
Senior 1 and Senior 2

Suggestions for Instruction
and Assessment



SENIOR 1 AND SENIOR 2: SUGGESTIONS FOR INSTRUCTION AND ASSESSMENT

Section Organization

The suggestions for instruction and assessment contained in this section of the document provide teachers with a foundation for implementing the Senior 1 and Senior 2 student learning outcomes identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*.

Student Learning Outcomes

This section of the Senior 1 and Senior 2 document is organized by grade. Each grade is further divided into the five general learning outcomes (GLOs):



- **GLO 1—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.



GLO 2—Fitness Management: The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



GLO 3—Safety: The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



GLO 4—Personal and Social Management: The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



GLO 5—Healthy Lifestyle Practices: The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

The specific learning outcomes (SLOs) are listed at the end of each GLO section for each grade. They also appear on the poster charts included with this document.

The Four-Column Format

A two-page, four-column format is used for each grade:

- Column one cites the specific learning outcomes that define what students are expected to achieve at the end of each grade. They include knowledge- and skill-related learning outcomes for each of the general learning outcomes.
- Column two contains suggestions for instruction directly related to the attainment of specific learning outcomes.
- Column three contains teacher notes that provide background information, planning tips, and/or resource suggestions.
- Column four contains suggestions for assessing specific learning outcomes.

The following pages provide further clarification on reading the four-column format and the specific learning outcomes.

Resources to Support Implementation

The Suggestions for Instruction and Assessment section is followed by Blackline Masters and Resource Masters:

- **Blackline Masters (BLMs)** are intended to support and enhance student learning and assessment.
- **Resource Masters (RMs)** are intended to provide teachers and/or students with additional information to support student achievement of learning outcomes.



The BLMs and RMs are presented in the following order: Senior 1 (S1), Senior 2 (S2), and General (G). The General BLMs and RMs are applicable to both Senior 1 and Senior 2.

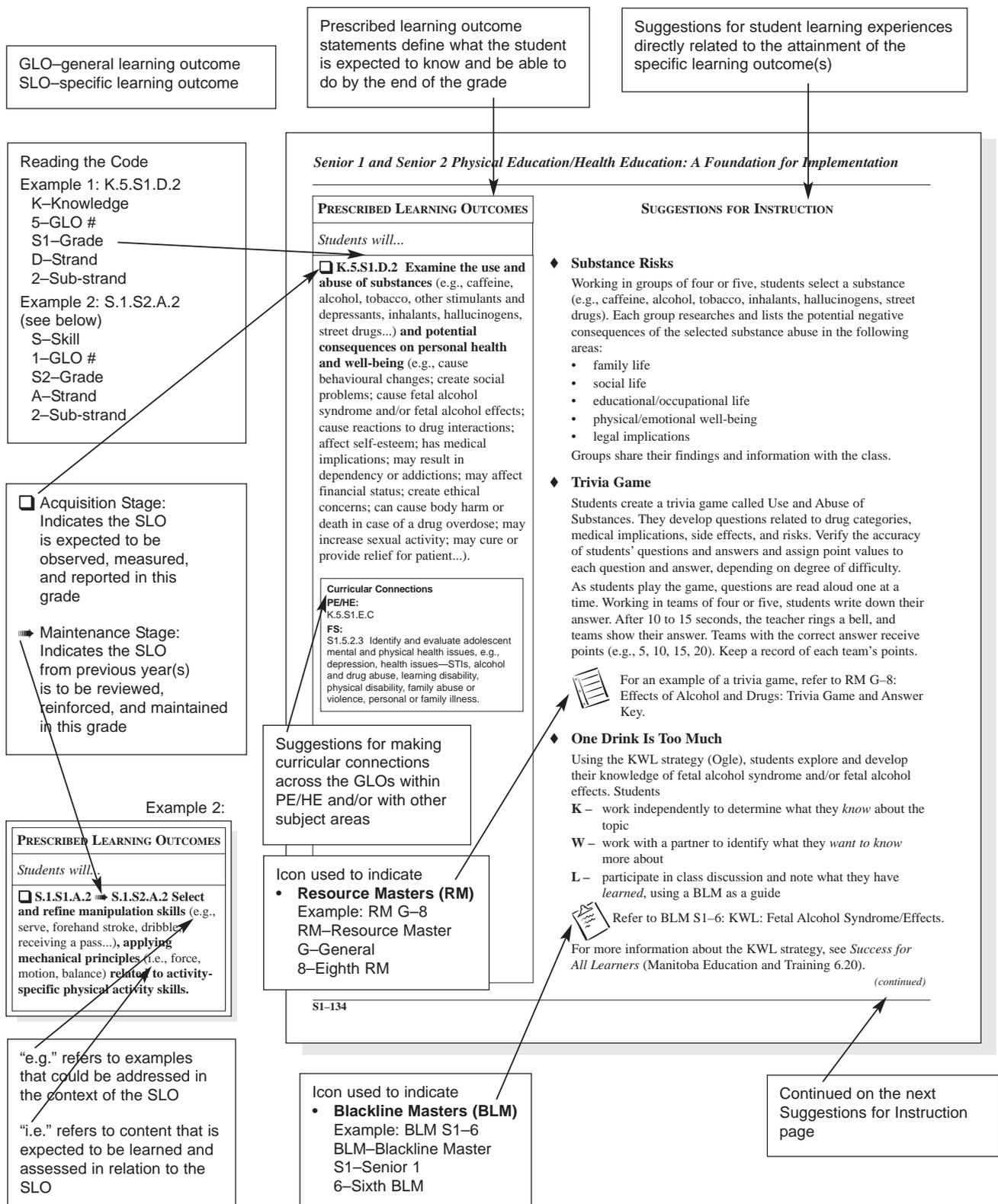
Resources to Support Integration

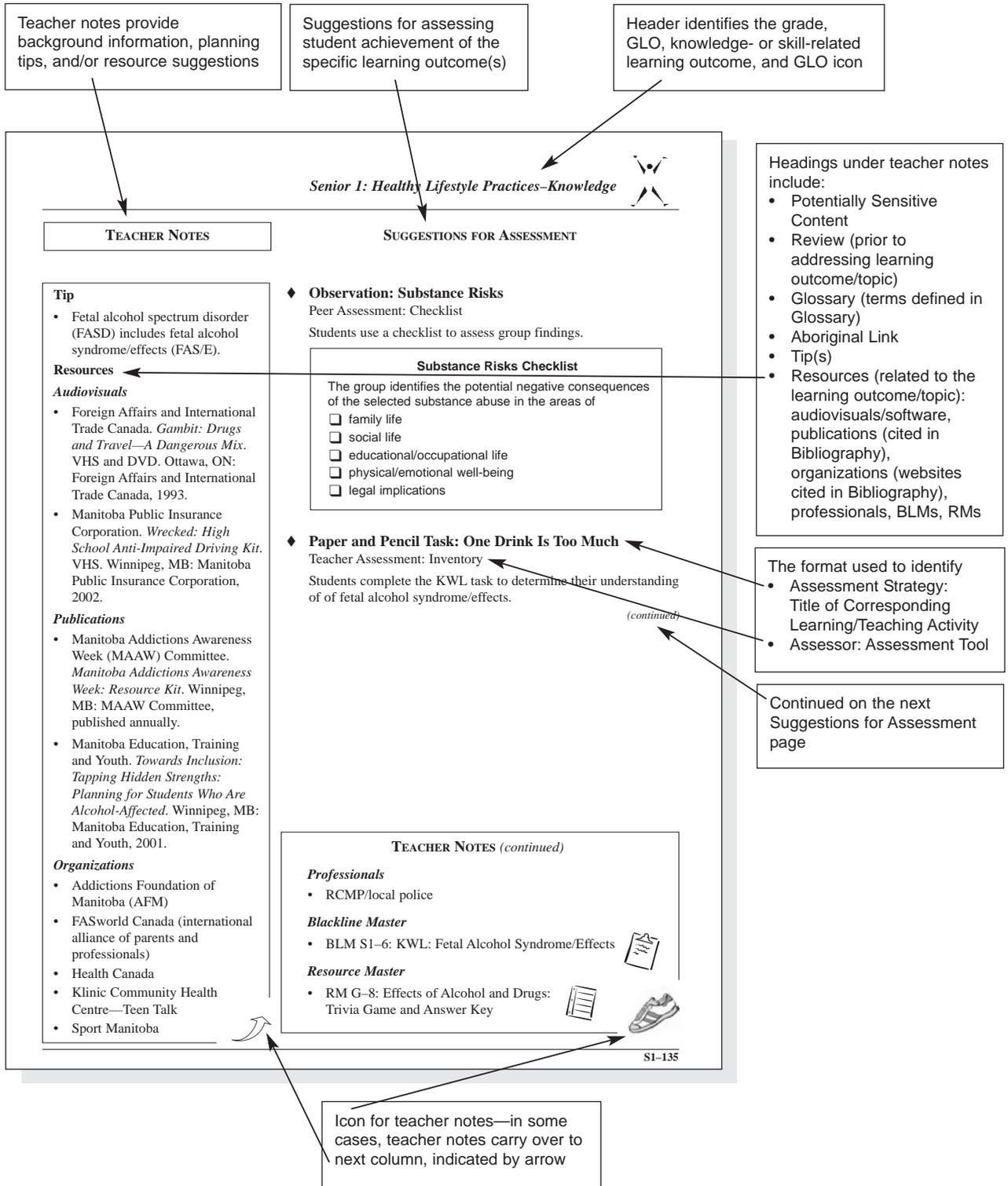
To facilitate curricular connections and integration and the application of content within a physical education/health education context, this document contains references to other departmental resources (cited in the Bibliography):

- *Aboriginal Peoples: Resources Pertaining to First Nations, Inuit, and Métis*
- *Conflict Resolution: Safe Schools: A Bibliography, October 2001*
- *Curricular Connections: Elements of Integration in the Classroom*
- *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*
- *A Foundation for Excellence*
- *Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation*
- *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*
- *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*
- *Human Sexuality and Sexual Orientation: A Bibliography, September 2002*

- *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*
- *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*
- *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*
- *Native Games: Teacher Handbook*
- *Native Studies: Senior Years (S1-S4): A Teacher's Resource Book*
- *Native Studies: Senior Years (S1-S4): A Teacher's Resource Book Framework*
- *Physical Education/Health Education Learning Resources: Kindergarten to Senior 2: Compilation of Annotated Bibliographies*
- *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents*
- *Senior 1 English Language Arts: A Foundation for Implementation*
- *Senior 1 Mathematics: A Foundation for Implementation*
- *Senior 1 Science: A Foundation for Implementation*
- *Senior 2 Consumer Mathematics: A Foundation for Implementation*
- *Senior 2 English Language Arts: A Foundation for Implementation*
- *Senior 2 Science: A Foundation for Implementation*
- *Substance Abuse Prevention: A Bibliography, May 2002*
- *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*
- *Technology As a Foundation Skill Area: A Journey toward Information Technology Literacy*
- *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*
- *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*

Guide to Reading the Four Columns





Notes

