

Grade 8 – Physical Education/Health Education – Specific Learning Outcomes*



1 Movement

K

- K.1.8.A.1** Recognize characteristics of selected movement skills and patterns (e.g., balance/ready position...) as applied in a variety of physical activities, including net/wall and target-type activities (e.g., badminton, paddleball, tennis, curling...).
- K.1.8.B.1** Explain the cross-training effect of different games/activities on fitness and movement skill development (e.g., aerobics develop coordination, agility used for fastball; golf and hockey develop hand-eye coordination/striking skills...).
- K.1.8.B.2** Identify the biomechanical concepts (e.g., centre of gravity, body alignment...) that are important for safe exercising in lifting and carrying activities (i.e., bend knees, hold object close to body, avoid twisted positions, keep head position neutral).
- K.1.8.B.3** Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in badminton...) and target-type activities (e.g., effort qualities in backswing and wrist action on “out-turn” in curling...).
- K.1.8.C.1** Examine the reasons for rules and for adaptation of rules related to safety and risk factors (e.g., set boundaries to avoid contact with other players, equipment, or walls...) of selected sports and games.
- K.1.8.C.2** Show an understanding of the specific terminology associated with selected sports and games, including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...).
- K.1.8.C.3** Describe common strategies used in various games, including net/wall and target-type activities (e.g., positioning for serve reception, speed, and control of projectiles...).
- K.1.8.C.4** Set and/or review expectations for personal and group conduct (i.e., ethical behaviour) regarding participation in physical activities and/or sports.

S

- S.1.8.A.1** Perform combinations of transport, manipulation, and balance skills (e.g., moving into a ready position to contact the ball in volleyball...), applying mechanical principles (e.g., force, motion, balance...) for control.
- S.1.8.A.2** Perform combinations of manipulation skills (e.g., dribbling/shooting, tossing/catching...), applying mechanical principles on use of projectiles (e.g., increasing relative projection height or angle tends to increase flight time...) for control.
- S.1.7.A.3** **S.1.8.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.1.8.B.1** Apply functional use of selected and/or activity-specific movement skills (e.g., rolling, forehand and backhand strokes...) in a variety of individual/dual games/sports, including net/wall (e.g., table tennis...) and target-type activities (e.g., miniature golf, bowling...).
- S.1.8.B.2** Apply functional use of selected and/or activity-specific movement skills (e.g., volleying, dynamic balancing...) in a variety of physical activities, including net/wall (e.g., volleyball...) and target-type games (e.g., curling...).
- S.1.8.B.3** Contribute to the organization and administration (e.g., schedules, team formation, rules, set-up, clean-up, recording of results, promotion, announcements...) of a tournament (e.g., round robin, ladder, double consolation...).
- S.1.7.C.1** **S.1.8.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** **S.1.8.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** **S.1.8.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.2.8.A.1** Identify the five health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...) and their importance to a balanced fitness plan.
- K.2.8.C.1a** Identify the names of muscle groups and specific muscles (i.e., biceps, triceps, pectorals, abdominals, quadriceps, deltoids, trapezius, latissimus dorsi, hamstrings, hip flexors) and primary action (i.e., flexion, extension, abduction, adduction, rotation) across the various joints (e.g., knee, elbow, hip...).
- K.2.8.C.1b** Explain the effects of exercise on use (i.e., increased size and strength of muscles, ligaments, and tendons; increased muscular capillary action; hypertrophy) and overuse (i.e., fatigue, injury, muscle soreness) of muscles.
- K.2.8.C.2** Describe ways to apply the FITT principle (i.e., frequency, intensity, time, and type of activity) to health-related fitness components (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition...).
- K.2.8.C.3** Identify three stages (i.e., indirect, direct, identical) of activity-specific warm-ups and examples of each stage for specific physical activities (e.g., a soccer warm-up could include light running, specific leg-stretching exercises, easy dribbling/passing drills...).
- K.2.7.C.4** **K.2.8.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.

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- S.2.8.A.1a** Participate in fitness activities that use the FITT principle and contribute to personal health-related fitness goals.
- S.2.8.A.1b** Participate in continuous aerobic activity related to personal target heart-rate zones.
- S.2.8.A.2** Determine personal target heart-rate zone, using simple methods (e.g., Karvonen formula, software programs...).
- S.2.8.A.3a** Assess the level of ability in one or more health-related fitness components (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility) of physical fitness.
- S.2.7.A.3b** **S.2.8.A.3b** Chart own fitness results (e.g., using information technology...) throughout the year to determine effects of activity participation and/or specific training on personal progress.

3 Safety

K

- K.3.8.A.1** Determine safety rules, routines, and procedures related to selected physical activities, including net/wall and target-type activities (e.g., not entering a racquet sport court when play is in progress, retrieving shot-put/discus only on signal in a group situation...).
- K.3.8.A.2** Identify the risks of contraindicated exercises (e.g., deep knee bends, straight leg sit-ups, full neck rotations...) and safe exercise alternatives.
- K.3.7.A.3** **K.3.8.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** **K.3.8.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.3.8.A.5a** Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).
- K.3.8.A.5b** Determine safe areas and opportunities for cycling and/or other similar activities in the community (e.g., in-line skating, skateboarding, walking...).

- K.3.8.B.1** Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).
- K.3.8.B.3** Identify common injuries/conditions (i.e., sprains, strains, fractures, bleeding, cramps, shock) and basic first-aid procedures (i.e., seek adult help, rest, apply ice, compression, elevation, avoid touching/handling body fluids).
- 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...).

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- S.3.4.A.1** **S.3.8.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.4.8.A.1** Examine the effects of stereotyping based on a variety of factors (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income...) and ways (e.g., set/review personal and group norms, standards...) to promote acceptance of self and others.
- K.4.8.A.2a** Develop self-monitoring strategies (e.g., keep a journal, participate with a friend...) and criteria (e.g., believable, achievable, controllable, within timelines...) in setting individual and/or group goals.
- K.4.8.A.2b** Analyze how factors (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports...) affect one’s planning and setting of goals.
- K.4.8.A.3** Describe the social factors (e.g., self-esteem, interests, opinions, abilities, interpersonal skills...) that affect the decision-making/problem-solving process in group situations.
- K.4.8.B.1a** Describe behaviours that show social responsibility and respect for diversity (e.g., showing respect toward officials and other players, inviting others to play, greeting others, helping others who are experiencing difficulty...) in different contexts (e.g., sports, physical activity participation, classroom settings...).
- K.4.8.B.1b** Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities.
- K.4.8.B.2a** Describe examples of assertive behaviours (e.g., saying “no” to something that makes you feel uncomfortable, including others who are left out...) for resisting negative peer pressure.
- K.4.8.B.2b** Identify roles and responsibilities (e.g., loyalty, commitment, support, respect, leadership...) in developing positive relationships (e.g., between friends, within families, in a sports team, band/choir...).
- K.4.8.C.1a** Identify how self (e.g., accepting one’s feelings...), peers (e.g., listening supportively...), and the community (e.g., providing resources for support when needed...) contribute to the enhancement of personal health and well-being.
- K.4.8.C.1b** Identify stages of grieving (e.g., denial, anger, bargaining, sadness, depression, acceptance...) for understanding and supporting self and others.
- K.4.8.C.2** Explain how stress may have positive or negative consequences (e.g., fight or flight, productivity, illness...).
- 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...).
- 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.

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- S.4.8.A.1** Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal (e.g., participate in daily physical activity, a healthy lifestyle behaviour, a social behaviour, a specific academic goal...).
- S.4.8.A.2** Apply the decision-making/problem-solving process in making group decisions in different case scenarios (e.g., plan a class activity, solve a social-related problem, make a decision in the context of an orderly meeting...).
- S.4.8.A.3** Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) that promote fair play and teamwork.
- 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...).

5 Healthy Lifestyle Practices

K

- K.5.8.A.1** Examine positive and negative health habits of daily living for self and/or others (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use...).
- 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...).
- 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).
- K.5.8.B.2** Investigate different ways to increase physical activity in daily living as it relates to sustainable development (e.g., using stairs, cycling/walking to school to help the environment and to contribute to the health of society...).
- K.5.8.B.3** Determine the degree to which technology has had an impact on personal health (e.g., personal fitness equipment/aids; prolonged exposure to technological devices and machines decreases physical activity; effect of media messages on body image...).
- K.5.8.C.1a** Evaluate information related to healthy body weight and body image.
- K.5.8.C.1b** Explain influences (i.e., healthy eating, regular activity, media, healthy body image) on growth and development during adolescence.
- K.5.8.C.2** Apply “sport nutrition principles” to a variety of physical activities.

S

- S.5.8.A.1** Apply personal and social management skills (e.g., goal setting, decision making/problem solving...) in case scenarios related to personal health practices (e.g., sleep habits, cleanliness, nutritional practices, exercise habits...).
- S.5.8.A.2** Use problem-solving strategies to address the barriers that may interfere with being active daily.
- S.5.8.A.3a** Develop a personal plan that includes daily health practices (e.g., physical activity participation, healthy food choices, positive thinking...) to maintain a healthy body.
- S.5.8.A.3b** Implement and evaluate a personal plan for healthy eating and activity.

* 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)