### Unit Planner

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### Key:
- 1—Movement
- 2—Fitness Management
- 3—Safety
- 4—Personal and Social Management
- 5—Healthy Lifestyle Practices
# Unit Planner: Example 1.1

**Grade:** 5  
**Time Period:** Ongoing  
**GLO Focus:** GLO 2—Fitness Management  
**Physical Activity (PA) Category:** Fitness Activities  
**Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):** Fitness Management  
**Essential Question 1:** Can you assess your personal fitness in relation to health-related fitness components with an emphasis on the cardiovascular system?

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<td>What is the student expected to know and/or be able to do?</td>
<td>K.2.5.A.1 Identify health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...) and one example of an appropriate exercise for each component (e.g., skip rope for cardiovascular endurance development...).</td>
<td>How is the student going to learn it?</td>
<td>Observation: Create a Workout</td>
<td>To what subject area(s) can a connection be made? (within, between, beyond)</td>
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| | | | Group Assessment: Checklist  
See BLM 5-6: Create a Workout. | Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation (hereafter referred to as 5-8 PE/HE)  
Physical Best Activity Guide (AAHPERD). | ELA:  
GLO 1—Explore thoughts, ideas, feelings, and experiences.  
GLO 3—Manage ideas and information. |
| | K.2.5.C.1a Recognize the terms associated with the function of the cardiovascular system (i.e., resting heart rate, maximum heart rate, target heart rate, blood pressure, recovery heart rate) in the context of exercise and physical activity. | Active Heart Fair | Performance Task: Active Heart Fair (Project)  
Teacher Assessment: Scoring Rubric  
See BLM G-9: Project-Assessment Rubric. | 5-8 PE/HE | ELA:  
GLO 1—Explore thoughts, ideas, feelings, and experiences.  
GLO 3—Manage ideas and information.  
SC:  
Cluster 1—Maintaining a Healthy Body |
| | K.2.5.C.1b Describe the effects of aerobic activities and inactivity on the cardiovascular system (i.e., lower/raised resting heart rate, increased/decreased heart size, increased/decreased stroke volume). | Active/Inactive | Questioning/Interview: Effects of Aerobic Activities  
Group Assessment: Inventory | Heart and Stroke Foundation of Manitoba Resources | ELA:  
GLO 1—Explore thoughts, ideas, feelings, and experiences.  
GLO 2—Fitness Management  
S.2.5.A.1a, S.2.5.A.1b  
SC:  
Cluster 1—Maintaining a Healthy Body |
| | S.2.5.A.2 Demonstrate use of short-cut methods (e.g., 6-second count x 10; 10-second count x 6...) and/or technology (e.g., heart-rate monitors...) for monitoring heart-rate counts before, during, and after activities, and relate to target heart-rate zones (e.g., general health, basic fitness, healthy heart...). | Taking Your Heart Rate | Learning Log: Heart-Rate Inquiry  
Teacher Assessment: Inventory  
See BLM G-7: Heart-Rate Predictions. | 5-8 PE/HE | MA:  
Patterns and Relations  
SC:  
Cluster 1—Maintaining a Healthy Body |
| | S.2.4.A.3a S.2.5.A.3a Determine own performance level for health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), using simple tests or tasks (e.g., sit and reach, modified curl-up, 1600-metre run...). | Fitness Assessments | Journal/Learning Log: All Fitness Activities  
Self-Assessment: Inventory  
See BLM 5-5: Personal Record Sheet. | 5-8 PE/HE  
Physical Best Activity Guide (AAHPERD)  
FITNESSGRAM® 6.0 Test Kit (The Cooper Institute for Aerobics Research) | MA:  
Patterns and Relations  
SC:  
Cluster 1—Maintaining a Healthy Body |

**Key:** 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices
**Unit Planner: Example 1.2**

**Grade:** 5  
**Time Period:** All Year  
**GLO Focus:** GLO 2—Fitness Management; GLO 4—Personal and Social Management

**Physical Activity (PA) Category:** Fitness Activities  
**Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):** Fitness Management

**Essential Question 2:** How can I develop a personal fitness plan related to the health-related fitness components?

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| 1 2 3 4 5 | ❍ K.2.5.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) affecting personal fitness development. | ❍ Fitness Plan | ❍ Journal/Learning Log: Fitness Plan Self-Assessment: Anecdotal Notes See BLM 5-7: Fitness Goal Setting and BLM 5-8: Fitness Goal Factors. | ❍ 5-8 PE/HE  
❖ MA: Statistics and Probability  
❖ SC: Cluster 1—Maintaining a Healthy Body |
| 1 2 3 4 5 | ❍ S.2.5.A.3b Compare own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) to check and revise personal goals. | ❍ Activity Participation See BLM G-6: Physical Activity Log (PAL). | ❍ Journal/Learning Log: All Fitness Activities Self-Assessment: Inventory See BLM 5-5: Personal Record Sheet and BLM 5-7: Fitness Goal Setting. | ❍ 5-8 PE/HE  
❖ Physical Best Activity Guide (AAHPERD) | ❍ ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.  
❖ MA: Patterns and Relations  
❖ SC: Cluster 1—Maintaining a Healthy Body |
| 1 2 3 4 5 | ❍ K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one’s own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) for personal success. | ❍ Fitness Goal Setting See BLM 5-7: Fitness Goal Setting. | ❍ Journal/Learning Log: Fitness Goal Setting Self-Assessment: Anecdotal Notes | ❍ 5-8 PE/HE  
❖ Canada’s Physical Activity Guide for Youth (Health Canada) | ❍ ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.  
❖ MA: Patterns and Relations  
❖ SC: Cluster 1—Maintaining a Healthy Body |
| 1 2 3 4 5 | ❍ K.4.5.A.3 Identify the influence of self (e.g., personal goals, emotions...) and others (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) on setting priorities and making responsible personal decisions (e.g., academic achievement, leisure activities...). | ❍ Input Output Learning Outcome Connection (K.2.5.C.2) | ❍ Paper and Pencil Task: All Activities Self-Assessment: Checklist | ❍ 5-8 PE/HE | ❍ ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.  
❖ GLO 4—Enhance the clarity and artistry of communication.  
❖ GLO 5—Celebrate and build community.  
❖ SC: Cluster 1—Maintaining a Healthy Body  
❖ SS: Identity, Culture, and Community |

**Key:** 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices
# Unit Planner: Example 1.3

**Grade:** 5  
**Time Period:** All Year  
**GLO Focus:** GLO 2—Fitness Management; GLO 3—Safety

**Physical Activity (PA) Category:** Fitness Activities  
**Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):** Fitness Management

**Essential Question 3:** What will I do to work towards achieving my fitness goals safely on a daily basis?

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| What is the student expected to know and/or be able to do? | **K.2.5.B.1** Identify the fitness benefits (i.e., muscle and bone development, decreased susceptibility to stress, positive self-esteem, faster heart-rate recovery) of moderate to vigorous fitness-type activities over time. | **All Fitness Activities** | **Questioning/Interview:**  
Fitness Benefits  
Group-Assessment: Inventory |  
**5-8 PE/HE**  
Lessons from the Heart (Kirkpatrick and Birnbaum) | **ELA:**  
GLO 1—Explore thoughts, ideas, feelings, and experiences.  
GLO 3—Manage ideas and information.  
**SC:**  
Cluster 1—Maintaining a Healthy Body |
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| | **K.2.5.C.3** Show an understanding that stretching exercises for the major muscle groups should be held for a minimum length of time to be effective (e.g., as long as it feels comfortable, which is usually 10 to 30 seconds with three to five repetitions…). | **Cool-down Stretches** | **Observation:** Cool-down Stretches  
Teacher Assessment: Checklist |  
**5-8 PE/HE**  
Health-Related Fitness for Grades 5 and 6 (Hopper, Fisher, and Munoz) | **ELA:**  
GLO 5—Celebrate and build community.  
**SC:**  
Cluster 1—Maintaining a Healthy Body |
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| | **K.2.5.C.4** Determine the intrinsic (e.g., enjoyment, enhanced health, level of success, increased energy level, affiliation…) and extrinsic (e.g., awards, media, sport heroes, family, peers…) factors that motivate participation for fitness development. | **Activity Inventory** | **Paper and Pencil Task:**  
Activity Inventory  
Self-Assessment: Inventory  
See BLM 5-9: Why I Participate. |  
**5-8 PE/HE** | **ELA:**  
GLO 1—Explore thoughts, ideas, feelings, and experiences. |
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| | **S.2.5.A.1a** Demonstrate correct execution of exercises (e.g., keeping body straight for push-ups, keeping legs bent for curl-ups…) designed to improve and maintain personal fitness associated with health-related fitness components. | **Fitness Circuit** | **Performance Task:**  
Fitness Circuit  
Peer Assessment: Checklist |  
**5-8 PE/HE** | **SC:**  
Cluster 1—Maintaining a Healthy Body |
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**5** | | | | | |

(continued)
Unit Planner: Example 1.3 (continued)

**Grade**: 5  **Time Period**: All Year  **GLO Focus**: GLO 2—Fitness Management; GLO 3—Safety

**Physical Activity (PA) Category**: Fitness Activities  **Strand(s)/Sub-strand(s)/Topic(s)/Theme(s)**: Fitness Management

**Essential Question 3**: What will I do to work towards achieving my fitness goals safely on a daily basis?

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<td>q S.2.5.A.1b Participate in continuous aerobic activity for a sustained period of time, while maintaining the target heart rate.</td>
<td>= Pursuit Run</td>
<td>= Performance Task: All Activities Self-Assessment: Scoring Rubric</td>
<td>• Manitoba Marathon Resources  • Lessons from the Heart (Kirkpatrick and Birnbaum)</td>
<td>MA: Patterns and Relations Statistics and Probability SC: Cluster 1—Maintaining a Healthy Body SS: Identity, Culture, and Community</td>
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<td>q K.3.5.A.2 Show an understanding of safe stretching technique (e.g., sustained rather than &quot;bounce&quot; stretching, proper body alignment, keeping within the joint's normal range of motion. . .) of selected exercises (e.g., calf stretch, modified hurdle stretch, arm circles. . .) in warm-up and cool-down routines.</td>
<td>= Learning Outcome Connection (Cool-down Stretches) = What’s Behind You?</td>
<td>= Observation: Learning Outcome Connection (Cool-down Stretches) Teacher Assessment: Checklist</td>
<td>• 5-8 PE/HE</td>
<td>SC: Cluster 1—Maintaining a Healthy Body</td>
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<td>q S.3.4.A.1 ➞ S.3.5.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. . .).</td>
<td>= Safe Participation</td>
<td>= Performance Task: All Activities Teacher Assessment: Scoring Rubric</td>
<td>• Safety Guidelines for Physical Activity in Manitoba Schools (MPETA et al.)</td>
<td>ELA: GLO 3—Manage ideas and information.</td>
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Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices
## Unit Planner: Example 2.1

**Grade:** 8  
**Time Period:** December  
**GLO Focus:** GLO 4—Personal and Social Management

**Physical Activity (PA) Category:** N/A  
**Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):** Mental-Emotional Development: Stress Management

### Essential Question 1: How does stress affect the human body?

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| 1 | K.4.8.C.2 Explain how stress may have positive or negative consequences (e.g., fight or flight, productivity, illness...). | Ups and Downs  
Standing Conversations | Journal/Learning Log: All Activities  
Teacher Assessment: Anecdotal Notes | 5-8 PEACHE  
COPE for Teens (McLeod and Panasiuk) | ELA:  
GLO 1—Explore thoughts, ideas, feelings, and experiences.  
GLO 5—Celebrate and build community. |
| 2 | K.4.8.C.3 Examine the effects of stress (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) and relaxation (e.g., low blood pressure and heart rate...) on body systems (e.g., digestive, cardiovascular, endocrine...). | All Systems Alert  
Stress and Heart Rate | Performance Task:  
All Systems Alert  
Group Assessment: Rating Scale | 5-8 PEACHE  
Science Resources  
COPE for Teens (McLeod and Panasiuk) | ELA:  
GLO 1—Explore thoughts, ideas, feelings, and experiences.  
GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.  
GLO 3—Manage ideas and information.  
GLO 4—Enhance the clarity and artistry of communication.  
GLO 5—Celebrate and build community.  
SC:  
Cluster 1—Cells and Systems |
| 3 | K.5.8.A.2 Examine lifestyle practices (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) and their effects on body systems (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...). | All Systems Alert  
Systems Alert Collage | Performance Task:  
All Systems Alert  
Group Assessment: Rating Scale | 5-8 PEACHE  
Science Resources  
COPE for Teens (McLeod and Panasiuk) | ELA:  
GLO 3—Manage ideas and information.  
GLO 4—Enhance the clarity and artistry of communication.  
SC:  
Cluster 1—Cells and Systems |
| 4 | K.3.8.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...). | Resource Interview | Performance Task: Resource Interview  
Peer Assessment: Scoring Rubric | 5-8 PEACHE  
Community Resources | ELA:  
GLO 3—Manage ideas and information.  
GLO 4—Enhance the clarity and artistry of communication. |

**Key:** 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices
# Unit Planner: Example 2.2

**Grade:** 8  
**Time Period:** December  
**GLO Focus:** GLO 4—Personal and Social Management  
**Physical Activity (PA) Category:** N/A  
**Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):** Mental-Emotional Development: Stress Management  

## Essential Question 2: How could you avoid or reduce the stress in your life?

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| 1                        | K.4.8.C.4a List healthy strategies (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) and unhealthy strategies (e.g., smoking, alcohol misuse, isolation, fighting...) for dealing with stress and/or anxiety. | Speed Challenge  
 Wellness Day  
 Coping with Stress  
 See BLM 8-6: Stress-Reduction Plan. | Journal/Learning Log: All Activities  
 Self-Assessment: Anecdotal Notes  
 Performance Task: Wellness Day  
 Self-Assessment: Rating Scale | 5-8 PE/HE  
 COPE for Teens (McLeod and Panasiuk) | ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.  
 GLO 3—Manage ideas and information.  
 GLO 4—Enhance the clarity and artistry of communication. |
| 1                        | S.4.8.A.5 Apply stress-management strategies (e.g., progressive relaxation, deep breathing, guided imagery, focusing, positive thinking, self-talk, talking with others, humour.....) in case scenarios related to stressful situations (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...). | Putting Stress to the Test  
 Cool-downs  
 Positive Self-Talk  
 See BLM 8-7: Positive Self-Talk Questionnaire. | Journal/Reflection: Putting Stress to the Test  
 Self-Assessment: Anecdotal Notes | 5-8 PE/HE  
 COPE for Teens (McLeod and Panasiuk) | ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. |
| 1                        | K.5.8.B.1 Identify and categorize physical activities of different intensities (i.e., vigorous, moderate, light) and their potential benefits (i.e., health, fitness, recreation, sport performance). | Sort and Predict  
 (Focus on the physical activities that have health and recreational benefits or that help reduce stress.) | Observation: All Activities  

**Key:** 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices
NOTES