

Backwards By Design Unit/Time Frame Plan Template

Subject	Physical Education	Grade Level	Grade 7
Theme/Topic for Time-frame/Unit	Physical Health	Dates/Number of Classes	13 Class, March
Developed By	Paityn Ireland		

Stage 1 - Identify Desired Results

Learning Outcomes

Should be identified by designation (e.g., 5.1- Health-related Fitness; 5.2 Muscle Fitness; 5.4 ..., 5.5 ..., 5.6., 5.7, 5.10) and then written in student-friendly language – words that you can share with the students so they know what it is they are trying to achieve. These outcomes identify the 'Big Ideas' of this plan for learning. Remember that you need to include at least one other subject plus Treaty learnings (see planning guide).

Outcomes and Indicators

PE 7.2 - Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.

- Explain how a career might have implications for food and fluid intake (e.g., an indoor office worker who sits most of the day compared to a hunter/trapper who is outdoors moving most of the day).
- Describe the benefits of consuming water on a daily basis as it relates to participation in movement activities.
- Evaluate whether own food consumption choices and own level of participation in movement activities, over time, will increase, decrease, or maintain body composition

PE 7.3 - Demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/ decreased bone density, increased/decreased bone mass) and the function (i.e., shape support, protection) of the skeletal system in relation to participating in movement activities.

- Demonstrate the location of indicated bones referring to them by a proper name (e.g., humerus, ulna, radius, femur, tibia, fibula, scapula, clavicle, ribs, pelvis, skull)
- Explain the impact of exercise and inactivity on the skeletal system.
- Communicate, with clarity and correctness, how the different skeletal joints are configured (e.g., ball-and-socket, hinge, pivot) and how they work in co-operation with muscles and ligaments.
- Tell a story (e.g., written, visual, audio, video, creative performance) that represents the importance of exercise during adolescence as a means of preventing skeletal-related injuries, illnesses, and disease both currently and in the future.

PE 7.4 - Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops coordination and agility used in basketball; golf and hockey develop hand/eye coordination/striking skills) while participating in movement activities.

- Create and participate in flexibility routines for a specified sport movement skill (e.g., curling delivery, hockey goalie, paddling in a kayak).
- Identify and participate in a variety of body management activities (e.g., resistance training, core strength training, circuit training, pilates, yoga, educational gymnastics) that develop a variety of fitness components that have direct benefit to overall fitness and skill.

PE 7.11 - Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.

- Research the facility and program options available in the community that support participation in movement activities.
- Identify the gaps in current community facility and program options as they would apply to the various community members (e.g., young children, youth, adults, seniors, physically disabled, males, females).
- Propose solutions to community "activity deficits" and present solutions to community decision maker, if applicable.

PE 7.13 - Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.

- Evaluate own attitudes, values, and behaviour related to interacting with others while participating in, or encouraging others to participate in, movement activities.
- Self-assess personal progression through the five levels of a social skills continuum (i.e., irresponsible behaviour, self-control, involvement, responsibility, and caring for others) on a regular basis.

USC 7.5 - Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels).

- Share ideas/knowledge clearly and logically, add to others' ideas, repeat points for clarification, and relate points already made for emphasis and reconsideration.
- Demonstrate the ability to participate responsibly in discussions and team projects.
- Contribute to group efforts to reach consensus or conclusions.
- Present group conclusions and findings to classmates.

CC 7.6 - Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).

- Determine how and where to access healthy eating information.
- Examine the consequences of/of not evaluating information about healthy eating.
- Apply guidelines for healthy eating as presented in Canada's Food Guide.

Student Friendly Language

PE 7.2 - I can look at and understand my daily eating, drinking habits, physical activity participation and how it related to maintaining a healthy body weight.

PE 7.3 - I can know the effect of not participating in physical activity on my skeleton.

PE 7.4 - I can apply different ways of using cross-training into many activities, and use this to improve my physical ability during activities.

PE 7.11 - I know and can list things could keep me from being physically active, both now and in the future.

PE 7.13 - I show behaviour in class that shows I am responsible, and I care for others, I can also support people in being physically active.

USC 7.5 - I can look at and access my food choices and use my knowledge to make good food choices.

CC 7.6 - I can speak and talk to people and peers with a purpose and appropriately within pairs, groups, and I can participate with my group and discussions.

Key Understandings What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)	Questions for Deep Understanding What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)
<p>Students will understand:</p> <ul style="list-style-type: none"> - how daily eating, drinking a physical activity affects their health. - how inactivity can have negative effects on the body and on the skeletal system - how to apply different training skills from other sports within activity. - how to control the body movements within a variety of sports. - that they are responsible for what they contribute within class and how they act with groups - how they can use cross-training to gain strength and skill. - that body composition, does not show how healthy someone is. <p>I can statements</p> <ol style="list-style-type: none"> 1. I can name the bone in the body. 2. I can name the joints in the body. 3. I can understand the impacts on activity and inactivity on bone and joints. 4. I can understand healthy food choices. 5. I can read and understand food labels. 6. I can understand eating and drinking choices and how they relate to body compositions and health. 7. I can understand the purpose of cross-training, and participate in cross-training activities. 8. I can understand physical health and how it relates to me. 	<ul style="list-style-type: none"> - How does movement, eating and drinking habits all work towards a person's overall health? - What are factors that contribute to overall health? - What are some ways you can better your health? - <i>How does eating habits affect physical health?</i> - <i>How does drink habits affect physical health?</i> - <i>How are bones and joints affected by physical activity?</i> - <i>How can we use cross-training?</i> - <i>How can cross-training benefit in other areas?</i>
<p>Knowledge: What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.</p>	<p>Skills What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Students will know how to access their eating habits and its relation to being physically active. - Students will know how to access their drinking habits (water) and its relation to being physically active. - Students will know the effects of being inactive on the skeleton. - Students will know how cross-training can be used. - Students will know they will know how to function with a group. - Students will know they will know how to work with other people. - Students will know how joints work within the body. - Students will know how inactivity impacts the body. - Students will know the impact of inactivity on body composition. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> - name the bones with the body. - name the joints in the body. - list the impacts of physical activity and inactivity on bones and joints. - list the factors that affect body composition. - make health food choices. - read and understand food labels. - understand why drinking water is important. - understand the factors related to physical health.

Stage 2 – Assessment Evidence

Assessment Evidence

Through what evidence (work samples, conversations, observations, performances, quizzes, tests, journals, presentations or other means) will students demonstrate achievement of the outcomes? Identify both formative and summative assessments you will use throughout the unit and indicate which outcome(s) each assessment will be evidence for (note that one assessment can provide evidence on more than one outcome). Consider including authentic performance task(s) where students will demonstrate the desired knowledge, understandings, and skills? (Typically, a performance task describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real-life situation).

NOTE: You must also include one group-created Assessment tool for one of your identified Summative Assessments which clearly presents the outcome-driven criteria for assessment.

Formative assessment through this unit will be shown through:

PE 7.2/PE 7.3/PE 7.11/CC 7.6 - journals

PE 7.2/ PE 7.4/ PE 7.5/PE 7.11/PE 7.13/ USC 7.5/ CC 7.6 - group discussions

PE 7.2/ PE 7.3/PE 7.4/ PE 7.5/PE 7.11/PE 7.13/ USC 7.5/ CC 7.6 - class discussions

PE 7.2/ PE 7.3/PE 7.4/ PE 7.5/PE 7.11/PE 7.13/ USC 7.5/ CC 7.6 - class observations

PE 7.3/CC 7.6/PE 7.2/PE 7.11/USC 7.5 - Class pause (turn to person beside to help answer each questions)

PE 7.2/PE7.3/CC 7.6 PE - Brainstorm Web

PE 7.2/ PE 7.3/PE 7.4/ PE 7.5/PE 7.11/PE 7.13/ USC 7.5/ CC 7.6 - peer evaluations of group work and contributions (this would be a small quick form to fill out the end of class done each time group work is done.

Summative assessment through this unit will be shown through:

PE 7.2/PE 7.11/CC 7.6 - Rubric on the students quick activity

PE 7.2/ PE 7.3/PE 7.4/ PE 7.5/PE 7.11/PE 7.13/ USC 7.5/ CC 7.6 - Rubric for marking Journal entries of the chosen week

PE 7.2/ PE 7.3/PE 7.4/ PE 7.5/PE 7.11/PE 7.13/ USC 7.5/ CC 7.6 - video of final learning

Student Self-Assessment

How will students reflect upon or self-assess their learning? Provide at least three examples of how you can engage students in self-assessments.

1. I plan on having students answer an exit slip at the end of every class, it will be 3 to 4 short questions, this exits slip will always have a question asking of their behavior and participation in class that day.
2. Students will also have a year long journal which they add to weekly, and this will continue in this unit as well.
3. I will also be using a student check-in sheet to see where they believe their understanding is one or twice a week.

Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

Where are your students headed? Where have they been? How will you make sure the students know where they are going?

What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?

Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?

This is a unit that would be towards the second half of the year after a semester change, the students are heading towards understanding the importance of physical health. Through the rest of the year up until this point they have been learning physical movements involved in sports and games play. As we cover different topics throughout this unit I will be keeping journals myself on how each class went, and noted students I feel may not be understanding the topics. I also have used a variety of instructional strategies to hopefully be able to engage more students. Coming into this unit students will also be able reach past knowledge through their journals that they have been keeping all year. I am hoping to engage students by using a variety of learning strategies and changing the activity frequently, to keep students engaged, we are also going to be relating all topics to teach students personal life, outside of school. These lessons will best occur in a classroom someday during lessons, and other days with more movement it would work better in a gym.

How will you engage students at the beginning of the time frame/unit? (Motivational set for the unit)

I will begin the Unit by having us as a class do a brainstorm on what health is and what it means to be healthy. Hopefully the gym this Physical education class takes place in has a white board because I plan on putting the word up in the middle and having students add words around it. This lesson is about looking at a whole person, and making healthy choices for your body, and being physically active.

What events will help students experience and explore the deep understandings and questions in the unit plan? How will you equip them with needed skills and knowledge? Note: For this assignment you must include full summary details across all columns for 6 days only. For the other days, you need to complete the Outcome(s) and Indicators column along with a brief description of the learning tasks/experiences in the second column below.

#	Outcome(s) and Indicators	Assessment	Instructional Strategies/Process Learning Tasks/Experiences	Resources/Materials
1	PE 7.2/PE7.3/CC 7.6	Journal entry - students will do a journal entry into what is physical health, and they will self assess how health they think they are within this. Exit slip - at the end of class each person will be given an exit slip asking what they have learned within this lesson.	Physical Health Class discussion- the physical activity and health will be put on the board and we will have a class discussion on words, and how they work together. Group work - groups will be discussing factors of physical activity that help us in our physical health.	<ul style="list-style-type: none"> - students will need their journal and something to write with - whiteboard and markers
2	PE 7.3/CC 7.6	Class Pause - during the lecture proportion we will take a break and see what students have learned so far. Rubric - this will be an assessment of how well students were working together within this project	Bones Lecture - We would go over the bone song, and speak about bones. Group Work - Students would be broken into groups and they will do a cut, paste, and create a skeleton and they will be able to label and put all the bone together in the body and joints.	<ul style="list-style-type: none"> - scissors - paper skeleton - glue or type whatever one would work better
3	PE 7.3/CC 7.6		Joints Lecture- I will lecture on the joints, the kind way and what using they have.	

			<p>Think-pair-share- students will be asked what exercises they think would be good for joints and which good may be bad for joints or hard on them.</p> <p>Activity - rest of the class would be spent doing joint stretches to help joints and showing examples of these stretches.</p>	
4	PE 7.2/PE 7.11/CC 7.6	<p>Journal entry - Students will be asked to write a journal entry about ways they are inactive and how they themselves could be more active and which quick activity presented in class was their favorite.</p> <p>Quick activity rubric - students will hand in their quick activity (they will be compiled together and given back to students) and they will be marked on the activity.</p>	<p>Inactivity Pair work -students will be researching inactivity and the factors that play into being inactive. Why might someone be inactive, how could someone's jobs play into why they are inactive. they can also come up with quick ways that people can be active (should be a minute long activity).</p> <p>Sharing Circle - pairs will now share their short and quick way a person can be physical should be a minute long. By the end we should have a list of quick activities we could be more active.</p>	<ul style="list-style-type: none"> - Journals and writing tools - using a talking stick within sharing circle - whatever tools students may need in their quick activity.
5	PE 7.3/PE 7.11		<p>Inactivity impact on bones Lecture - this would be a lecture showing the negative effects inactivity has on bone and joints within the body.</p> <p>Active - then well will be doing activities that are easy on joints and bones for the remainder of the class.</p>	
6	PE 7.2/PE 7.11		<p>Inactivity on body composition Think-Pair- Share - students will be brainstorming different ways that inactivity can impact body composition, and why this would be important</p> <p>Lecture - students will then be lectured on the ideas of body composition, and it can affect a person, and way and how physical activity plays into it.</p> <p>Group activity - this is a quick research activity for them to find an activity that can burn a high amount of calories in a short period of time then they will be leading the class in this activity.</p>	

7	PE 7.2/CC 7.6	<p>Class Pause - taken during the lecture so students can take a break from listening, asking questions and speaking to peers about the topic to engage learning.</p> <p>Journal Entry - students will write a journal entry to be marked on that will reflect on what they learned along with how they feel about body composition.</p>	<p>Body composition - factors Lecture - I will give a lecture on the factors of body composition, and why this is important to students.</p> <p>Jigsaw - Students will then do a jigsaw. Each small group will be given a factor that they will research and then share at the end of class.</p>	<ul style="list-style-type: none"> - Journals and writing tools - paper and writing tools for each group to hand in their factor.
8	PE 7.4/PE 7.13/CC 7.6		<p>Cross-training and how it impacts and benefits health. Class-brainstorming - why is circuit training important? how can circuit training help improve in other areas of physical health Lecture - what is cross training and how can it be used?</p> <p>Think-Pair-Share - students will be finding a cross-training method and presenting it to class (for example how can core strength help you when kayak, and what other sport might this go with?)</p> <p>Activity - we will then be testing out physical training that can be done to improve sport performance with actually just playing the sport.</p>	
9	PE 7.4/PE 7.13/CC 7.6		<p>Cross-training, Games and Teamwork Class-brainstorming - why is circuit training important? How can circuit training help improve in other areas of physical health?</p> <p>Activity - it will then be time to do a fitness circuit with students. (one activity that relates to building strength in basketball would be passing a medicine ball to build strength).</p> <p>Game - we will then play basketball (which is something we have already covered and students should know the rules and concepts of play), students should notice that basketball is easier than throwing a medicine ball and they have gained strength from that activity for the game.</p>	

10	PE 7.2/USC 7.5		<p>Healthy eating habits Lecture - what are health eating habits and why are they important?</p> <p>Activity - in small groups create a healthy weekly meal plan, which includes all meals and snacks a person would eat in a week?</p> <p>*At the end of the class students will be giving a tracking sheet to track all the water they drink the next day for lesson #12.</p>	
11	PE 7.2/USC 7.5		<p>Food Labels *Students will be able to bring a food item with a label to analyze in class.</p> <p>Lecture - the lecture will cover what are food labels, why they are important, what they show us as people who buy and eat the food. Activity - students will be analyzing their food items now and they pick out things that are important to now, as covered in the lecture</p>	
12	PE 7.2	<p>Class Pause - stopping during lecture to see if students are understanding.</p> <p>Journals - students will be responding to the water intake on the day that the track, and include things they learned from lecture.</p> <p>Exit slip - how should they improve on drinking water, and how they worked within class today.</p>	<p>Daily water intake *the day before students would be asked to track all the water that they drink in a day.</p> <p>Class brainstorm- Why is drinking water important for the body?</p> <p>Lecture - On why water was important to drink and how it helps the body in physical activity. What happens when we don't get enough.</p> <p>Journals - students will be given time to respond in journals.</p>	<ul style="list-style-type: none"> - Journals and writing supplies - water logs (completed before class)
13	PE 7.2/PE 7.3/PE 7.4/PE 7.11/PE 7.13/CC 7.6	<p>Learning Video - students will be responsible for creating a proof of learning video and showcase their unit learning, and bring in eating habits, drink habits and physical activity habits. (probably done over more than one class after the lesson and teachers will need to give guidance as well).</p>	<p>How the factors come together class brainstorm - why is this important, how can we better ourselves.</p> <p>lecture - this will be a lecture format based on how we bring on all the things we have learned over the unit and why this is important to overall physical health.</p>	<ul style="list-style-type: none"> - writing tools - filming equipment - peer assessment sheets

	<p>Class Pause - this will be taken during the lecture to help students gage where their understanding is at.</p> <p>Rubric - the video will be marked on.</p> <p>Peer assessment of group members to be filled out by group members.</p>		
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Self-Assess and Reflection (Stage 4)	
Considerations	Comments
<p>Learning Alignment: Is there alignment between questions for deep understanding, the outcomes/indicators, learning assessments, and learning tasks/experiences?</p>	<p>Explain this in a narrative format I believe that these outcomes do work well together to teach students about Physical health, and making the right choices for our bodies, and by added in an outcome related to an activity that can be done, cross-training can apply to many situations, and is great to teach kids about. The chart filled out above also shows the flow of how the lesson should be presented in a way that uses what they learned early to build knowledge throughout the unit.</p>
<p>Adaptive Dimension/Differentiation: Have you made purposeful adjustments to the learning content (not outcomes), instructional practices, and/or the learning environment to support meeting the learning needs and diversities of all your students? What might variations in learning tasks look like to meet the needs and learning styles of diversity of learners?</p>	<p><u>For struggling students:</u></p> <ol style="list-style-type: none"> 1. For students who are struggling during lecture it would be beneficial to take more class-pauses to help them talk through what has already been learned. Another way to help these students might be to take brain breaks, and this gives them a break from just listening, and gets blood pumping. 2. For students struggling with all the group work, we can either use the same groups throughout the entire unit, to the final project so they can grow and learn together, and they would get to know each other really well. <p><u>For students who are exceeding and need a challenge:</u></p> <ol style="list-style-type: none"> 1. For students who are advanced in 2. For students who are advanced in video making, in the final assignment it might be beneficial to place them with a student who does not know much about video making, so they can instruct and teach.
<p>Instructional Strategies/Models/ Approaches: Did you use a variety of teacher directed and student-centered instructional approaches? Do the selected modes/approaches align with the learning focus?</p>	<p>For three different instructional strategies, name and explain where, why and how you used it.</p> <ol style="list-style-type: none"> 1. Think-pair-share- I used this method in multiple lessons, I believe this is a very good strategy within the classroom to gage understanding, and also to have new ideas come forward within class. 2. Class-pause - I think that this method works well within the classroom. This is when students stop and take about 2-3 minutes to talk to their neighbors about what they are learning, and their neighbors might be able to help answer their questions.

	3. Cooperative learning (group work) - I believe this is a great way to encourage learning within the classroom. It is a fun way to have students working together and most time by joining ideas together students end up learning from each and the projects come out better.
TELE Content/Gender Equity/Multicultural Education: Have you nurtured and promoted diversity while honouring each child's identity? How have you interconnected your learnings to support holistic learning?	I feel as my lesson does not directly address multicultural issues, and the TELs, I feel it does prompt holistic learning. The ideas around holistic learning is about covering the ideas presented in a way that encompasses many ways of knowing. I also believe that my unit plan addresses the concept of physical health in a way that shows many ways of learning. By learning many aspects of physical health and then incorporating them together and combining knowledge to create a whole picture of what is physical health. I feel another aspect I could have included would be mental health and

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)

Rubric for Unit End Video Project

This would be a marking system that is used in some classrooms in Saskatchewan, it is used in classrooms at my local school.

	E - experiencing difficulty	B - Beginning to understand	A - Approaching understanding	M - Meeting expectations
Content and overall flow of the video.	No evidence	Students have little to no mention of flow within the video. They may be missing some required content.	Students have some flow to the video, but it does not go easily. They also may be missing little pieces of content.	The video flows together and all the topics reached within the video flow in order. All contents are hit in the video.
Bone and joint information in the video	No evidence	Students have some understanding of the concepts of bones and joints but they just mention them, no details.	Students have most of the important points around bones and joints, but may be missing small things, or have small holes in their information.	Students have all the required information about bones and joints, and they also dug into deeper understanding of the topics.
Healthy eating and drinking habits displayed in the video	No evidence	Students have some understanding of the healthy eating and drinking but they just mention them, no details. They may also not show this within the video.	Students have most of the important points around healthy eating and drinking habits, but may be missing small things, or have small holes in their information.	Students have all the required information about healthy eating and drinking habits, and they also dug into deeper understanding of the topics.
cross-training information and activities in the video.	No evidence	Students have some understanding of the cross-training but they just mention them, no details.	Students have most of the important points around cross-training information, but may be missing small	Students have all the cross-training information and activities, and they also dug into deeper

		They may mention cross-training but do not show examples in the video.	things, or have small holes in their information. Their activity may also be missing some pieces of explanation, and may be missing little piece of information.	understanding of the topics. They thoroughly explained their activity, how it is done, the impacts it has and why it has a positive effect.
Organization	No evidence	They have attempted organization, but it did not flow through in the video.	The video is somewhat organized, and has sectioned it out so it makes sense.	The video is organized and easy to understand. All concepts flow together in the video.