

# CURRICULUM CRATE

A curriculum crate allows for a "teacher to apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student" (TQS 3). We start by **dissecting a learning outcome** to examine what students need to know, experience, and demonstrate in their learning journey for that outcome during this timeframe. We then use this to **plan an appropriate lesson(s)**. This crate is an example moment in time that can showcase possibility to educators. Ideally you will customize this lesson to meet the needs of your students and know that learning outcomes are returned to many times throughout the year as we layer on our knowledge, understandings, skills, and procedures of each learner outcome. Thank you to teacher working groups who worked side by side with consultants to create these.



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## CREATED BY



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## GRADE

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## SUBJECT(S)

Physical Education & Wellness

## DATE

October Lesson

## Dissecting a Learning Outcome for Teacher Understanding

Why dissect a learning outcome? A learning outcome describes what students are required to know, understand, and be able to do by the end of a grade. For teachers, having a clear understanding of the anatomy of an outcome drives instruction and ensures that assessments hit the intended target of the learning outcome.

### LEARNING OUTCOME(S)

Please note the **nouns** and **verbs** to help focus on concepts and skills as part of the learning outcome

Students **examine** **roles, responsibilities**, and **self-regulation** and their **connections to self-understanding**.

### LEARNING EXPERIENCES & LESSONS

Consider how the verbs within the outcomes provide direction for the instruction. What are the ways students will acquire knowledge and skills? How will they "learn it"? Consider the instructional steps (acquire, build, consolidate) along the way. Think about the thoughtful sequence of learning experiences throughout the timeframe of learning (such as September). Remember Universal Design for Learning: anticipate & plan for a wide range of student needs. ONE of these learning experiences will be planned as a lesson below.

#### Acquire

"I am being introduced to a new topic or skill."

activate prior knowledge and engage students' attention, motivation, and interest

#### Build

"I am building upon my understanding of the concept/skill."

expand, delve, practice, apply

#### Consolidate

"I am getting ready to demonstrate my proficiency with the concept/skill."

make connections, analyze, synthesize, evaluate, extend practice

**Acquire:**

Students are introduced to self-regulation as a skill.

Students are becoming aware of the necessity to self-regulate in order to learn effectively.

**Build:**

Students build stamina when participating in the FOCUS sequence.

Students expand their awareness of possible strategies to be used for regulation.

**Consolidate:**

Students can demonstrate their understanding of self-regulation by requesting a FOCUS sequence, brain break, water or help.

Students can demonstrate their proficiency in using self-regulation strategies by accessing strategies independent of teacher direction.

### EVIDENCE OF LEARNING

These are the collection of assessments for the learning outcome(s) during this time frame. Consider how the verbs within the outcomes provide direction for the assessment. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration

| Observations                                                                                                                                                                                         | Conversations                                                                                                                                                                                                                                                         | Products                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Students participate in FOCUS sequence</li> </ul> <p><b>Ideas for collecting evidence:</b><br/>Observational checklists, videos, audio recordings, etc.</p> | <ul style="list-style-type: none"> <li>- Students contribute towards class discussion</li> <li>- Students retell the steps of the FOCUS sequence</li> </ul> <p><b>Ideas for collecting evidence:</b><br/>Observational checklists, videos, audio recordings, etc.</p> | <ul style="list-style-type: none"> <li>- Students draw a picture of one step of the FOCUS sequence</li> </ul> |

### MAKING CONNECTIONS WITH COMPETENCIES

#### Literacy & Numeracy

Students use an increasing amount of high-frequency vocabulary and acquire new vocabulary related to learning experiences (e.g., describe, compare, life cycle, province).  
Students recognize and use patterns in their environment and daily routines (e.g., calendar, seasons).  
Students describe the duration of familiar events and the intervals between them using units of time (e.g., seconds, minutes, hours, days, weeks, months, years).

#### Student Competencies

- I ask relevant questions to help me learn.
- I reflect on contexts or experiences that influence my thinking.
- I consider how my thoughts may be similar to or different from those of others.
- I work toward solving problems even when there are challenges.
- I fulfill obligations to my groups and communities.
- I set goals to help address my wants or needs.

## Lesson Plan - A Potential Learning Experience

Below you will see a potential learning experience for a learner outcome in the new curriculum. You will be able to use this lesson as a strong pedagogical example as well as have the freedom to customize it based on your student needs. This

can be part of a thoughtful sequence of learning experiences for students as part of ongoing teaching and assessment within the learning outcome.

## LESSON TITLE

FOCUS Sequence

### LEARNING GOALS

Learning goals are written in kid-friendly language. What are the learning goals for THIS LESSON a single outcome may be too large for a single intention -- write multiple learning intentions as necessary

"I am learning that all feelings are ok".

"I am learning that my brain needs to be prepared to learn".

"I am learning to move my body to help me learn".

### STUDENT CRITERIA FOR SUCCESS

What will I see or hear students do or say DURING THIS LESSON that tells me they understand? Use the KUSPs to guide you. All KUSPs of the learning outcome must be addressed by the end of the year. Remember the verbs from [Bloom's Taxonomy](#)

"I can do FOCUS".

"I can help myself learn".

### EVIDENCE OF LEARNING

This is the assessment(s) for THIS LESSON. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? How will you gather this evidence? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration

Use observational checklists and/or anecdotal notes during activities to determine if students are engaged in FOCUS sequence.

Quick discussion with students around what step of the FOCUS sequence they drew.

### TO DO BEFORE THE LESSON

- ☐ Review lesson and videos on how to teach FOCUS sequence as shown on sharepoint ([Focus on Regulation](#))

### RESOURCES NEEDED

- ☐ [The Colour Monster](#)
- ☐ [Focus on Regulation](#)
- ☐ [FOCUS visuals](#)
- ☐ [Observational Checklist/Anecdotal Notes](#)

### CONSIDERATION FOR LEARNER NEEDS

| Need                  | Universal Support (GOOD for ALL students)                                                                                                                              | Targeted Support (CHOICE for ALL students)                                                                                                                                                                | Essential Support (Good for One)                                                                                                                                                              |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading comprehension | <ul style="list-style-type: none"> <li>Introduce key vocab before reading</li> <li>Offer read aloud as an option</li> <li>Sticky notes for vocab challenges</li> </ul> | <ul style="list-style-type: none"> <li>Paired reading for pacing</li> <li>Noise cancelling headphones</li> <li>Time to re-read for clarity</li> <li>Drawing option to map out ideas throughout</li> </ul> | In addition to other supports, <ul style="list-style-type: none"> <li>Give reading in advance</li> <li>Read with teacher in small group - stop and explain, draw connections, etc.</li> </ul> |

- Pre-teach vocabulary
- Support with visuals
- If a student requires adaptations for mobility connect with PE & W consultant/ occupational therapist.

### TEACHER INSTRUCTION / STUDENT EXPERIENCE & PRACTICE

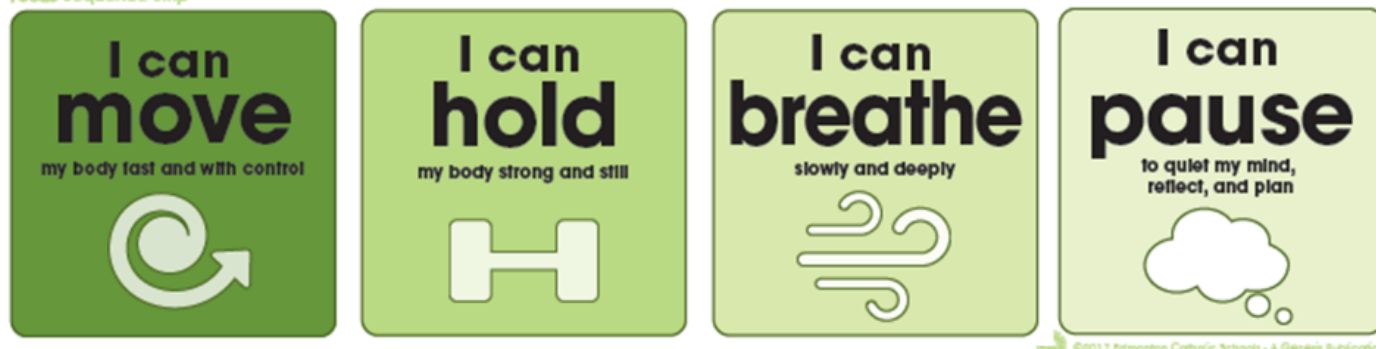
**Introduction:** Read "[The Colour Monster](#)" aloud to the class. Engage students in a discussion around their emotions asking questions such as:

- do your emotions ever get muddled up?
- do your emotions ever control your behaviour for example, if you are mad do you ever yell?
- do you ever wonder if we could help settle our emotions?

**Development:** Introduce the FOCUS sequence...

1. Explain to students that it is normal to experience a wide variety of emotions. Certain emotions are very strong and can be difficult to move past e.g. getting hurt at recess is difficult and will need to be addressed before you can engage in learning again. Explain that it is important to engage our brains when we need to concentrate and listen.
2. Show the students the FOCUS sequence strip and tell them that it is a tool that can be used to help our bodies and brains get ready to learn. Explain that there are 4 steps in the sequence, all of equal importance.

FOCUS Sequence Strip



3. Choose two “I can move”, “I can hold”, and “I can breathe” cards and one “I can pause” card to go through with the students.
4. [FOCUS visuals](#): Find the “[just right](#)” challenge for your class by choosing cards with fewer shaded hearts (intensity) and shaded feet (coordination) icons. Start with a short amount of time dedicated to each card (30 seconds) slowly practicing activities first then moving into longer durations.
5. Complete a short FOCUS sequence using the FOCUS cards as a visual support.
  - Pre-teach how you will cue students to start and stop
  - Cue students to stay on their own spot
  - Emphasize participation and body control
  - Complete the sequence as shown on the strip above.

**Conclusion:** Reflect on the experience with the children

- Ask how they are feeling after completing the sequence
- Acknowledge positive things you observed, such as students sitting quietly during **pause** or working hard during **move**
- Encourage students to continue using calm bodies to transition to the next activity.

Ask students to draw a picture of one aspect of the FOCUS sequence.

## TEACHER REFLECTION / NEXT STEPS

Continue to follow the lessons in the FOCUS on self-regulation book.

Add FOCUS sequence to your daily routine.

Repeat the same FOCUS cards until students are confident before moving onto new cards.