G<small>RADE</small> 5 — P<small>HYSICAL</small> E<small>DUCATION</small>/H<small>EALTH</small> E<small>DUCATION</small> — S<small>PECIFIC</small> L<small>EARNING</small> O<small>UTCOMES</small>*

1 Movement

K

❑ **K.1.5.A.1 Detect, analyze, and correct errors in personal movement patterns** (i.e., transport, manipulation, and balance skills).

❑ **K.1.5.B.1 Identify personal and controllable factors** (i.e., time, effort, interest, attitude, good practice habits) **that may affect movement skill development.**

❑ **K.1.5.B.2 Identify biomechanical concepts for controlled movement, including balance activities** (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity in the middle of base of support).

❑ **K.1.5.B.3a Design movement sequences that show contrast in levels, planes, pathways, and directions** (e.g., gymnastic floor exercise routine...).

❑ **K.1.5.B.3b Show an understanding of the terms that describe the action of the muscles and joints** (e.g., flexion, extension, rotation...).

❑ **K.1.5.B.3c Recognize the qualities of effort** (e.g., force, time, flow...) **in a movement sequence performed with others** (e.g., Inuit partner activities...).

❑ **K.1.5.B.3d Describe the concept of relationships as it applies to a moving object and/or person** (e.g., passing a ball in front of a person while running...).

❑ **K.1.5.C.1 Apply the rules of lead-up games** (i.e., low-organized games of own design) **while participating and/or officiating.**

❑ **K.1.5.C.2 Use the general terminology** (e.g., offence, defence, crease, pacing...) **associated with lead-up games and activities.**

❑ **K.1.5.C.3 Determine effective game strategies in group activities using a problem-solving approach** (e.g., devise an attacking and a defending strategy in a mass participation game...).

❑ **K.1.5.C.4 Show an understanding of teamwork and fair play while participating in different physical activities** (e.g., suggest rule changes to improve fairness of the game,...).

S

❑ **S.1.5.A.1 Perform transport skills for control, applying mechanical principles** (e.g., angle of projection, gravity, absorption...) **while travelling alone and/or with others, with or without obstacles.**

❑ **S.1.5.A.2 Perform manipulation skills for control** (e.g., hand dribbling and foot dribbling a ball for maintaining control...), **applying mechanical principles** (e.g., body alignment, application of force, addition of forces...) **while travelling alone and/or with others.**

❑ **S.1.5.A.3 Demonstrate static balance showing different body shapes** (e.g., tuck, straddle, pike, straight...), **applying mechanical principles** (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support), **using a variety of equipment** (e.g., mats, balance boards, skates, scooters...).

❑ **S.1.5.B.1 Combine selected movement skills** (i.e., extensions or variations of basic movement skills) **in a variety of individual and dual-type lead-up activities/games, including innovative activities** (e.g., rallying, two-on-two activities...).

❑ **S.1.5.B.2 Combine selected movement skills** (e.g., extensions, variations...) **in a variety of group/team activities/games, including innovative activities** (e.g., modified soccer, cooperative challenges...).

❑ **S.1.5.B.3 Perform simple officiating duties** (e.g., refereeing, scorekeeping, timekeeping, making line calls for "out of bounds"...) **in class physical activities.**

❑ **S.1.4.C.1 ➡ S.1.5.C.1 Demonstrate functional use of basic movement skills** (e.g., striking a ball with the hand and/or implement, balancing...) **in outdoor activities on the school grounds and/or special events** (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-Olympics, multicultural games...).

❑ **S.1.5.D.1 Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences** (e.g., aerobics, jump rope, creative dance, folk dance...), **showing two or more different styles/traditions.**

❑ **S.1.5.D.2 Demonstrate functional use of combining two or more selected movement skills and applying movement concepts** (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences; showing contrast in direction, speed, flow...) **in gymnastic-type sequences/routines** (e.g., ball gymnastics, stuntastics, pyramids, creative hand apparatus...).

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* 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)

2 Fitness Management

K

❑ **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/activity for each component** (e.g., skip rope for cardiovascular endurance development...).

❑ **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.**

❑ **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.**

❑ **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).

❑ **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.**

❑ **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 a stretch feels comfortable, which is usually 10 to 30 seconds with three to five repetitions...).

❑ **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.**

S

❑ **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.**

❑ **S.2.5.A.1b Participate in continuous aerobic activity for a sustained period of time, while maintaining the target heart rate.**

❑ **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...).

❑ **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...).

❑ **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.**

3 Safety

K

❑ **K.3.5.A.1 Show an understanding of safe practices** (e.g., take turns, position self at a safe distance, be respectful of varying ability levels...) **when helping others while practising in regular or modified physical activities.**

❑ **K.3.5.A.2 Show an understanding of safe stretching technique** (e.g., sustained rather than "bounce" stretching, proper body alignment, keeping within the joints' normal range of motion...) **of selected exercises** (e.g., calf stretch, modified hurdle stretch, arm circles...) **in warm-up and cool-down routines.**

❑ **K.3.2.A.3 ➡ K.3.5.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity** (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).

❑ **K.3.5.A.4 Develop guidelines and behaviours for safety related to potential hazards and risks regarding equipment and facility use** (e.g., protruding objects, condition of the floor, mats in jumping/landing activities...).

❑ **K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits** (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).

❑ **K.3.4.A.5b ➡ K.3.5.A.5b Identify water safety rules, hazards, and practices** (e.g., wearing floatation devices, importance of swimming lessons, recognizing safety symbols, steps in an emergency...) **related to aquatic activities** (e.g., swimming, boating...).

❑ **K.3.5.B.1 Investigate safety concerns in the community and/or the media related to roads, traffic, bus transportation, recreational vehicles, and unsupervised areas.**

❑ **K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions** (e.g., floods, fires, extreme weather conditions, icy conditions, lightning...) **relevant to self and others.**

❑ **K.3.5.B.4 Identify available community supports that promote safety and community health** (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, Block Parents...).

❑ **K.3.5.B.5a Describe examples of problems** (e.g., schoolyard/street fight, sibling conflicts, bullying, harassment, ridiculing, excessive teasing, baby shaking...) **related to physical and verbal abuse with regard to safety of others.**

❑ **K.3.5.B.5b Describe safety guidelines** (e.g., play in supervised areas, follow code of conduct...) **and the use of strategies** (i.e., conflict-resolution skills) **to deal with bullies and harassment in a variety of situations** (e.g., classroom, sports, playground...).

❑ **K.3.5.B.6a Identify safety guidelines to protect self and others in potential sexually abusive situations** (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at night...).

❑ **K.3.5.B.6b Describe indicators of abusive relationships** (e.g., behaviours that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...).

S

❑ **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...).

4 Personal & Social Management

K

❑ **K.4.5.A.1 Identify how one's self-concept and feelings are affected by others** (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings...).

❑ **K.4.5.A.2a Identify ways of setting group goals** (e.g., by consensus, by arbitrary decision, by taking turns...) **for cooperative learning and team building.**

❑ **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.**

❑ **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...).**

❑ **K.4.5.B.1a Describe behaviours** (e.g., listen without interrupting, avoid ridicule or teasing, use inclusive language and actions...) **that show respect for the rights and feelings of others.**

❑ **K.4.5.B.1b Recognize the role of activities and events** (e.g., games, sports, dances, social events, cultural events...) **in getting to know and understand others of similar and different cultures.**

❑ **K.4.5.B.2a Review verbal and non-verbal behaviours that help** (e.g., listening, keeping secrets, smiling...) **and hinder** (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) **communication for building positive relationships.**

❑ **K.4.5.B.2b Identify qualities** (e.g., honesty, support, reliability, common interests, loyalty, fairness...) **that are important in establishing and maintaining a friendship.**

❑ **K.4.5.B.3a Identify components** (e.g., personal triggers, anger cues, hidden anger...) **of anger management and strategies** (e.g., be aware, back off, check out choices and consequences, decide and do...) **for self-control in different contexts.**

❑ **K.4.5.B.3b Identify misunderstandings and/or miscommunications** (e.g., portrayal of violence; ethnic, gender, and racial bias...) **related to messages in the media that could cause or affect conflict.**

❑ **K.4.5.B.3c Show an understanding of the steps in a conflict-resolution process** (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose best option; evaluate for effectiveness) **and conflict-resolution strategies** (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy...) **to negotiate disputes and de-escalate conflicts.**

❑ **K.4.5.B.4 Identify and assess strategies** (e.g., using decision-making/problem-solving process, saying "no" assertively, walking away/staying away, using conflict-resolution skills...) **for preventing or avoiding uncomfortable or dangerous situations.**

S

❑ **S.4.5.A.1 Use a goal-setting process to set and monitor progress for a group goal** (e.g., project work, gymnastic routine, prediction run...).

❑ **S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.**

❑ **S.4.5.A.3 Demonstrate functional use of interpersonal skills** (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences...) **for getting along with others in making group decisions while participating in class activities.**

❑ **S.4.5.A.4 Demonstrate ways** (e.g., compromising, accommodating, reaching consensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results...) **to turn conflict into a win-win situation in different case scenarios** (e.g., disagreement with a friend or classmate...).

5 Healthy Lifestyle Practices

K

❑ **K.5.5.A.3 Examine dental hygiene practices and dental services** (e.g., cleaning, fillings, root canals, fluoride treatment, braces, extractions...) **for the prevention of plaque buildup, bad breath, tooth decay, and major oral or dental disease.**

❑ **K.5.5.D.1 Distinguish between medicinal and non-medicinal substances and their appropriate use** (e.g., prescription drugs from a doctor to treat an illness rather than drugs obtained illegally; vitamins to meet daily requirements, ventilators/puffers for asthma, EpiPens for allergies; over-the-counter drugs used for health reasons rather than for performance enhancement...).

❑ **K.5.5.D.2 Describe effects and consequences of substance use** (e.g., alcohol and tobacco, street drugs...) **on body systems** (e.g., alcohol affects the brain, liver, and nervous system; alcohol affects fetal development in a pregnant woman; tobacco and smoke affect the respiratory and circulatory systems; street drugs change a person's behaviour and cause harmful physical effects and may cause death...).

❑ **K.5.5.D.3 Identify peer, cultural, media, and social influences related to substance use and abuse** (e.g., dares from friends; pressure to belong to a group; attractive portrayals through advertisements/television/videos; family/cultural/religious values; peer pressure from groups and gangs; alcoholics or smokers in the family...).

❑ **K.5.5.E.1a Describe the structure and function of the reproductive and endocrine systems of human beings** (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...).

❑ **K.5.5.E.1b Identify the physical changes associated with puberty and the importance of personal hygiene practices** (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products...).

❑ **K.5.5.E.1c Describe how heredity** (e.g., chromosomes, DNA...) **influences growth and characteristics that contribute to personal identity** (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins...).

❑ **K.5.5.E.2 Identify the social-emotional changes associated with puberty** (e.g., sexual attraction, fluctuation of moods, insecurities...).

❑ **K.5.5.E.3a Identify influences** (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) **on sexuality and gender roles.**

❑ **K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles** (i.e., similarities and differences, such as cultural rituals and traditions).

❑ **K.5.5.E.3c Identify the responsibilities** (e.g., change clothing for physical activities, bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) **associated with physical, social, and emotional changes during puberty** (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...).

❑ **K.5.5.E.4a Identify characteristics** (e.g., transmitted through sexual activity and contact with body fluids; may be fatal...) **and effects of HIV and AIDS on the immune system** (e.g., destroys specific white cells...).

S

❑ **S.5.5.A.4 Apply strategies** (i.e., using the decision-making model, practising saying "no," walking away, getting help from a safe adult) **for preventing or avoiding substance use and abuse** (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing...) **in different case scenarios.**

❑ **S.5.5.A.5 Apply a decision-making process in case scenarios related to issues associated with puberty** (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...).