

APPENDIX E: UNIT PLANNER

Unit Planner

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| <p>Grade:</p> <p>Essential Question:</p> <p>Physical Education Focus:</p> <p>Health Education Focus:</p> | <p>GLO Focus:</p> <p>Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):</p> |
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| 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

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| <p>Grade: Senior 1</p> <p>Essential Question: Do students have the knowledge to create resistance training fitness plans with safety and personal health in mind?</p> <p>Physical Education Focus: Fitness Activities</p> <p>Health Education Focus: Safety of Self and Others, Substance Use and Abuse Prevention</p> | <p>GLO Focus: Fitness Management, Safety, Healthy Lifestyle Practices</p> <p>Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):</p> <ul style="list-style-type: none"> • Fitness Development – Exercise Physiology <ul style="list-style-type: none"> — Training Principles — Warm-up/Cool-down — Motivational Factors • Physical Activity Risk Management – Physical Activity Safety <ul style="list-style-type: none"> — Exercise Safety • Substance Use and Abuse Prevention <ul style="list-style-type: none"> — Effects of Substance Use |
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| General Learning Outcome | Specific Learning Outcome | Learning/Teaching Strategy | Assessment Strategy/Tool | Learning Resource | Curricular Connection |
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| | 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) |
| 1 ② 3 4 5 | <input type="checkbox"/> K.2.S1.C.1a Explain the structure of skeletal muscle (i.e., belly, bundle, fibre, myofibril) as it relates to muscular development. | Structure of Skeletal Muscle <ul style="list-style-type: none"> • identify the structure of the skeletal muscle using BLM | Paper and Pencil Task Peer Assessment: Inventory | <ul style="list-style-type: none"> • BLM S1-1: Skeletal Muscle Cross-Section (Unlabelled and Labelled) | |
| 1 ② 3 4 5 | <input type="checkbox"/> K.2.S1.C.1b Explain the structure of fibre types (i.e., slow-twitch, fast-twitch) as they relate to muscular development. | The Way I Move <ul style="list-style-type: none"> • review fibre type characteristics using RM • complete activity chart checklist | Paper and Pencil Task Teacher Assessment: Checklist | <ul style="list-style-type: none"> • <i>Exercise Science</i> (Temertzoglou and Challen) • <i>Physiology of Sport and Exercise</i> (Wilmore and Costill) • RM S1-1: Muscle Fibre Types | |
| 1 ② 3 4 5 | <input type="checkbox"/> K.2.S1.C.1c Identify types of strength exercises (i.e., isometric, dynamic) and stretching exercises (i.e., static, ballistic, passive) for personal fitness development (i.e., strength, endurance, range of motion). | Strength and Stretching Exercises <ul style="list-style-type: none"> • brainstorm strength and stretching exercises • identify and demonstrate specific exercises relative to selected muscle/muscle group(s) | Performance Task Teacher/Peer Assessment: Checklist | <ul style="list-style-type: none"> • <i>Stretching</i> (Anderson) • <i>The Stark Reality of Stretching</i> (Stark) • BLM G1a and G1b: Skeletal Muscles: Anterior View and Posterior View (Unlabelled and Labelled) • RM G-3: Exercise Do's and Don'ts | |
| 1 ② 3 4 5 | <input type="checkbox"/> K.2.S1.C.2 Describe the principles of training and conditioning for physical activities (i.e., progressive overload, specificity, reversibility, regularity, individual variability, starting point). | <p>Discovering What We Know</p> <ul style="list-style-type: none"> • identify specific principles of training and conditioning using match-up chart <p>Rotating Reel</p> <ul style="list-style-type: none"> • class discussion regarding principles of training and conditioning <p>Designing a Fitness Program</p> <ul style="list-style-type: none"> • small groups create program incorporating principles of training and conditioning for selected athlete | <p>Paper and Pencil Task Self-Assessment: Inventory</p> <p>Observation Peer Assessment: Inventory</p> | <ul style="list-style-type: none"> • <i>Guidelines for Fitness Assessment in Manitoba Schools</i> (Manitoba Education, Citizenship and Youth) • <i>Active Healthy People: Fitness Theory Manual and Resistance Training Manual</i> (Manitoba Fitness Council) • <i>Exercise Science</i> (Temertzoglou and Challen) • RM G-2: Active Learning Strategies • RM G-4: Principles of Training and Conditioning for Physical Activities • RM G-5: FITT Principle Guidelines | |

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Unit Planner: Example 1 (continued)

| 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) |
| 1 2 ③ 4 5 | ❑ K.3.S1.A.1 Review safety rules, routines, and procedures prior to participating in physical activity (e.g., allow space for full backswing and follow-through in golf...). | Safety Summary <ul style="list-style-type: none"> identify safety rules/procedures for specific activity | Performance Task Teacher/Peer/Self-Assessment: Checklist | <ul style="list-style-type: none"> <i>YouthSafe Outdoors Manitoba</i> (Hanna and Hanna) <i>Safety Guidelines for Physical Activity in Manitoba Schools</i> (MPETA) | |
| 1 2 ③ 4 5 | ❑ K.3.S1.A.2 Identify the common injuries (e.g., back injuries, knee injuries...) that may occur in personal fitness programming and how they can be prevented (e.g., using proper stretching techniques...). | Injury Prediction and Prevention <ul style="list-style-type: none"> brainstorm list of common injuries and discuss preventive measures Identifying Correct Techniques <ul style="list-style-type: none"> groups demonstrate and explain correct techniques to help prevent injuries, using RM | Journal/Reflection Self-Assessment: Anecdotal Notes Performance Task Teacher/Peer Assessment: Rating Scale | <ul style="list-style-type: none"> <i>Advanced Fitness Assessment and Exercise Prescription</i> (Heyward) RM G-3: Exercise Do's and Don'ts | |
| 1 2 3 4 ⑤ | ❑ K.5.S1.D.2 Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...). | Substance Risks <ul style="list-style-type: none"> groups research and share information Trivia Game <ul style="list-style-type: none"> create and play trivia game related to knowledge/facts regarding substance use and abuse One Drink Is Too Much <ul style="list-style-type: none"> participate in KWL strategy to develop knowledge of FAS/E | Observation Peer Assessment: Checklist Paper and Pencil Task Teacher Assessment: Inventory | <ul style="list-style-type: none"> <i>Gambit: Drugs and Travel—A Dangerous Mix</i> (Foreign Affairs and International Trade Canada) <i>Wrecked: High School Anti-Impaired Driving Kit</i> (Manitoba Public Insurance Corporation) <i>Manitoba Addictions Awareness Week: Resource Kit</i> (MAAW Committee) BLM S1-6: KWL: Fetal Alcohol Syndrome/Effects RM G-8: Effects of Alcohol and Drugs: Trivia Game and Answer Key | FS: S1.5.2.3 Identify and evaluate adolescent mental and physical health issues, e.g., alcohol and drug abuse. . . |

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

Unit Planner: Example 2

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| <p>Grade: Senior 1</p> <p>Essential Question: Can students develop and participate in a personal fitness plan that includes heart-rate monitoring and fitness testing results to increase personal fitness level (especially aerobic fitness)?</p> <p>Physical Education Focus: Fitness Activities</p> <p>Health Education Focus: Personal Development, Fitness Development and Benefits</p> | <p>GLO Focus: Fitness Management, Personal and Social Management</p> <p>Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):</p> <ul style="list-style-type: none"> • Acquisition/Application of Fitness Management Skills to Physical Activity and Healthy Lifestyle Practices <ul style="list-style-type: none"> — Active Participation — Heart-Rate Monitoring — Fitness Assessment and Analysis • Fitness Benefits • Personal Development <ul style="list-style-type: none"> — Self-Awareness/Self-Esteem — Goal Setting |
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| | 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) |
| 1 ② 3 4 5 | <input type="checkbox"/> S.2.S1.A.1a Participate in physical activities at a level that contributes to the goals of an individualized fitness plan. | <p>Personal Fitness Plan</p> <ul style="list-style-type: none"> • identify personal fitness goals, participate in physical activities, and record participation levels in chart | <p>Performance Task</p> <p>Self-Assessment: Rating Scale</p> | <ul style="list-style-type: none"> • RM G-5: FITT Principle Guidelines | <p>ELA:</p> <p>GL0 3—Manage ideas and information.</p> |
| 1 ② 3 4 5 | <input type="checkbox"/> S.2.S1.A.1b Participate in planned and self-directed activities that maintain heart-rate levels in various zones (e.g., general health, basic fitness, healthy heart...). | <p>Personal Fitness Journal</p> <ul style="list-style-type: none"> • participate in activities that maintain heart rates in the five target heart-rate zones • use heart-rate monitors or perceived exertion method • record in journal using chart | <p>Performance Task</p> <p>Self-Assessment: Inventory</p> | <ul style="list-style-type: none"> • <i>Perceived Exertion and Pain Scales</i> (Borg) • <i>Lessons from the Heart</i> (Kirkpatrick and Birnbaum) • <i>Guidelines for Fitness Assessment in Manitoba Schools</i> (Manitoba Education, Citizenship and Youth) • RM G-6: Heart-Rate Zone Levels • RM G-7: Heart-Rate Zone Formula | |
| 1 ② 3 4 5 | <input type="checkbox"/> S.2.S1.A.2 Demonstrate use of heart-rate monitoring (e.g., pulse points, heart monitors, software programs...) to compare exertion level in a variety of activities. | <p>The Fartlek Training Method</p> <ul style="list-style-type: none"> • participate in walk/jog/run demonstrating intensities of zones 2, 3, and 4 in the heart-rate zone levels identified by heart-rate monitor <p>In the Zone</p> <ul style="list-style-type: none"> • participate in individual choice of activity and heart-rate zone level | <p>Performance Task</p> <p>Self-Assessment: Checklist/Inventory</p> | <ul style="list-style-type: none"> • <i>Perceived Exertion and Pain Scales</i> (Borg) • <i>Lessons from the Heart</i> (Kirkpatrick and Birnbaum) • RM G-6: Heart-Rate Zone Levels • RM G-7: Heart-Rate Zone Formula | |
| 1 ② 3 4 5 | <input type="checkbox"/> S.2.S1.A.3b Analyze own fitness test results (e.g., using information technology...) to establish personal fitness goals. | <p>How Fit Am I?</p> <ul style="list-style-type: none"> • fitness testing in the major physical fitness components • record results using BLM | <p>Journal/Reflection</p> <p>Self-Assessment: Inventory</p> | <ul style="list-style-type: none"> • <i>Lessons from the Heart</i> (Kirkpatrick and Birnbaum) • <i>Guidelines for Fitness Assessment in Manitoba Schools</i> (Manitoba Education, Citizenship and Youth) • BLM G-3: Major Physical Fitness Components | |

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Unit Planner: Example 2 (continued)

| 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) |
| 1 ② 3 4 5 | <input type="checkbox"/> K.2.S1.B.1 Differentiate between the benefits of active living and physical fitness development, based on a health and fitness continuum (e.g., mild activity for health benefits, moderate to vigorous activity for fitness benefits...). | Health and Fitness Benefits <ul style="list-style-type: none"> • brainstorm master list Knowing the Difference: Health Versus Fitness <ul style="list-style-type: none"> • Opinion Line | Journal/Reflection Teacher Assessment: Anecdotal Notes | | ELA: GLO 5— Celebrate and build community. |
| 1 2 3 ④ 5 | <input type="checkbox"/> S.4.S1.A.1 Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...). | Making a Short-Term Plan <ul style="list-style-type: none"> • individual selection of personal goal and development of short-term plan | Performance Task Peer Assessment: Checklist | | |

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

Unit Planner: Example 3

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| <p>Grade: Senior 1</p> <p>Essential Question: What are the effects of substance abuse and how can we solve problems?</p> <p>Physical Education Focus: N/A</p> <p>Health Education Focus: Substance Use and Abuse Prevention</p> | <p>GLO Focus: Healthy Lifestyle Practices</p> <p>Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):</p> <ul style="list-style-type: none"> • Substance Use and Abuse Prevention <ul style="list-style-type: none"> — Helpful and Harmful Substances — Effects of Substance Use — Factors Affecting Substance Use • Application of Decision-Making/Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices |
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| | 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) |
| 1 2 3 4 ⑤ | <input type="checkbox"/> K.5.S1.D.1 Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine, street drugs...), and the possible effects on self and/or others. | <p>Be Knowledgeable</p> <ul style="list-style-type: none"> • Think-Pair-Share definition and examples • group brainstorming on effects of substance use/abuse <p>Substance Dependence</p> <ul style="list-style-type: none"> • small-group discussion on choice of statement to share with class <p>Trevor's Story</p> <ul style="list-style-type: none"> • individual work on case scenario using BLM | <p>Questioning/Interview Teacher Assessment: Inventory</p> <p>Questioning/Interview Peer Assessment: Inventory</p> | <ul style="list-style-type: none"> • <i>Manitoba Addictions Awareness Week: Resource Kit</i> (MAAW Committee) • <i>Gambling Involvement and Problem Gambling in Manitoba</i> (Patton and Brown) • <i>Substance Use among Manitoba High School Students</i> (Patton, et al.) • Health Canada • BLM S1-5: Trevor's Story, Questions, and Answer Key | <p>SC: SC-S1-1-15 Investigate and describe environmental factors and personal choices that may lead to a genetic mutation or changes in an organism's development.</p> |
| 1 2 3 4 ⑤ | <input type="checkbox"/> K.5.S1.D.2 Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...). | <p>Substance Risks</p> <ul style="list-style-type: none"> • small-group research and class sharing <p>Trivia Game</p> <ul style="list-style-type: none"> • create and play trivia game related to knowledge/facts regarding substance use/abuse <p>One Drink Is Too Much</p> <ul style="list-style-type: none"> • use KWL strategy to develop knowledge of FAS/E <p>I Could Use a Friend</p> <ul style="list-style-type: none"> • small-group discussion of case scenario | <p>Observation Peer Assessment: Checklist</p> <p>Paper and Pencil Task Teacher Assessment: Inventory</p> <p>Journal/Reflection Teacher Assessment: Anecdotal Notes</p> | <ul style="list-style-type: none"> • <i>Gambit: Drugs and Travel—A Dangerous Mix</i> (Foreign Affairs and International Trade Canada) • <i>Wrecked: High School Anti-Impaired Driving Kit</i> (Manitoba Public Insurance Corporation) • <i>Manitoba Addictions Awareness Week: Resource Kit</i> (MAAW Committee) • BLM S1-6: KWL: Fetal Alcohol Syndrome/Effects • RM G-8: Effects of Alcohol and Drugs: Trivia Game and Answer Key | <p>FS: S1.5.2.3 Identify and evaluate adolescent mental and physical health issues, e.g., alcohol and drug abuse...</p> |

(continued)

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

Unit Planner: Example 3 (continued)

| 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) |
| 1 2 3 4 ⑤ | <input type="checkbox"/> K.5.S1.D.3 Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse. | Resources and Agencies <ul style="list-style-type: none"> small groups brainstorm, research community resources, and present findings to class | Observation Peer Assessment: Checklist | <ul style="list-style-type: none"> <i>Wrecked: High School Anti-Impaired Driving Kit</i> (Manitoba Public Insurance Corporation) <i>Sharing Our Adolescent Resources</i> (Child Find Manitoba) <i>Manitoba Addictions Awareness Week: Resource Kit</i> (MAAW Committee) <i>Road Safety Learning Resources for Schools: Senior 1</i> (Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth) | ELA: GLO 3—Manage ideas and information. |
| 1 2 3 4 ⑤ | <input type="checkbox"/> S.5.S1.A.4 Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse (e.g., over-the-counter drugs, tobacco, alcohol, street drugs, hallucinogens, inhalants...). | You Decide <ul style="list-style-type: none"> small groups discuss/apply problem-solving strategy to chosen scenario and present information to class | Performance Task Peer Assessment: Rating Scale | <ul style="list-style-type: none"> <i>Wrecked: High School Anti-Impaired Driving Kit</i> (Manitoba Public Insurance Corporation) <i>Tough Kids and Substance Abuse</i> (Cook, et al.) <i>Manitoba Addictions Awareness Week: Resource Kit</i> (MAAW Committee) <i>Champions Program</i> (Manitoba High Schools Athletic Association) <i>Beyond the Basics</i> (Planned Parenthood Federation of Canada) BLM G-5: DECIDE Model | SC (Biology): S3B-0-G3 Evaluate individual and group processes used. |

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NOTES

