# **Sample Long-Range Plan**

**Physical Education and Health**

**Grade 4**

**Eight Weeks**

**By Kaytlyn Kiss**

**November**

**Physical Education Unit Topic:** Gymnastics (4 Lessons: 2 Weeks)

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| **Week 1:** Physical Education  **Monday:** Lesson 1 (Safety Procedures and Balancing Techniques) | |
| **Expectations:** A3.1, B1.1, B2.3  **Core Activity:** “Partnership”  **Description:** Students will be partnered by me for this activity. I will explain how to effectively spot for their partner through demonstration, and why spotting in the sport of gymnastics is extremely important to safety. Students will then be asked to do one-leg balances, where they are standing with one foot on the ground and the other foot in the air in a position of their choice; they will be asked to hold this position for as long as they can, while their partner spots for them. I will explain what maintaining equilibrium means, and how this is achieved through centering of the body and focused breathing. Students will then switch, with the spotter becoming the balancer and vice versa. This partnership activity will continue with having each student balance while transferring weight from one balancing position to another, using both the left and right foot, while the other student spots. Once the students are comfortable with balancing and spotting, I will introduce different apparatuses (such as a bench) that students will use to balance on, while their partners spot. | **Learning Goals:**   * I will physically assist my partner in safely completing a balancing act (i.e., by having my arms out at all times) to reduce the risk of injury and to ensure proper technique and body positioning during partner balance * I will hold my body in a distinct shape, such as balancing on one foot, while transferring my weight from one foot to the other and while balancing on an object of my choice * I will maintain equilibrium by centering my body and focusing on my breathing   **Success Criteria:**   * Spotter: arms out at all times; eyes fixed on partner; knees bent; open dialogue with partner * Balancer: maintaining a distinct balancing shape on one foot; transferring weight evenly from one foot to the other while maintaining balance; balancing using different apparatuses; equilibrium is evident through a centered body and focused breathing; open dialogue with spotter   **Assessment and Evaluation:**   * Anecdotal notes on whether students were ensuring the safety of their partners through spotting, while maintaining open communication * Anecdotal notes on whether students were maintaining equilibrium while balancing (centering their body, focused breathing), while maintaining open communication with their partners * A rubric, handed out to the students at the start of the unit, used to evaluate each gymnastics routine |

**November**

**Physical Education Unit Topic:** Gymnastics (4 Lessons: 2 Weeks)

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| **Week 1:** Physical Education  **Wednesday:** Lesson 2 (Introduction to Jumping) | |
| **Expectations:** A3.1, B1.2, B2.3  **Core Activity:** “Jumping Jacks”  **Description:** I will have students jump on the spot, and I will tell them they can jump however they want, as long as on the way down from the jump they are planting both feet on the ground and bending their knees. After a minute, I will have students stop jumping and I will explain that they should be using “momentum” when jumping and that they should swing their arms and bend their knees to get the best jump possible. Additionally, I will show students cards with pictures of different jumps on them, such as a stag jump, split jump, pike jump, tuck jump, and straight jump. Students will practice these jumps all around the gym. I will have them stop jumping, and I will explain to them that every time I hold up one of the cards, they have to demonstrate the jump.  I will lay down hoops all over the gym and have students begin by jumping around in the different ways I just taught them (stag, split, pike, tuck, and straight jump). When the whistle is blown, students have to stop where they are and jump into the nearest hoop (a twist on musical chairs). I will be using different coloured hoops and will assign points to them: I will ask students to calculate points they get in one minute. | **Learning Goals:**   * I will use momentum when jumping by swinging my arms and bending my knees * I will perform a stag jump, split jump, pike jump, tuck jump, and straight jump * I will safely finish a jump by bending my knees and planting both of my feet on the ground   **Success Criteria:**   * Using momentum while jumping, by swinging the arms and bending the knees * Planting both feet on the ground with knees bent when landing a jump * Successfully demonstrating the positioning of a stag, split, pike, tuck, and straight jump   **Assessment and Evaluation:**   * Rating (1, 2, 3, or 4) on students’ demonstrations of each of the jumps mentioned, as well as a comment section to indicate whether momentum was used while jumping |

**November**

**Health Unit Topic:** Human Development and Sexual Health (6 Lessons: 6 Weeks)

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| **Week 1:** Health  **Friday:** Lesson 1 (Body Awareness) | |
| **Expectations:** C1.5  **Core Activity:** “This Is Me”  **Description:** I will have students answer the following questions: “How old are you right now?” “Do you think you will look the same way you do now when you are 15 years old?” “How about when you are 30 years old?” “How does the way you look differ from how your parents and siblings look?”  I will create an activity worksheet with blank boxes titled with the following stages: “Infant (Baby),” “Child,” “Teenager,” “Adult,” and “Older Adult (Grandparent).” Students will draw a picture of what they think they will look like for each of the stages, noting how their pictures are changing from stage to stage. I will have them circle on their worksheets the changes that they see. | **Learning Goal:**   * I will draw pictures to demonstrate that I understand the basic stages of human development (i.e., infant, child, teenager, adult, older adult) and the related bodily changes for each stage (i.e., facial hair, height, weight)   **Success Criteria:**   * Answers to the questions are sensible (e.g., they correctly identify their current age and describe associated developmental descriptors, they know that they will not look the same when they are 30 years old as they do now) * Drawings are accurate for each human development stage * Has identified, by circling, at least one noticeable change from drawing to drawing * Demonstrates body awareness   **Assessment and Evaluation:**   * Rating (1, 2, 3, or 4) on the degree to which students’ pictures demonstrate how individuals physically change throughout the life span (weight changes, height changes, facial hair, wrinkles, etc.); does each student demonstrate body awareness? |

**November**

**Physical Education Unit Topic:** Gymnastics (4 Lessons: 2 Weeks)

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| **Week 2:** Physical Education  **Monday:** Lesson 3 (Rolling) | |
| **Expectations:** A3.1, B1.3, B2.3  **Core Activity:** “Rolling” Station Rotations  **Description:** I will divide the gym into four quadrants for four stations: the pencil roll station, the forward roll station, the side roll station, and the teddy bear roll station. At each station, students will follow a task card made by me that explains the roll. Each station will have mats to ensure the safety of each student. **Students will be taught how to properly spot fellow students prior to immersion in the core activity.** When the whistle blows, the students switch stations. By the end of the class, all students should have had the opportunity to visit all four stations.  Example Task Card for Forward Roll:  Step 1: from standing, bend your knees and straighten your arms in front of you  Step 2: place your hands on the floor, shoulder-width apart, with fingers pointing forward and your chin against your chest  Step 3: rock forward, straighten legs and transfer body weight onto shoulders  Step 4: rock forward on a rounded back  Step 5: stand without using your hands  Q. How could you travel or balance after you have completed the forward roll?  Q. Can you think of a way to modify this roll? | **Learning Goals:**   * I will follow the directions on all four task cards (pencil roll, forward roll, side roll, and teddy bear roll) while focusing on technique and safety * I will answer the questions on the task cards (e.g., “How could you travel or balance after you have completed the forward roll?”) * I will exhibit momentum and equilibrium, as learned in previous classes, when completing the rolls   **Success Criteria:**   * Using momentum and equilibrium during each roll, to ensure the roll is completed successfully without getting stuck * Successfully demonstrating the positioning and technique of each roll * Following the provided step-by-step instructions   **Assessment and Evaluation:**   * Anecdotal notes on whether the students were following the directions on each task card and carrying out the different rolls successfully * Anecdotal notes on whether the students were extending their learning by answering the questions presented on each task card * Anecdotal notes on whether the students were demonstrating an understanding of the importance of momentum and equilibrium during their exploration of rolls |

**November**

**Physical Education Unit Topic:** Gymnastics (4 Lessons: 2 Weeks)

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| **Week 2:** Physical Education  **Wednesday:** Lesson 4 (Culminating Task) | |
| **Expectations:** A3.1, B1.1, B1.2, B1.3  **Core Activity:** “Gymnastics Routine”  **Description:** Students will be placed into small groups and asked to create a 20-second gymnastics routine that exhibits the following:   1. One balance on one foot 2. The transfer of weight from one foot to the other 3. Two jumps from the following options: stag jump, split jump, pike jump, tuck jump, straight jump 4. One roll from the following options: pencil roll, forward roll, side roll, teddy bear roll   Assuming it is a 45-minute period, students will have 20 minutes to create and practice their 20-second routine. Evaluation of the routines will occur in the following 20 minutes. I will leave 5 minutes for students to complete a brief self-reflection. | **Learning Goals:**   * I will create a gymnastics routine with a positive and willing attitude while collaborating efficiently with my peers (i.e., by being an equal participant in the creation of the routine) * I will include one balance on one foot, the transfer of weight from one foot to the other, two jumps, and one roll in my gymnastics routine * I will reflect on how well I did in the gymnastics unit using the 3-2-1 method (3 new things I have learned, 2 areas I think I could improve upon, and 1 aspect of the unit I enjoyed)   **Success Criteria:**   * Balancing on one foot, transferring weight from one foot to the other, two different jumps that were learned within the unit, and one roll that was learned within the unit * Collaboration of group members * Successful time usage in routine: 20 to 30 seconds, without going over   **Assessment and Evaluation:**   * A rubric, handed out to the students prior to the creation of their routines, used to evaluate each routine * Student self-reflections in which they identify their strengths and areas for improvement within the gymnastics unit (3-2-1 method) |

**November**

**Health Unit Topic:** Human Development and Sexual Health (6 Lessons: 6 Weeks)

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| **Week 2:** Health  **Friday:** Lesson 2 (Introduction to Puberty) | |
| **Expectations:** C1.5  **Core Activity:** “Changes”  **Description:** I will explain to students what “puberty” means in student-friendly language: “Puberty is the name for the time when your body begins to develop and change. Everyone (boys and girls) goes through puberty, but when the changes begin and how long it takes is different for each person. Puberty causes our body to physically and emotionally change.” I will ask students whether they have any questions and address these questions in a comfortable manner.  I will give each table group worksheets with the headings “Body Changes,” “Thought Changes,” and “Relationship Changes.” Students will brainstorm with one another the changes that occur in each category. We will share these ideas as a class, creating a master list on the board. I will ask students how they plan to cope with all these changes and how they can make these changes easier.  On opposite sides of the classroom, I will tape up chart papers with the headings “The Great Things About Growing Up” and “The Difficult Things About Growing Up.” Students will complete a gallery walk in which each person writes three things on each of the chart papers. We will then discuss their responses as a class, creating a master list on the board.  As an exit ticket, I will have each student anonymously write one question that they are still interested in or unsure about regarding puberty, and we will discuss these at the start of the following class. | **Learning Goals:**   * I will identify various changes that occur during puberty by brainstorming different body changes, thought changes, and relationship changes * I will identify ways to cope with a changing body   **Success Criteria:**   * Mature conversations while collaborating with peers on the topic of puberty * Critical questioning about the topic (whether it be in person or on paper, depending on comfort level) * Positive attitude * Acknowledgment that puberty will happen to all individuals, regardless of gender, but at different rates   **Assessment and Evaluation:**   * Anecdotal notes on how well the students are responding to the topic of puberty—identify who is confident and comfortable talking about puberty and who is not; use student questioning to assess the prior knowledge some students have regarding puberty and what still needs to be addressed * Student exit tickets in which they anonymously ask one question that they are still interested in, or unsure about, regarding puberty |

**November**

**Physical Education Unit Topic:** Low Organization Games (4 Lessons: 2 Weeks)

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| **Week 3:** Physical Education  **Monday:** Lesson 1 (Introduction to Rock-Paper-Scissors) | |
| **Expectations:** A3.1, B1.3, B2.1  **Core Activity:** “Warm-Ups”  **Description:** Students will be given the official rules of rock-paper-scissors (RPS), which consist of safety, sportsmanship qualities, background information, definition, the “look” of each throw (i.e., rock is represented by a closed fist), and the rules of throws (how rock wins, how paper wins, and how scissors wins). The rules will be written on chart paper and posted in the gymnasium for the duration of the unit.  Students will then be guided through a number of warm-up activities to help them understand how to play RPS in a physical education environment. The warm-up activities are as follows:   1. *Beat Boogie*: The playing area is divided into four squares, for level 1, 2, 3, and 4; all students start in level 1. Music starts; to the rhythm of the music, players challenge another student to RPS. Winners move on to the next square (the next level); players who tied or lost dance over to a new partner within the same level. Students should keep the rhythm the whole time—for example, throw, dance, dance, dance, new partner. 2. *Evolution*: All players start the game acting like an egg (waddling low to the ground). Players waddle until they meet someone to RPS with; if they win, they evolve into chickens (staying low to the ground, clucking and flapping their wings), if they lose, they remain eggs. If they win while they are chickens, they evolve into dinosaurs (standing and clapping their arms in front of them), but if they lose while they are chickens, they regress to an egg. A dinosaur who wins evolves into a supreme beings who gets to walk around and proudly high-five other supreme beings. Eggs can only play eggs, chickens can only play chickens, and so on. 3. *I Won, You Run*: Partners face each other and play RPS; the player who loses runs to a designated location (center circle) and back. When the players return from center circle, they have to play a different player. | **Learning Goals:**   * I will demonstrate an understanding of the official rules of RPS by asking questions and participating in whole-group discussion related to game play * I will practice good sportsmanship when playing RPS by demonstrating to my peers that it does not matter whether you win or lose (e.g., shaking hands with my partner, focusing on good strategy instead of number of wins)   **Success Criteria:**   * Actively participating in the questioning during whole-group discussion to more fully understand fair play and etiquette conventions * Good sportsmanship features: shaking hands, highlighting successful strategies, congratulating winners   **Assessment and Evaluation:**   * Anecdotal notes related to etiquette and fair play, with the aim to celebrate positives and highlight areas for improvement for all |

**November**

**Physical Education Unit Topic:** Low Organization Games (4 Lessons: 2 Weeks)

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| **Week 3:** Physical Education  **Wednesday:** Lesson 2 (Combining RPS With Sports) | |
| **Expectations:** A3.1, B2.1, B2.3  **Core Activity:** “Sport Variations”  **Description:** I will review the official rules of RPS made in the previous class to ensure students remember how to play rock-paper-scissors.  Students will play three sport variations of RPS:   1. *RPS Football*: The play begins with two teams of three to four players lining up at their own goal line. On the teacher’s signal to begin, a player at the front of each line runs ahead to meet the front player from the other team. When those two players meet, they play a game of RPS, and the losing player runs back to the end of their line; the winning player carries the football and continues to run toward the other team’s goal line. As soon as the original losing player begins to run back to their goal line, the next player in line for the losing team runs forward to meet the opposing player; when these players meet, they play RPS and continue, depending on whether they win or lose. As soon as one team crosses the other team’s goal line, they score a touchdown, and the next player from each team runs forward to begin a new series of downs. 2. *RPS Baseball*: Break the students into two teams. The first person in each line runs out to, and around, either first or third base (the teams move in opposite directions). When the runners meet, they play RPS; the winner keeps advancing around the bases, and the loser quickly returns to the end of their line. The next player in line quickly races out to block the advancing runner; another game of RPS is played and the winner keeps advancing around the bases. Continue to play until a runner crosses home. 3. *RPS Basketball*: Players partner up and challenge one another to a game of RPS: the RPS winner determines the shot both they and their opponent must make (e.g., layup, foul shot). Whenever a player makes a basket, they get a point, regardless of whether they initiated the challenge. Remember: before each shooting challenge, the two opponents must play a game of RPS. | **Learning Goals:**   * I will demonstrate an ability to help my teammates in sport-focused rock-paper-scissors games by combining a variety of sport-specific skills and strategies (e.g., person-to-person defense, base running, and basketball sending skills) * I will continue to demonstrate behaviours that support fair play, inclusion, and etiquette whether winning or losing * I will help create three safe-practices rules to be adhered to within each of the rock-paper-scissors variations   **Success Criteria:**   * The combination of sport-play movement skills with RPS * Good sportsmanship features, such as not getting upset when losing an RPS game * Safety: consideration given to boundaries, use of equipment, respect for others   **Assessment and Evaluation:**   * Continued anecdotal recording of students’ use of fair play, etiquette, safe practices, and healthy competitive behaviours * Anecdotal notes to celebrate sport-specific strategies and skills used within modified RPS play |

**November**

**Health Unit Topic:** Human Development and Sexual Health (6 Lessons: 6 Weeks)

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| **Week 3:** Health  **Friday:** Lesson 3 (Social, Emotional, and Physical Changes) | |
| **Expectations:** C1.5  **Core Activity:** “Changes and Puberty”  **Description:** Students will be completing two activities that demonstrate the social, emotional, and physical changes that males and females go through during puberty. In the previous lesson, students focused on language such as “thought change” and “body change.” In this lesson, students are becoming familiar with the more complex language of “social,” “emotional,” and “physical.”  For the first activity, I will draw a Venn diagram on the board titled “Physical Changes.” One of the circles will be labelled “Males,” the other circle will be labeled “Females,” and the intersecting part of the Venn diagram will be labeled “Both Males and Females.” Students will be given sticky notes on which they will write any physical changes they can think of that happen solely to males, solely to females, or to both males and females; they will be asked to stick their sticky notes in the corresponding part of the Venn diagram. Once all students have participated, I will facilitate a whole-group discussion in which we talk about their sticky notes and add more to the diagram. Students will be asked to copy the diagram from the board into their own notes for future reference.  Secondly, on opposite sides of the classroom, I will tape the following chart papers to the wall with the following headings: “Social Changes in Both Males and Females” and “Emotional Changes in Both Males and Females.” Students will complete a gallery walk in which each person writes at least two things on each of the chart papers. We will then discuss their responses as a class, creating a master list on the board.  As an exit ticket, I will have students anonymously write one question that they are still interested in or unsure about regarding physical and cognitive changes, and we will discuss these at the start of the following class. | **Learning Goals:**   * I will identify various physical changes specific to gender that occur during puberty, using a Venn diagram to organize my thoughts * I will identify various social and emotional changes that take place for both males and females during puberty by completing the assigned gallery walk * I can accept that physical, social, and emotional changes are a part of puberty   **Success Criteria:**   * Mature conversations during whole-group discussion on the topic of puberty * Critical questioning about the topic (in person or on paper, depending on comfort level) * Positive attitude * Acknowledgment that physical, social, and emotional changes will happen to all individuals, and some of these changes are gender specific   **Assessment and Evaluation:**   * Anecdotal notes on how well the students are responding to the topic of physical, social, and emotional changes during puberty; confidentially identify those who are confident and comfortable talking about puberty and those who are challenged by the topic * Student exit tickets in which they anonymously ask any puberty-related question |

**November**

**Physical Education Unit Topic:** Low Organization Games (4 Lessons: 2 Weeks)

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| **Week 4:** Physical Education  **Monday:** Lesson 3 (Combining RPS With Fitness) | |
| **Expectations:** A2.3, A3.1, B2.1, B2.3  **Core Activity:** “RPS Fitness”  **Description:** Students will incorporate fitness into the game of RPS by rotating through 15 stations set up in the gymnasium:   1. Push-ups 2. Burpees 3. Chair dips 4. Lunges 5. Plank 6. Crunches 7. Stride jumps 8. Arm circles 9. Chair push-ups 10. Jump squats 11. Sitting tucks 12. Calf raises 13. Tuck jumps 14. Front crawls 15. High knee slaps   I will model each station activity and provide cues, supporting images, and verbal descriptions to ensure proper technique and safety. Everyone starts at the first station, where they will be completing two push-ups. After two push-ups are completed, students will play RPS with a partner; the winner advances to the next station and completes two burpees. The loser remains at the push-up station and does that exercise five times before finding another person at the station to play RPS with. The first person to go through all of the stations wins.  Remember, when entering a new station, you have to do the exercise listed at least two times before you play RPS with a partner. If a student is the only one at their station, encourage them to continue to do the exercise until someone shows up to challenge them. | **Learning Goals:**   * I will achieve moderate to vigorous activity levels through the incorporation of fitness activities into rock-paper-scissors (engaging in each of the 15 stations with activities such as push-ups, burpees, and chair dips) * I will demonstrate the proper safety precautions and technique when completing each station by utilizing the cues and supporting images and by asking questions for further clarification   **Success Criteria:**   * Completion of each station with the proper safety and technique in mind (e.g., breathing technique, posture, controlled movement) * Moderate to vigorous activity, as evidenced by red cheeks, heavy breathing, and thirst for water * Active participation during each station * A positive and willing attitude   **Assessment and Evaluation:**   * Anecdotal notes about which students are willingly participating and which students are not * Anecdotal notes on whether each student demonstrates the proper safety precautions and techniques when completing each station rotation |

**November**

**Physical Education Unit Topic:** Low Organization Games (4 Lessons: 2 Weeks)

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| **Week 4:** Physical Education  **Wednesday:** Lesson 4 (Culminating Task) | |
| **Expectations:** A2.4, A3.1, B1.3, B2.1  **Core Activity:** “Rock-Paper-Scissors Creation”  **Description:** Students will be asked to create their own version of an RPS game. Students are permitted to use aspects from the different RPS activities played in class within the creation of their game. Students will participate in groups of four and will have 20 minutes to brainstorm and create their game. Each group will then demonstrate their game for the rest of the class; this demonstration should not exceed two minutes in length. After the demonstration, all students will have five minutes to play the created game (a total of seven minutes spent on each group’s demonstration and play). Remind the class that RPS has to be used at least three times.  At the end of the class, students will complete a self-reflection task (3-2-1 method). | **Learning Goals:**   * I will create a two-minute rock-paper-scissors game with defined consequences and two modifications, and my demonstration of the game will include two examples of good sportsmanship (e.g., shaking hands, celebrating achievements of others in play, sharing strategies for success with others) * I will self-reflect on how well I think I did in the rock-paper-scissors unit, as well as how I can improve for the next unit, using the 3-2-1 method (3 new things I have learned, 2 items I would like to improve in my participation and play, and 1 aspect of the unit I enjoyed)   **Success Criteria:**   * Creation of defined consequences, two modifications that are used to enhance game play, and demonstrations of good sportsmanship * Successful time usage in demonstration: two minutes, without going over   **Assessment and Evaluation:**   * A rubric, handed out to the students prior to the creation of the RPS warm-ups, used to evaluate each warm-up demonstration * Student self-reflections in which they identify their strengths and weaknesses within the rock-paper-scissors unit and how they may be able to improve for the next unit (3-2-1 method) |

**November**

**Health Unit Topic:** Human Development and Sexual Health (6 Lessons: 6 Weeks)

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| **Week 4:** Health  **Friday:** Lesson 4 (Introduction to Hygiene) | |
| **Expectations:** C2.4  **Core Activity:** “Personal Care Needs”  **Description:** I will explain the meaning of “hygiene” in student-friendly language: “Hygiene is conditions or practices that help us to maintain health. Hygiene practices help us to stay clean.” I will ask students whether they have any questions and will address these questions in a comfortable manner.  I will ask the students to individually brainstorm a list of hygiene practices they might use, and I will compile all their thoughts into a master list on the board. I will ask the students to compare the list on the board to their own list and write anything they forgot.  I will pass around examples of personal hygiene products:   * Deodorant * Toothbrush and toothpaste * Hand soap * Body wash and loofah * Face wash * Change of clothes   I will ask the students to rank the personal hygiene products on their lists from most important to least important and then will explain to them that they are all equally important for maintaining health and well-being.  I will have the students hand in answers to the following three questions before the end of class:   1. What are some ways I can stay healthy and clean? 2. What is hygiene? 3. Why is it important to have good hygiene practices? | **Learning Goals:**   * I will identify various hygiene practices and products, using a list to organize my thoughts * I will demonstrate my understanding of personal care needs by participating in the whole-group discussion * I can recognize that personal hygiene is an important part of puberty   **Success Criteria:**   * Mature conversations during whole-group discussion on the topic of personal hygiene and puberty * Critical questioning about the topic (in person or on paper, depending on comfort level) * Positive attitude * Acknowledgment that personal hygiene is important and is something to think about during puberty   **Assessment and Evaluation:**   * Anecdotal notes on how well the students are responding to the topic of personal hygiene during puberty, as well as which students are able to understand the importance of personal hygiene to our health and well-being * Student answers to three questions regarding personal hygiene and puberty |

**December**

**Physical Education Unit Topic:** Throwing and Catching (4 Lessons: 2 Weeks)

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| **Week 5:** Physical Education  **Monday:** Lesson 1 (Collecting “Garbage” by Throwing and Catching) | |
| **Expectations:** A3.1, B1.3, B1.4, B1.5, B2.1, B2.3  **Core Activity:** “Garbage Collector”  **Description:** Students will “collect garbage” by catching balls thrown over the net by the other team. Every catch is one point.  I will set up a volleyball or badminton net in the gymnasium. I will create two teams: each team will stand spread out on their side of the volleyball net. Each team will be given a dozen foam balls as well as one hula hoop. The hula hoops will be placed at the end of each court and will serve as the “garbage bin.” The foam balls will act as the pieces of garbage. On my signal, the students will start throwing balls to the other team’s side of the court. Every time a student catches a ball thrown from the other team, they get to put it in the team’s garbage bin. The round ends when one team has caught all of the balls and they have all been placed into the team’s garbage bin.  Students will need to use appropriate force when throwing and catch the ball to the best of their ability.  After the first round, I will give the students time to strategize with their team.  Note: this is ***not*** a variation of dodgeball—students should not throw directly at an opponent. | **Learning Goals:**   * I will throw the ball over the net using different types of throws and different levels of force * I will try to prevent the other team from catching the ball by strategizing with my teammates (e.g., aiming for empty space or standing close to the center of the net) * When catching, I will judge the distance of the incoming ball by moving forward, backward, or side to side   **Success Criteria:**   * Appropriate force used when throwing the ball (e.g., the ball isn’t constantly bouncing off the walls or hitting the ceiling) * Appropriate use of equipment (not throwing at others) * Collaboration and strategizing between teammates * Ability to catch the ball   **Assessment and Evaluation:**   * A checklist to record whether each student is able to use different throwing techniques, uses appropriate force when throwing, and is able to catch a ball in different ways |

**December**

**Physical Education Unit Topic:** Throwing and Catching(4 Lessons: 2 Weeks)

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| **Week 5:** Physical Education  **Wednesday:** Lesson 2 (Individual to Partnered Throwing and Catching) | |
| **Expectations:** A3.1, B1.3, B1.4, B1.5, B2.1, B2.3  **Core Activity:** “Throw Up” and “Catch Me If You Can”  **Description:** Throw Up is an activity that gets students individually throwing a bean bag up and down (and hopefully catching) multiple times while doing a series of other motions to make things a bit more interesting. When students miss a catch, they must lie on their backs and successfully complete one throw and catch before they can rejoin the rest of the group. We will use this game to practice hand–eye coordination as well as momentum. The different things I will have students do while throwing and catching the bean bag individually are as follows:   * Go along to the beat of the music * Gradually increase movement speed * Change movement type (e.g., hopping) * Clap hands before catching * Go down on a knee before catching * Jump once before catching * Spin before catching * Walk backward * Throw with the right hand and catch with the left   Catch Me If You Can is a partnered throwing and catching game in which pairs toss a beanbag back and forth and then plays tag. When the music starts, partners play catch back and forth; when the music stops, the player with the ball chases the other player and tries to tag them. When the music starts up again, the students switch partners. | **Learning Goals:**   * I will throw the bean bag above my head by using the appropriate force (e.g., using underhand to take speed off of throw, stepping into throw to increase force) * I will utilize strategies to be successful when catching the bean bag (e.g., trapping it on my chest, throwing in an arcing pattern to allow time to catch) * I will cooperatively throw the bean bag back and forth with my partner by maintaining an appropriate distance, eye contact, and communication (e.g., calling their name before throwing)   **Success Criteria:**   * Using appropriate force when throwing the bean bag in the air (e.g., using underhand to take speed off of throw, stepping into throw to increase force) * Using catching strategies (e.g., trapping on chest, throwing the bean bag in an arcing pattern to allow time to catch)   **Assessment and Evaluation:**   * A checklist to record whether each student used strategies to apply appropriate force when throwing as well as catching strategies |

**December**

**Health Unit Topic:** Human Development and Sexual Health (6 Lessons: 6 Weeks)

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| **Week 5:** Health  **Friday:** Lesson 5 (Human Development and Sexual Health Review) | |
| **Expectations:** C1.5, C2.4  **Core Activity:** “Task Cards”  **Description:** Students will spend the period with a partner using task cards to review the concepts learned in the human development and sexual health unit. The tasks cards will ask questions such as the following:   1. What are some physical changes that happen to girls at puberty? 2. What can change socially as you start to develop physically? 3. What are some hygiene practices that we need to be aware of as we enter puberty?   Students will use a recording sheet to answer the questions. They will hand in their answer sheets at the end of class.  As an exit ticket, I will have each student anonymously write one question that they are still interested in or unsure about regarding puberty and personal hygiene, and we will discuss these at the start of the following class. | **Learning Goals:**   * I will demonstrate my knowledge and understanding of puberty and personal hygiene by completing the task card questions with clear, concise, and accurate responses   **Success Criteria:**   * Mature conversations while collaborating with peers on the topic of puberty and personal hygiene * Critical questioning about the topic (in person or on paper, depending on comfort level) * Positive attitude * Accurately answering the task card questions   **Assessment and Evaluation:**   * Recording sheets, assessed for completion as well as for the accuracy of answers * Student exit tickets in which they anonymously ask one question that they are still interested in or unsure about regarding puberty and personal hygiene |

**December**

**Physical Education Unit Topic:** Throwing and Catching(4 Lessons: 2 Weeks)

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| **Week 6:** Physical Education  **Monday:** Lesson 3 (Throwing and Catching Progression) | |
| **Expectations:** B1.3, B1.4, B1.5  **Core Activity:** “Catch and Step” and “Catching Relay”  **Description:** Catch and Step is a classic camp game that focuses on throwing and catching. As players become more successful, the game becomes more challenging.  I will break the students into pairs. Partners will start by facing each other on the centre line of the gymnasium, about one foot apart, with one partner holding a ball. Students will start to throw the ball back and forth to each other. For every successful catch, the catcher takes one step backward. For every unsuccessful catch (the ball is dropped), the student who missed will take one step forward. Each pair is trying to get as far away from each other as possible, demonstrating their number of successful catches.  Catching Relay is a throwing and catching modification of any sport that uses throwing and catching skills—football, baseball, ultimate Frisbee, and so on. This game features nonstop action, teamwork, strategy, communication, and a healthy dose of competition.  I will divide my class into two teams, and they will line up on either side of the gymnasium, single file. I will section the gym into three zones: 3 points, 6 points, 10 points. One player from each team starts as the thrower. The first person in each line runs to a point area for a catch; if the catch is made, the team earns those points. The players then rotate; the thrower goes into the field to catch, the catcher goes to the back of the line, and the first person in line becomes the new thrower. The game continues in this manner until every student in the class has had a chance to participate. | **Learning Goals:**   * I will throw the ball to my partner using the appropriate amount of force and using a variety of throws (overhand, underhand, side arm, overhead) * I will describe the relationship that exists between my hands and my eyes when throwing and catching a variety of balls at different speeds * When catching, I will judge the distance of the ball by moving forward, backward, or side to side   **Success Criteria:**   * Using appropriate force when throwing the ball (e.g., adjusting based on partner distance, type of ball, type of throw) * Eye contact with thrower and eye contact with object (seeing it into hands) * Ability to catch the ball in different ways (e.g., one hand, two hand, trapping, catching outside the body)   **Assessment and Evaluation:**   * A checklist to record whether each student used strategies for appropriate force when throwing, catching strategies, and eye contact |

**December**

**Physical Education Unit Topic:** Throwing and Catching(4 Lessons: 2 Weeks)

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| **Week 6:** Physical Education  **Wednesday:** Lesson 4 (Passing and Target Throwing) | |
| **Expectations:** A1.1, A3.1, B1.3, B1.4, B1.5, B2.1, B2.3  **Core Activity:** “Catch 5” and “Powerball”  **Description:** Catch 5 promotes throwing skills. It also develops skills such as moving to open spaces to receive a throw through catching, pivoting, and intercepting. Players will work together to score points by completing five passes before losing control of the ball or before the other team intercepts the pass.  I will form two teams in the gymnasium; each team will be on a different end of the court. I will then introduce the ball. The goal is to complete five successful passes without the other team intercepting, or knocking the ball away, to earn a point. Passes must be counted out loud by the students (“1, 2, 3, 4, 5”). Upon completing the fifth pass, that player puts the ball against the ground and scores a point (a touchdown). No contact of any kind allowed.  Powerball uses three to five exercise balls and rubber balls. It is a target throwing game in which the teams throw rubber balls at large exercise balls in order to push them past the opposing team's goal line; points are scored every time this happens.  I will create two teams on either side of the gymnasium. I will place exercise balls on the middle line of the gym as targets. Every player will be given a rubber ball. Players will throw their rubber balls at the exercise balls in order to push them across the opposite line. Remind students that this is not a variation of dodgeball—students should not be throwing balls at other students. | **Learning Goals:**   * I will throw the ball to my teammates by using the appropriate amount of force * When catching, I will judge the distance of the ball by moving forward, backward, or side to side * I will throw the ball at the target by using the appropriate amount of force   **Success Criteria:**   * Using appropriate force when throwing the ball (e.g., gauging distance, varying the type of throw) * Using strategies to catch the ball (e.g., moving to get into a better position to receive ball) * Using strategies to hit a target (e.g., use of force, stepping into throw, varying the types of throw based on the target location)   **Assessment and Evaluation:**   * A checklist to record whether each student used strategies for appropriate force when throwing, catching strategies, and eye contact |

**December**

**Health Unit Topic:** Human Development and Sexual Health (6 Lessons: 6 Weeks)

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| **Week 6:**  Health  **Friday:** Lesson 6 (Culminating Task) | |
| **Expectations:** C1.5, C2.4  **Core Activity:** “Hygiene Poster”  **Description:** Each students will create a hygiene poster that can be used to help those going through puberty. The poster will clearly illustrate a hygiene practice that goes along with changes associated with puberty, such as the following:   * Changing clothing * Washing hands * Showering   The following are the criteria by which I will judge the hygiene poster:   * The poster describes one hygiene practice * The poster includes an illustration * The related puberty change is indicated on the poster   Students will staple a self-assessment checklist to their completed poster and hand it in. | **Learning Goals:**   * I will demonstrate my knowledge and understanding of the relationship between puberty and personal hygiene by creating a personal hygiene poster * My poster will describe one hygiene practice, have an illustration of the hygiene practice, and describe a related change or set of changes associated with puberty   **Success Criteria:**   * A poster that includes one hygiene practice, an illustration, and the change or changes associated with puberty * The completion of a student-self assessment   **Assessment and Evaluation:**   * A self-assessment checklist that is stapled to the completed poster * A rubric used to assess the poster based on the listed criteria |

**December**

**Physical Education Unit Topic:** Dance (4 Lessons: 2 Weeks)

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| **Week 7:** Physical Education  **Monday:** Lesson 1 (First Day Dance Jitters: Introduction to Dance) | |
| **Expectations:** A3.1, B1.1, B1.3,  **Core Activity:** “Noodle Dance Tag” and “Tissue Dance”  **Description:** Start the unit by reviewing learning that took place in the gymnastics unit (e.g., concept of equilibrium, and how to attain that state when dancing (centering the body and focusing the breathing).  For Noodle Dance Tag, two students with noodles are “it” and are tagging people around the gymnasium using a noodle. Once a student is tagged, they have to freeze and then dance on the spot (freestyle). On my whistle, the students that are “it” have to pass their noodle to a student who is frozen, and they switch roles. At any time, I can mix up how the students who are frozen have to dance—for example, balancing on one foot while dancing, or hopping while dancing. The game ends when everyone is frozen and dancing in their spot.  In Tissue Dance, everyone in the gymnasium will be given a tissue to put on their heads before the music starts. When the music starts, everyone begins dancing, being careful to not let their tissue hit the floor; if the tissue falls and hits the floor, that person is out. At any time, I can mix up how the students have to dance by yelling out “hop and dance,” “balance on one foot and dance,” or some other instruction. The game continues in this manner until there is only one person left dancing with a tissue on their head. | **Learning Goals:**   * I will describe two elements that indicate equilibrium has been achieved while dancing on the spot (e.g., centering my body and focusing my breathing) * I will balance a tissue on my head while dancing by centering my body and focusing my breathing * I will adapt my style of dance to the teacher’s instruction by quickly changing my dance style when the teacher shouts out a new modification * I will safely move about the space, being mindful of others (e.g., moving with my head up, using my arms to create space, keeping a low center of gravity, using verbal cues to alert others)   **Success Criteria:**   * Maintaining equilibrium while dancing on the spot (not falling over constantly, bumping into people, or leaving the frozen spot) * Using strategies to center the body and focus breathing * Demonstration of a variety of strategies that allow the student to successfully balance the tissue while dancing * Safety (e.g., moving with head up, using arms to create space, keeping a low center of gravity, using verbal cues to alert others)   **Assessment and Evaluation:**   * Anecdotal comments on each student’s ability to maintain equilibrium while dancing, their following my dance modifications, and their ability to balance a tissue |

**December**

**Physical Education Unit Topic:** Dance (4 Lessons: 2 Weeks)

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| **Week 7:** Physical Education  **Wednesday:** Lesson 2 (Creative Movement) | |
| **Expectations:** A1.1, B1.1, B1.3, B2.3  **Core Activity:** “Back-to-Front” and “Step Left, Step Right”  **Description:** Back-to-Front is used to introduce the basic elements of creative movement and dance. Students will be arranged into four straight lines, standing one behind the other, with the leader of each line facing toward the open area of the gymnasium. Everyone should be standing in a neutral position (legs hip-width apart, feet and head facing front, arms at side). At the sound of the whistle, the last student in each line runs to the front of their line and freezes in a shape, at any level (high, medium, low). Immediately after the first student has made a shape, the next student at the back of the line runs to the front of the line and makes a shape that is different from the frozen shape of the previous student. This process continues until all students are in a frozen position, demonstrating different levels, directions, balance, and focus. I will then have the students reflect on the differences in their shapes.  In Step Left, Step Right, students will form a big circle in the middle of the gymnasium. One student will start by stepping left, and the next person will then step left and step right (clockwise direction). After the first two moves are complete, the third person will step left, step right, and then do a dance movement of their choice. The fourth person will step left, step right, do the dance movement of the previous person, and then do their own dance movement. The game continues in this manner until the whole circle has danced their way to the end, trying to remember all the dance steps of the people who preceded them. At the very end, I will ask all the students, at the same time, to demonstrate the full dance sequence from beginning to end. | **Learning Goals:**   * I will demonstrate my creativity in movement by freezing and making a shape with my body using different levels (low, medium, high), directions (forward, sideways), and balances (single leg, two legs)   **Success Criteria:**   * Using different levels and different balances for the shapes * Moving in different directions (forward, backward, diagonally between fellow students) * Actively participating in the collaborative dance sequence by running, balancing, freezing, and describing shape differences   **Assessment and Evaluation:**   * Anecdotal notes on whether students were maintaining equilibrium while dancing (centering their body, focused breathing); demonstrating creativity in movement through different levels, directions, and balances; as well as participating in the collaborative dance sequence |

**December**

**Health Unit Topic:** Healthy Eating (8 Lessons: 8 Weeks)

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| **Week 7:** Health  **Friday:** Lesson 1 (Introduction to Nutrition: How Food Choices Have Changed) | |
| **Expectations:** C3.1  **Core Activity:** “Then and Now”  **Description:** Students will start by answering the following questions in their journal   * What do you eat for breakfast? * What do you eat for lunch? * What do you eat for dinner? * How many snacks do you have in one day? * What are your favourite foods? * Why do you choose to eat certain foods?   After these questions are answered, students will then be asked to re-answer them with a kindergarten mind-set. In other words, they will be reflecting back to their kindergarten days to see how their food choices and diets have changed. They will then answer the following question:   * How have your food choices changed between kindergarten and now (in grade 4)?   Students will then be given a placemat that has a medieval eating scene on one side and a 2017 eating scene on the other side. Students will be asked to notice the differences between the two sides of the placemat. They will then engage in a think-pair-share in which they talk with their partner about how and why nutrition, eating habits, and diet changed so drastically over the many years. They will then connect their own eating habits to the two scenes on the placemat. | **Learning Goals:**   * I will identify and reflect on my own personal eating habits by brainstorming what I eat for breakfast, lunch, and dinner as well as how many snacks I have in a day; what my favourite foods are; and why I choose to eat certain foods * I will compare society’s current eating habits with the eating habits during the medieval time period by noting the similarities and differences between the two times * I will identify how and why nutrition, eating habits, and diets have changed drastically over the years by engaging in a think-pair-share   **Success Criteria:**   * Identification and reflection of eating habits through brainstorming and answering the provided questions * Accurate comparison between society’s current eating habits and the eating habits of the medieval time period * Identification of how and why nutrition, eating habits, and diets have changed drastically over the years   **Assessment and Evaluation:**   * Rating (1, 2, 3, or 4) on how well students were able to identify and reflect on their own personal eating habits versus the eating habits of the medieval time period, as well as the eating habits of their former selves |

**December**

**Physical Education Unit Topic:** Dance (4 Lessons: 2 Weeks)

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| **Week 8:** Physical Education  **Monday:** Lesson 3 (Interpretation and Improvisation) | |
| **Expectations:** A3.1, B1.3, B1.4  **Core Activity:** “Moving With Rhythm”  **Description:** This activity focuses on how students choose to move to the rhythm of the music, using different objects and styles of dance.  Before class, I will make a playlist with different genres of music, ranging from country to classical. I will put a variety of objects (basketballs, hula hoops, bean bags, noodles, etc.) onto the centre of the gymnasium floor. The students will then be asked to choose an object and stand in a neutral position until the music starts. As the music starts, I will ask the students to move to the music in whatever way they want, using their chosen object (bouncing the ball to the beat, spinning the hula hoop around their arm to the rhythm, etc.). After a significant amount of time, I will begin shouting out random dance genres, such as “square dance” while playing classical music, to see how the students choose to move when the song and dance genre are not directly related to one another. I will allow students several opportunities to change their objects so they can experience dance and movement using different items. | **Learning Goals:**   * I will continue to demonstrate an understanding of how to maintain equilibrium while dancing by centering my body and focusing my breathing * I will perform dance movements to the music while utilizing a piece of equipment in a controlled fashion (e.g., using the beat of the music to help my dribbling of the basketball) * I will improvise my dance movement by taking into consideration the music style, dance genre, beat, and rhythm   **Success Criteria:**   * Maintaining equilibrium: centered body, focused breathing * The correct and controlled use of an object while dancing (use of beat to find success in using the equipment) * Improvisation (finding new ways to move and control the equipment based on music)   **Assessment and Evaluation:**   * Anecdotal notes on whether students are maintaining equilibrium while dancing (centering their body, focused breathing), controlling the use of their object while dancing, and improvising their dance movement based on the music style, dance genre, beat, and rhythm |

**December**

**Physical Education Unit Topic:** Dance (4 Lessons: 2 Weeks)

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| **Week 8:** Physical Education  **Wednesday:** Lesson 4 (Culminating Task) | |
| **Expectations:** A1.1, A3.1, B1.1, B1.3  **Core Activity:** “Storybook Dancing”  **Description:** Storybook Dancing is a cross-curricular activity, incorporating language arts.  Students will be broken off into groups of four or five. Each group will be given a children’s picture book. I will ask the students to create a one-minute dance sequence using music, moves, and props of their choice. Their dance has to portray the rising action and climax of their storybook. Students will be asked to present their dance to the rest of the class. When their presentation has been completed, students will have an additional one to two minutes to explain their picture book and why they chose their specific movements, music, and props to accompany the book. Students may have to be reminded that the focus is dance, not drama, so their dance movements are more important than their actions.  Students will be encouraged to take into consideration the different levels of movement, balance, equilibrium, control, music style, dance genre, beat, and rhythm. Students can draw on the previous lessons of the unit to remember these considerations.  The following are the criteria by which I will judge the dance sequence.  Your group’s dance should represent the children’s literature book by   * portraying the rising action and climax of the story, * demonstrating three different levels within the dance, * using an appropriate song that complements the story, * being on beat and following the rhythm of the music chosen, * demonstrating one balancing act within the dance, and * making use of one prop. | **Learning Goals:**   * I will help my group create a one-minute storybook dance portraying the rising action and climax of the story; the dance will include three different levels, one balancing act, and one prop   **Success Criteria:**   * Portraying the rising action and climax of the story, demonstrating three different levels, using an appropriate song that complements the story, being on beat, following the rhythm of the music, doing one balancing act, and using one prop * Collaboration of group members * Successful time usage in dance routine: one minute, without going over   **Assessment and Evaluation:**   * A rubric, handed out to the students prior to the creation of the routines, used to evaluate each routine |

**December**

**Physical Education Unit Topic:** Healthy Eating (8 Lessons: 8 Weeks)

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| **Week 8:** Health  **Friday:** Lesson 2 (Keeping Accurate Records) | |
| **Expectations:** C2.1  **Core Activity:** “For the Record”  **Description:** I will present two made-up students to my class. “Serena” and “Russell” will have recorded their food, drink, and activity choices for three straight days. I will display their charted choices on the projector and ask my students to spend three minutes analyzing their charts and making notes of anything that stands out to them. I will then have a whole-group discussion about their notes.  Next, I will break the students into groups and give each group a made-up individual with a story attached. This story will talk about the different likes and dislikes of the made-up person, their favourite foods, their activities, and so on. The students will then be given the same chart that Serena and Russell used, and they will fill in three days of food, drink, and activity information about their made-up individual. The groups will then share their information with one another, explaining their made-up individual and why they made the choices that they did for this individual.  Lastly, students will be asked to complete their own food, drink, and activity record for the next three days using the same chart format that they just filled in for their made-up student. | **Learning Goals:**   * I will accurately fill in the made-up student’s food and activity chart, identifying specific food and drink intakes (breakfast, lunch, dinner, snack) as well highlighting physical activities that occurred over the three consecutive days * I will identify my own food intake and activity choices over three days in a food and activity chart   **Success Criteria:**   * Accurate representation of the made-up student through filling in the provided chart (to tease out the specific food choices in a particular meal on a given day) * The identification of students’ own food and activity choices on their own charts   **Assessment and Evaluation:**   * Rating (1, 2, 3, or 4) on how well students were able to identify their own personal eating and activity habits in their charts |