Grades 5 to 8
Suggestions for Instruction and Assessment
GRADES 5 TO 8: SUGGESTIONS FOR INSTRUCTION AND ASSESSMENT

The suggestions for instruction and assessment contained in this section of the document provide teachers with a foundation for implementing the Grades 5 to 8 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 Grades 5 to 8 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 and/or planning hints.
• 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.

Blackline Masters

Grade-specific blackline masters (BLMs) that are intended to support and enhance student learning and assessment follow the suggestions for instruction and assessment for each grade. (Additional BLMs that apply to all grades appear in Appendix H: General Blackline Masters.) Teachers can adapt and personalize the electronic version of the BLMs for classroom use. (Refer to the Manitoba Education and Youth website: <http://www.edu.gov.mb.ca/ks4/cur/physhlth/index.html>.)

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
• Éducation Physique : Guide pédagogique, Première année
• A Foundation for Excellence
• Grades 5 to 8 English Language Arts: A Foundation for Implementation
• Grades 5 to 8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards
• Grades 5 to 8 Mathematics: A Foundation for Implementation
• Grades 5 to 8 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards
• Grades 5 to 8 Science: A Foundation for Implementation
• Grades 5 to 8 Science: Manitoba Curriculum Framework of Outcomes
• Human Sexuality and Sexual Orientation: A Bibliography, 2002
• Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years
• Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation
• Kindergarten to Grade 8 Physical Education/Health Education Learning Resources: Annotated Bibliography: A Reference for Selecting Learning Resources (September 2002)
• Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles
• Native Games: Teacher Handbook
• Native Studies: Middle Years (5–8): A Teacher’s Resource Book
• Native Studies: Middle Years (5–8): A Teacher’s Resource Book Framework
• A Prairie Tour: A Grade 5 Interdisciplinary Middle Years Multimedia Unit for Teachers
• Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents
• 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

- **GLO**—general learning outcome
- **SLO**—specific learning outcome

### Reading the Code

**Example 1:**
- S—Skill
- 2—GLO #
- 5—Grade
- A—Strand
- 3—Sub-strand
- a—Sub-theme

**Example 2:**
- K—Knowledge
- 2—GLO #
- 5—Grade
- C—Strand
- 1—Sub-strand
- b—Sub-theme

### 5-8 Physical Education/Health Education: A Foundation for Implementation

#### Prescribed Learning Outcomes

- **S.2.4.A.3a** Determine one’s 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...).

#### Suggestions for Instruction

- **Fitness Assessments**
  - Choose from the following list of assessment tasks pertaining to each of the health-related fitness components, or use other tasks or tests that are safe and reliable.

  - **Cardiovascular Endurance:**
    - **6-, 8-, 10-, or 12-Minute Run:** Students count the number of laps completed in the time of the run.
    - **Leger Beep Test:** This test uses an audi-tape to control timed runs over a measured course, and an audio tone communicates timing information for the test subjects (runners). The tests are run continuously until the subjects can no longer continue or start to miss (arrive late at lines). The highest running pace and number of repetitions that the runner can accomplish successfully is then the player’s rating.
    - **Walk Test:** Available online at [http://www.motivationstation.net](http://www.motivationstation.net).

- **Muscular Strength and Endurance (specific to muscle groups):**
  - **Push-ups (full or modified)**
  - **Pull-ups**
  - **Curl-ups (cadence controlled)**
  - **Bench-Steps**

- **Flexibility:**
  - **Modified Sit and Reach** (one leg bent)
  - **Shoulder Stretch**

**Suggestions for student learning experiences directly related to the attainment of the specific learning outcome(s)**

- **Curricular Connections**
  - **ELA:**
    - GLO 1—Explore thoughts, ideas, feelings, and experiences.
  - **SC:**
    - Cluster 1—Maintaining a Healthy Body

**Suggestions for making curricular connections with other subject area(s) and/or across the GLOs within PE/HE**

"i.e." refers to content that is expected to be learned and assessed in relation to the SLO

"e.g." refers to examples that could be addressed in the context of the SLO

Acquisition Stage:
- Indicates the SLO is expected to be observed, measured, and reported in this grade

Maintenance Stage:
- Indicates the SLO from previous year(s) is to be reviewed, reinforced, and maintained in this grade

Prescribed learning outcome statements define what the student is expected to know and be able to do by the end of the grade

Maintenance Stage:
- Indicates the SLO from previous year(s) is to be reviewed, reinforced, and maintained in this grade

"i.e." refers to content that is expected to be learned and assessed in relation to the SLO

"e.g." refers to examples that could be addressed in the context of the SLO

Acquisition Stage:
- Indicates the SLO is expected to be observed, measured, and reported in this grade

Suggestions for student learning experiences directly related to the attainment of the specific learning outcome(s)
Grade 5: Fitness Management—Skills

Suggestions for Assessment

Teacher Notes

Suggestions for assessing student achievement of the specific learning outcome(s)

- Journal/Learning Log: All Fitness Activities
  Self-Assessment: Inventory
  Have students choose a number of exercises or assessment tasks that measure health-related fitness components. Explain proper technique, safety precautions, and procedures for each task. Have students practice the exercise or task, perform and assess it to determine their personal best, and set goals for personal improvement. Ask them to record this information.

A variety of fitness tasks or tests have traditionally been used to measure health-related fitness components. Before choosing a fitness assessment task, check for reliability, validity, developmental appropriateness, ease of administration, and safety considerations. Use fitness testing or assessment as a strategy to help students monitor their own progress and set personal goals.

Focus on fitness management and motivation towards participation in physical activity. Comparing students’ scores and using extrinsic awards are discouraged.

Beep tests can be ordered from:
Fitness Appraisal Certification
U de Montreal Kinesiologie,
CP 6128 Succursale Centre-ville,
Montreal QC H3C 3J7
Fax: 514-343-2181

The use of individual goal-setting techniques encourages students to focus on personal improvement and progress towards achieving personal goals rather than on comparisons. Muscular strength and endurance components can be trained together. Activities may focus on strength for some students and endurance for others, depending on the number of repetitions they are capable of performing.

For information related to fitness assessment, refer to:
- Fitness Education for Children (Virgilio)
- Physical Best Activity Guide (AAHPERD)
- FITNESSGRAM 6.0 Test Kit (The Cooper Institute for Aerobics Research)

Refers to topic-related resources listed in the Bibliography

Refer to BLM 5–5: Personal Record Sheet and BLM G–6: Physical Activity Log (PAL).

Icon used to indicate:
- grade-specific blackline masters, which appear at the end of the grade
Example:
BLM–Blackline Master
5–Grade
5–Fifth BLM
- general BLMs that can be used for any grade (see Appendix H)
Example:
BLM–Blackline Master
G–General
6–Sixth BLM