) and community (e.g., community projects...) that offer opportunities to make new friends and belong to a group (e.g., staff, school teams, clubs...).
- K.4.7.B.3a** Identify anger-management skills (e.g., use self-statements, participate in physical activities, write letters to express feelings...) as alternatives to aggression and violence.
- K.4.7.B.3b** Describe how conflict situations (i.e., change, new situations, negative group influences, dishonesty) affect personal behaviour and development (e.g., adapting to new surroundings or routines, making new friends, coping with change, being assertive...).
- K.4.7.B.3c** Review strategies (e.g., mediation, conflict resolution...), possible outcomes (i.e., win/win, win/lose, lose/win, lose/lose), and behaviours (e.g., compromising, negotiating, accommodating, blaming, avoiding, collaborating, consensus building...) for conflict resolution among friends and/or peers.
- K.4.7.B.4** Describe appropriate use (e.g., saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted...) of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.

## S

- S.4.6.A.1** ⇒ **S.4.7.A.1** Assess and revise personal health and academic goals (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal...) to enhance health and well-being.

- S.4.7.A.2** Develop criteria (e.g., cost, values, expectations, long-term benefits...) and a rating system for weighing the benefits of the alternatives for making physically active and healthy lifestyle choices in different case scenarios (e.g., choosing to smoke, gamble, consume alcohol...).
- S.4.7.A.3** Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities.
- S.4.7.A.4** Apply conflict-resolution strategies (e.g., role-play responses to conflict situations, participate in peer mediation...) to different scenarios (e.g., engaging with new classmates, moving to a new classroom, saying “no” to negative peer-group influence...).

## 5 Healthy Lifestyle Practices

**K** 

- K.5.7.D.1** Differentiate between the use and abuse (i.e., prescribed/unprescribed drugs; own medication/someone else’s medication; correct/incorrect dosage, addiction) of medicinal and non-medicinal substances (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...).
- K.5.7.D.2** Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (e.g., antibiotics, anti-inflammatory, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs...).
- K.5.7.D.3** Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).
- K.5.7.E.1a** Describe the human reproductive systems as they relate to fertilization and fetal development (e.g., names of the genitals, union of sperm and egg, stages of fetal development at each trimester, sexual intercourse...).
- K.5.7.E.1b** Explain the human reproduction process and recognize myths related to fertilization (e.g., can’t get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterward, and in certain body positions...).
- K.5.7.E.1c** Describe how the endocrine system regulates body changes associated with puberty (e.g., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...).
- K.5.7.E.2a** Identify the emotional changes at puberty (e.g., fluctuation of moods and energy, sexual attraction...) and their effect on personal well-being (e.g., fatigue, shyness, lower or greater self-confidence...).
- K.5.7.E.2b** Identify positive ways of coping with daily moods and emotions associated with puberty (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, participating in school/community activities, reading books...).
- K.5.7.E.3a** Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female (e.g., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...).
- K.5.7.E.3b** Identify the effects of social influences (e.g., styles related to dress, hair, make-up, jewellery; cultural rituals; gender equity; harassment, nudity; violence against women...) on sexuality and gender roles.
- K.5.7.E.3c** Identify responsibilities (e.g., respect, abstinence...) and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sex-related health issues.
- K.5.7.E.4a** Identify the causes, nature, methods of transmission (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...), and methods of prevention of AIDS and HIV infection (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).
- K.5.7.E.4b** Identify the common STIs (e.g., genital herpes, gonorrhoea, chlamydia...), their symptoms, and means of prevention (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).

## S

- S.5.7.A.4** Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...).
- S.5.7.A.5** Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours (e.g., abstinence, pregnancy prevention, safer sex practices...).

\* The student learning outcomes are identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Winnipeg, MB: Manitoba Education and Training, 2000).

- K** Knowledge
- S** Skills
- Introductory Stage (learning outcome not included in this chart)
- Acquisition Stage (grade-specific learning outcome)
- Maintenance Stage (learning outcome from a previous grade)