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# Kindergarten to Grade 4

## **Suggestions for Instruction and Assessment**

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# KINDERGARTEN TO GRADE 4: 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 Kindergarten to Grade 4 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 Kindergarten to Grade 4 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, Training and Youth website: <http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/physhlth/index.html>.)



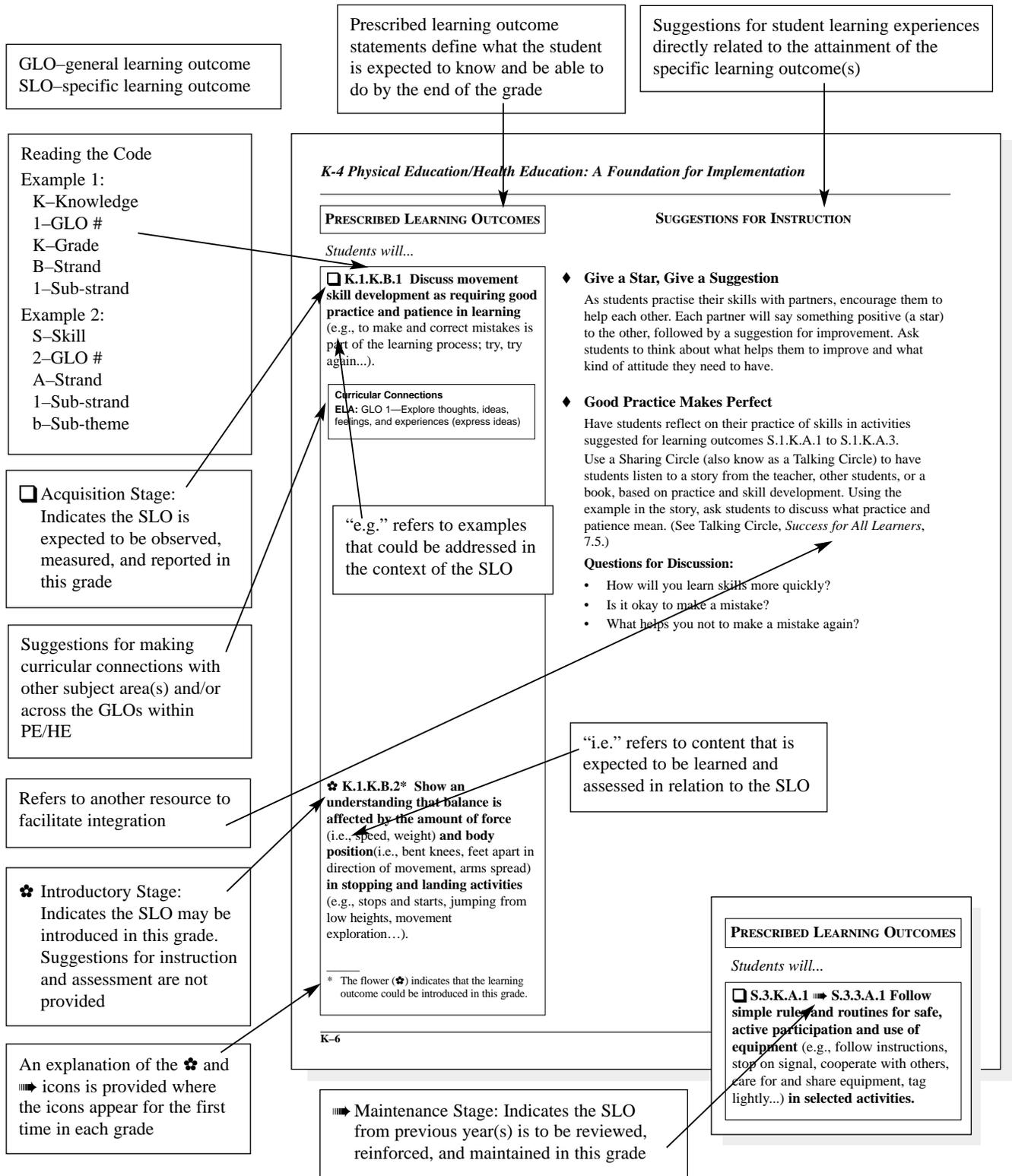
### **Resources to Support Integration**

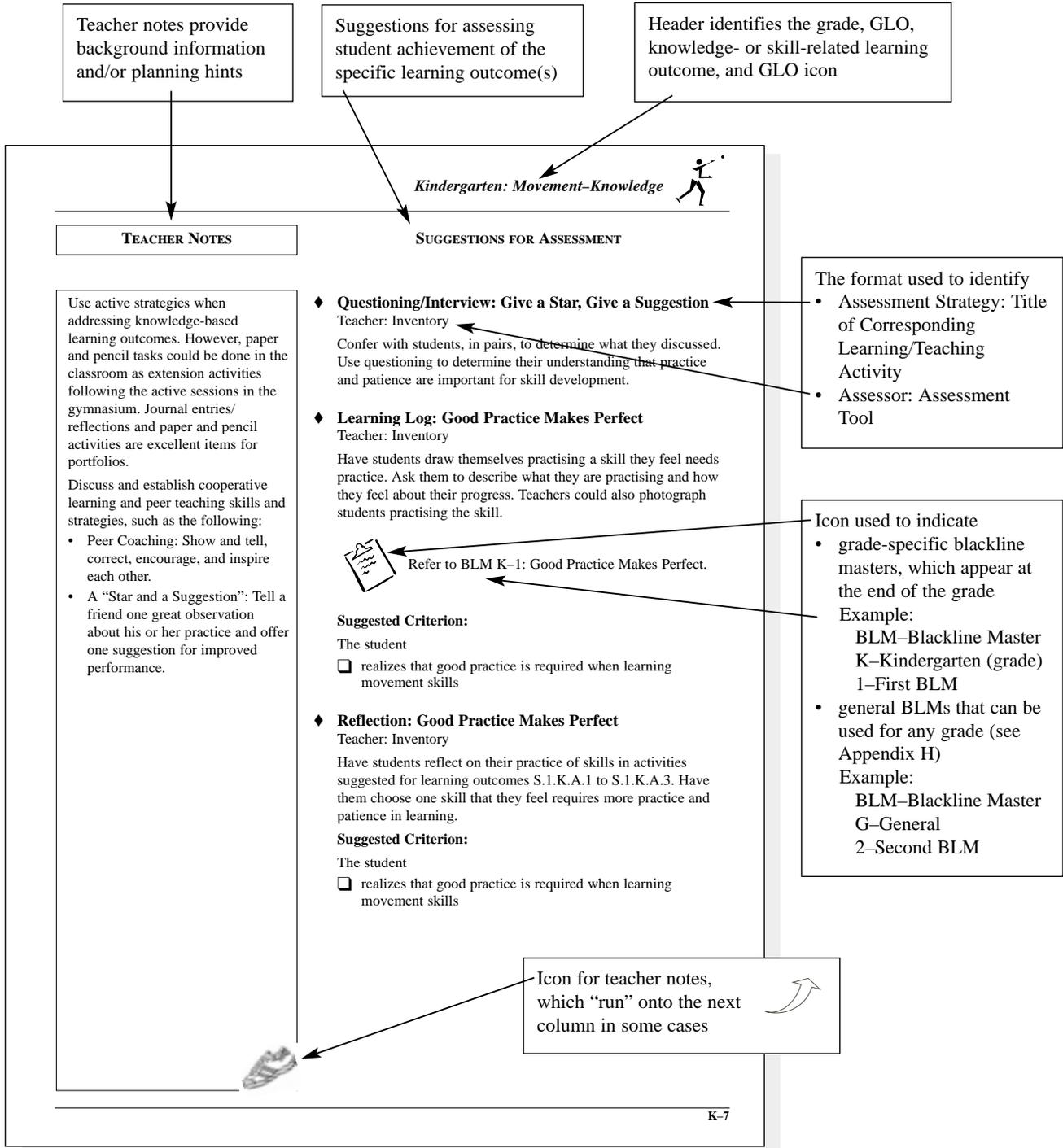
To facilitate curricular connections and integration and the application of content within a physical education/health education context, this document contains references to other departmental resources (cited in the Bibliography):

- *Basic Movement Skills (K–3)*
- *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*
- *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*
- *K–4 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards*
- *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation* (referred to in this document as *K–4 ELA*)
- *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards*
- *Kindergarten to Grade 4 Mathematics: A Foundation for Implementation*
- *Kindergarten to Grade 4 Science: A Foundation for Implementation* (referred to in this document as *K–4 Science*)

- *Kindergarten to Grade 4 Science: Manitoba Curriculum Framework of Outcomes*
- *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (referred to in this document as the Framework)
- *Native Games: Teacher Handbook*
- *Native Studies: Early Years (K–4): A Teacher’s Resource Book*
- *Native Studies: Early Years (K–4): A Teacher’s Resource Book Framework*
- *Physical Education K–4: Movement with Meaning*
- *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents*
- *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*

## Guide to Reading the Four Columns





## Notes

