

Grade 5 Specific Learning Outcome Connections for the Get Off the Couch Energizer Routine Learning Strategy

The following clusters of specific learning outcomes have been organized as targeted and related. The targeted cluster include learning outcomes that could be specifically addressed or emphasized through this in motion learning strategy. The related cluster are learning outcomes that could be reinforced but would not be emphasized or assessed.

Targeted Cluster

Strand	Sub strand	Code	Specific Learning Outcome	Connection
Movement Development	Movement Concepts (space awareness)	K.1.5.B.3a	Design movement sequences that show contrast in levels, planes, pathways, and directions	Have students create movement sequences for the non-chorus parts of the song.
Movement Development	Movement Concepts (body awareness)	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...).	When teaching the chorus steps, use these terms and observe student s ability to follow and understand.
Movement Development	Movement Concepts (qualities of effort)	K.1.5.B.3c	Recognize the qualities of effort (e.g., force, time, flow...) in a movement sequence performed with others	Have students describe the qualities of effort in this routine.
Movement Development	Movement Concepts (relationships)	K.1.5.B.3d	Describe the concept of relationships as it applies to a moving object and/or person	Ask students what they need to do to perform the routine in unison.
Application of Movement Skills to Rhythmic / Gymnastic Activities	Rhythmic Activities	S.1.5.D.1	Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences showing two or more different styles/traditions.	Compare steps in the routine (such as the running step or turn) to other routines.
Acquisition / Application of Fitness Management Skills	Active Participation (aerobic capacity)	S.2.5.A.1b	Participate in continuous aerobic activity for a sustained period of time, while maintaining the target heart rate.	Have students check heart rate after performing the dance one time or repeatedly.
Acquisition of Personal and Social Management Skills	Interpersonal Skills	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.	Observe student s use of interpersonal skills while learning, performing or creating parts of the routine.

Related Cluster

Basic Movement	Basic Movement Skills	K.1.5.A.1	Detect, analyze, and correct errors in personal movement patterns (i.e., transport, manipulation, and balance skills).
Movement Development	Skill Development Process	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.
Acquisition of Movement Skills	Transport	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.
Acquisition of Movement Skills	Balance	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...).
Acquisition / Application of Safe Practices	Physical Activity	S.3.5.A.1	<i>Maintenance Stage - 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...).</i>
Social Development	Social Responsibility (responsible social behaviours)	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.
Social Development	Relationships (communication skills and styles)	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.