

**Unit Planner**

**Grade:** \_\_\_\_\_ **Time Period:** \_\_\_\_\_ **GLO Focus:** \_\_\_\_\_

**Physical Activity (PA) Category:** \_\_\_\_\_ **Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):** \_\_\_\_\_

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)	
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**Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices**

## Unit Planner: Example 1

Grade: 3

Time Period: November 1 to 12

GLO Focus: GLO 1—Movement

Physical Activity (PA) Category: Sports/Games

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Manipulation Skills: Throwing and Catching

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
	What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, product)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
① 2 3 4 5	<input type="checkbox"/> <b>S.1.3.A.2 Demonstrate competency in basic manipulation skills</b> (i.e., rolling, underhand and overhand throwing, catching, bouncing, kicking, dribbling a ball using feet).	<ul style="list-style-type: none"> <li>• Star Ball</li> <li>• Junkyard</li> <li>• Throw and Go</li> <li>• Crystal Ball</li> <li>• Elevator Ball</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performance Task: All Activities</b> Teacher: Scoring Rubric See BLM G–6: Manipulation Skills Criteria (Appendix H: General Blackline Masters).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Basic Movement Skills K–3</i> (Manitoba Education and Training)</li> <li>• <i>Physical Education K–4: Movement with Meaning</i> (Manitoba Education and Training)</li> </ul>	<b>MA:</b> Number (counting, measurement)
① 2 3 4 5	<input type="checkbox"/> <b>S.1.2.B.3 ➔ S.1.3.B.3 Set up and manage own games</b> (e.g., skipping games, target games, hopscotch...).	<ul style="list-style-type: none"> <li>• Four Square</li> <li>• Grid Activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performance Task: All Activities</b> Teacher: Scoring Rubric The student/group                             <ul style="list-style-type: none"> <li>— organizes all students into groups</li> <li>— selects appropriate and safe equipment</li> <li>— explains rules clearly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Basic Movement Skills K–3</i> (Manitoba Education and Training)</li> <li>• <i>Physical Education K–4: Movement with Meaning</i> (Manitoba Education and Training)</li> </ul>	<b>ELA:</b> GLO 5—Celebrate and build community (cooperate with others, work in groups)
1 ② 3 4 5	<input type="checkbox"/> <b>K.2.3.C.4 Identify personal factors</b> (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) <b>that influence physical activity participation and build self-confidence.</b>	<ul style="list-style-type: none"> <li>• Your Favourites</li> <li>• Juggling</li> <li>• Brainstorming (to discuss personal factors during warm-up or cool-down)</li> <li>• Journal Entries</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflection: Your Favourites</b> Self-Assessment: Inventory See BLM 3–2: My Favourite Physical Activities.</li> </ul>	<ul style="list-style-type: none"> <li>• sport psychology resources</li> </ul>	<b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (consider others' ideas)
1 ② 3 4 5	<input type="checkbox"/> <b>S.2.3.A.1b Maintain participation in moderate to vigorous activity that contributes to aerobic capacity for short</b> (e.g., intermittent...) <b>and longer periods of time</b> (e.g., sustained...).	<ul style="list-style-type: none"> <li>• Jump Rope Challenges</li> <li>• Cat and Mouse</li> <li>• Follow the Leader</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observation: All Activities</b> Teacher: Scoring Rubric See BLM G–8: Aerobic Capacity Rubric (Appendix H).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Basic Movement Skills: Supplementary Package</i> (Assiniboine South S.D. No. 3)</li> </ul>	<b>SC:</b> Cluster 3—Forces That Attract or Repel (force and motion, gravity)

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## Unit Planner: Example 1 (continued)

Grade: 3

Time Period: November 1 to 12

GLO Focus: GLO 1—Movement

Physical Activity (PA) Category: Sports/Games

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Manipulation Skills: Throwing and Catching

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
	What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, product)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 2 ③ 4 5	<input type="checkbox"/> <b>S.3.K.A.1</b> → <b>S.3.3.A.1 Follow simple rules and routines for safe, active participation and use of equipment</b> (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) <b>in selected activities.</b>	<ul style="list-style-type: none"> <li>• <b>Crystal Ball</b></li> <li>• <b>Cat and Mouse</b></li> <li>• <b>Star Ball</b></li> <li>• <b>Junkyard</b></li> <li>• <b>Throw and Go</b></li> <li>• <b>Four Square</b></li> <li>• <b>Grid Activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Questioning/Interviews: All Activities</b> Teacher: Scoring Rubric See BLM G-2: Class Checklist.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Safety Guidelines for Physical Activity in Manitoba Schools</i> (MPETA et al.)</li> </ul>	<b>ELA:</b> GLO 4—Enhance the clarity and artistry of communication (attentive listening and viewing), GLO 5—Celebrate and build community (cooperate with others)
1 2 3 ④ 5	<input type="checkbox"/> <b>S.4.3.A.3 Demonstrate behaviours</b> (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play...) <b>that show respect for the abilities and feelings of others in small-group class activities.</b>	<ul style="list-style-type: none"> <li>• <b>Inclusion for All</b></li> <li>• <b>Class Discussion</b> As part of a cool-down activity, discuss the respectful behaviours that students observed during the class.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performance Task: Inclusion for All</b> Group Assessment: Anecdotal Notes See BLM 3-5: Inclusion for All.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Canadian Active Living Challenge</i> resources (CAHPER/ CIRA)</li> <li>• <i>Moving to Inclusion</i> series (National Education Steering Committee of the Moving to Inclusion Initiative)</li> </ul>	<b>ELA:</b> GLO 5—Celebrate and build community (cooperate with others, work in groups, use language to show respect)

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

## Unit Planner: Example 2

Grade: 4

Time Period: November 1 to 12

GLO Focus: GLO 3—Safety

Physical Activity (PA) Category: N/A

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Community Safety and Injury Prevention

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
	What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, product)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 2 ③ 4 5	<input type="checkbox"/> <b>K.3.4.B.1 Identify responsibilities for prevention, protection, and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety</b> (e.g., autos, boats, snowmobiles, farm equipment...).	<ul style="list-style-type: none"> <li>• <b>Safety Presentations</b> Divide the class into groups of two or three and assign each group a different topic, such as fire safety, bus ridership safety, road safety, and snowmobile or boat safety. Have the groups research the topic and identify their responsibilities for               <ul style="list-style-type: none"> <li>— prevention</li> <li>— protection</li> <li>— persuasion</li> </ul>               Have them choose from a variety of methods to make their presentations (e.g., PowerPoint, video, cartoon, puppet show, role-play, poster).             </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performance Task: Safety Presentation</b> Self-Assessment: Rating Scale Have students indicate the response that best answers each statement below regarding their presentation on an assigned safety topic, using the following rating scale:               <ul style="list-style-type: none"> <li>— VG Very Good</li> <li>— S Satisfactory</li> <li>— NI Needs Improvement</li> </ul> <ol style="list-style-type: none"> <li>1. Our group worked well together.</li> <li>2. Our presentation displayed various prevention techniques.</li> <li>3. Our presentation included responsibilities for protection.</li> <li>4. Our presentation was convincing.</li> <li>5. We displayed the responsibilities we have regarding safety.</li> <li>6. Our presentation included information on the equipment required and the services provided by the safety person.</li> <li>7. Our presentation included examples of common injuries that might occur related to the risk area.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• fire safety resources</li> </ul>	<b>ELA:</b> GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others' work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)
1 2 ③ 4 5	<input type="checkbox"/> <b>K.3.4.B.3 Identify common injuries</b> (e.g., cuts, bruises, scrapes, burns, bumps, fractures, insect bites and stings, frostbite...) <b>in everyday living, and ways to help</b> (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids of others...).	<ul style="list-style-type: none"> <li>• <b>Ways to Help</b></li> <li>• <b>Common Injuries</b></li> </ul>	See suggestion for K.3.4.B.1.	<ul style="list-style-type: none"> <li>• first aid resources</li> </ul>	<b>ELA:</b> GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information)

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## Unit Planner: Example 2 (continued)

Grade: 4

Time Period: November 1 to 12

GLO Focus: GLO 3—Safety

Physical Activity (PA) Category: N/A

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Community Safety and Injury Prevention

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
		How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, product)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 2 ③ 4 5	<input type="checkbox"/> <b>K.3.3.B.4 ➔ K.3.4.B.4 Recognize roles of individuals in school and community who provide safety services</b> (e.g., school staff, crosswalk patrols, police officers, Block Parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...).	<ul style="list-style-type: none"> <li>• <b>Safety Stars</b> Have students sketch (in the centre of a sheet of paper) someone who provides safety-related services (e.g., firefighter, doctor, bus driver). Have them map out the services that each individual provides and present the information as a constellation around each sketch. (See Mapping, <i>Success for All Learners</i>, 6.49–6.50.)</li> </ul>	See suggestion for K.3.4.B.1.	<ul style="list-style-type: none"> <li>• first aid resources</li> </ul>	<b>ELA:</b> GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information)
1 2 ③ 4 5	<input type="checkbox"/> <b>S.3.4.A.2 Demonstrate practices to assist an injured person</b> (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person).	<ul style="list-style-type: none"> <li>• <b>Practices to Assist an Injured Person</b> Have students demonstrate how to assist an injured person related to their topic area. One student pretends to be the injured person, one is assigned to be the rescuer, and one or two students are observers. Rotate positions after each turn. Ask observers to use a safe-practices checklist.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performance Task: Practices to Assist an Injured Person</b> Peer Assessment: Checklist The student  <input type="checkbox"/> quickly got help  <input type="checkbox"/> explained what happened  <input type="checkbox"/> avoided contact with body fluids of others  <input type="checkbox"/> did not try to move the injured person            Observations:</li> </ul>	<ul style="list-style-type: none"> <li>• first aid resources</li> </ul>	<b>ELA:</b> GLO 4—Enhance the clarity and artistry of communication (effective oral communication), GLO 5—Celebrate and build community (cooperate with others, work in groups)
1 2 3 ④ 5	<input type="checkbox"/> <b>K.4.4.C.1b Identify different strategies</b> (e.g., talk with family, supportive friends, religious leader...) <b>for coping with loss and grief.</b>	<ul style="list-style-type: none"> <li>• <b>Coping Strategies</b> Ask students to draw a picture of an event that caused them grief. Be aware that some students may feel uncomfortable and may be unwilling to participate.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Questioning/Interviews: Coping Strategies</b> Teacher: Inventory Suggested Criterion: The student — identifies three different strategies for coping with loss and grief</li> </ul>	<ul style="list-style-type: none"> <li>• counselling resources</li> </ul>	<b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas) GLO 5—Celebrate and build community (cooperate with others, work in groups)

(continued)

## Unit Planner: Example 2 (continued)

Grade: 4

Time Period: November 1 to 12

GLO Focus: GLO 3—Safety

Physical Activity (PA) Category: N/A

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Community Safety and Injury Prevention

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do?		How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, product)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 2 3 ④ 5	<input type="checkbox"/> <b>S.4.4.A.2 Design, implement, evaluate, and revise an action plan for making a group decision</b> (e.g., classroom rules and routines, planning a class or group activity...).	<ul style="list-style-type: none"> <li>• <b>Action Planning</b> Put students into groups and ask them to design a plan for their presentation on a community safety topic. Ask students what they do when they start a project. Highlight the elements that contribute to successful planning. Present the <i>steps in the planning process</i> and have students apply them to various situations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performance Task: Action Planning</b> Teacher: Checklist On the completion of a group plan, rate the group work, using the following criteria.  Suggested Criteria: The group  <input type="checkbox"/> clearly stated what they wanted to do  <input type="checkbox"/> listed means  <input type="checkbox"/> planned steps  <input type="checkbox"/> dealt with problems  <input type="checkbox"/> revised their plan if needed           </li> </ul>		<p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)</p>
1 2 3 ④ 5	<input type="checkbox"/> <b>S.4.4.A.3 Demonstrate interpersonal skills</b> (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) <b>for getting along with others in class activities.</b>	<ul style="list-style-type: none"> <li>• <b>Interpersonal Skills</b> Encourage students to demonstrate interpersonal skills when developing and presenting their project.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observation: Interpersonal Skills</b> Self-Assessment: Checklist/ Anecdotal Notes See BLM 4–7: Self-Assessment of My Interpersonal Skills.</li> </ul>		<p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas) GLO 5—Celebrate and build community (cooperate with others, work in groups)</p>

**Key:** 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices