**HEALTH & PHYSICAL EDUCATION**

**YEAR 10**

**VIRUSES – COVID-19**

**UNIT PLAN**

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| **HIT STRATEGY** | **ACTIVITY/RESOURCE** | **INCLUDED** |
| 1. **Setting Goals** | Goal Setting & Review Sheet, Smart Goals, Success Criteria | **√** |
| 1. **Structured Lesson** | Lesson Plan & Unit Outline | **√** |
| 1. **Explicit Teaching** | Gradual Release of Responsibility (GRR) | **√** |
| 1. **Worked Examples** | Gradual Release of Responsibility (GRR) | **√** |
| 1. **Collaborative Learning** | Gradual Release of Responsibility (GRR) | **√** |
| 1. **Multiple Exposures** | Gradual Release of Responsibility and Time on Task | **√** |
| 1. **Questioning** | Evaluation Review Sheet, Interactive Classroom | **√** |
| 1. **Feedback** | Rubric, Review Sheet, Teacher Performance Questionnaire, CAT | **√** |
| 1. **Metacognitive Strategies** | Student Voice, Goal Setting, Review Sheet | **√** |
| 1. **Differentiated Learning** | (GRR), Time, Peer Teaching, Extension Work | **√** |

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| **UNIT OUTLINE** | OVERVIEW  The objective of this unit is to further develop and consolidate student’s epidemiological knowledge and understanding.  Students will learn to analyse links between Community Health Issues and current practices. They will investigate ways to maintain their own health through the research of Viruses including COVID-19 patterns in Australia and investigate factors that influence Community Health. |
| **LEARNING OUTCOMES** | * Know and identify links between social responses and current community health issues. * Know and identify ways of maintaining their own health based current Australian advice. * Students explore topical issues related to viruses, and patterns of behaviour in Australia |
| **SUCCESS CRITERIA** | * Moving towards a ‘deeper’ approach to learning. * Completion of all set work, goal setting and review sheets. * Active participation in classes. * Prepare and maintain notes in an organised fashion. * Observe assessment requirements outlined in unit rubrics. * Take full advantage of all Time on Task activities. * Appropriate use of subject based language. * Complete to a satisfactory level all Common Assessment Tasks. |
| **CATS - COMMON ASSESSMENT TASKS** | * VIRUSES WOOK BOOKLET * BEHAVIOUR & COMMUNITY HEALTH ISSUE WORKSHEET |

**ACTIVITIES TO BE INCORBORATED INTO THE DELIVERY OF THIS UNIT**

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| **TEACHING OUTLINE** | **ACTIVITIES** |
| **Welcome Students** | **EACH LESSON:**  Meet at door and welcome with informal discussion.  Play music applicable to the unit when and where appropriate. |
| **Tuning-In**  **Attendance** | **EACH LESSON:**  Ensure student attention and mark roll on Compass.  Tuning-In Activities. |
| **Introduce Unit** | **EACH LESSON:**  Read through Unit Outline, Learning Outcome and Success Criteria, when required recap previous lesson. |
| **Establish Prior Knowledge** | **LESSON 1:**  Through discussion, formative and summative assessment.  **EACH LESSON:**  Plan & Connect  Students are to prepare their notes in an organised fashion, include:  **Date:**  **Course Name:**  **Class Learning Outcomes:**  Students are to complete the following connection questions:   * What do I already know about this topic? * How do I feel about this topic? (excited, anxious, curious, nervous? * How does this topic relate to something I already know? * What questions do I have already about this topic? |
| **Set Goals** | **LESSON 1:**  Goal Setting & Review Sheet, Rubrics. |
| **Explicit Teaching**  **(Focus Stage – Teacher Modelling)** | **LESSON 1:**  Introduction of the unit subject matter.  **EACH LESSON:**  Teacher based introduction of new information, ideas, concepts and skills through the use of slideshows, handouts, textbooks and other relevant resources.  The purpose of the lesson is established and communicated to students through the Leaning Outcomes, Success Criteria and examples of required skills, thinking and language. |
| **Worked Examples** | **EACH LESSON:**  To follow Explicit Teaching stage. Teacher based, work through examples of work that has been introduced. |
| **Collaborative Leaning** | **TO FOLLOW EXPLICIT TEACHING & WORKED EXAMPLES:**  Students work in collaborative groups. Work must involve students using academic language and being individually accountable for their contribution. This phase aims to provide students with an opportunity to consolidate their understanding before they apply it independently. |
| **Multiple Exposures:**  **Achieved through GRR & Questioning** | **INDEPENDENT LEARNING:**  Students apply what they have learned. Independent learning tasks may be used as formative assessments, designed to check for understanding and to identify needs for reteaching. Multiple Exposures (Time on Task) used as students need practice before they can sufficiently apply knowledge in new situations. |
| **Questioning**  **(Guided Instruction)** | Through the use of questions, prompts, and cues to facilitate student understanding. This can be done with whole groups of students, small groups that are convened based on instructional needs or individuals. The focus is on releasing responsibility to students while providing instructional scaffolds to ensure that students are successful. |
| **Feedback** | Through discussion and feedback of formative and summative assessment, check for understanding and identify needs for reteaching as well as being used for reporting reasons.  Including the following assessment tools:  Exit Passes, One Minute Reviews, Muddy Points, STQ (Student Test Questions), Memory Matrix, K-W-L Charts, Paraphrasing, OSS (One Sentence Summaries), Think Pair Share, Application Cards, COPs (Online Opinion Polls), Weekly Reports, Concept Tests and Student Conferencing |
| **Metacognitive Strategies** | **Regulation of Cognition**  **Setting goals** and planning  **Monitoring** and controlling learning  **Evaluating** self-regulation  Create a few key questions about the content/topic. Questions should ask students what they know already about the topic, possible identification of any misconceptions they hold on the topic, challenges or successes they have had with the topic, exploration into past experiences or applications of the content/topic.  Share the thinking process – think aloud  Construct either a Concept Map or a Mind Map  Common Assessment Tasks |
| **Differentiated Learning** | Peer Teaching  Extension material  Students indicating and entering the reteaching/learning stage at any time  Self-paced Learning through the use of Unit and Lesson Plans and required resources being available through website. |

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| **FORMATIVE ASSESSMENT TOOLS**  **USED TO GUAGE STUDENT PROGRESS** | | |
| **Assessment Method** | **Description** | **How To Use** |
| **Exit Pass** | Students answer a question about class concepts in order to exit class. | Use to clarify, correct or elaborate more for students. |
| **One Minute Paper** | Last few minute of class, students write response to “Most important thing I learned today” and “What I understood the least today”. | Review/read all before next class and use to clarify, correct or elaborate more for students. |
| **Muddiest Point** | Ask students to describe what they didn’t understand during class and what they think might help them. | Same as One-Minute Paper but if many students have same problem, reteach concept another way. |
| **Student-Generated Test Questions** | Collaborative Groups – each group is to write a question and answer for a topic. | Use as many of the questions as possible on next test. |
| **Memory Matrix** | Students fill in cells of a table with instructor-provided labels such as a comparison chart outlining similarities and differences in two columns against a variety of concepts. | Tally the number of correct and incorrect responses. Look for patterns amongst the incorrect responses. Address in class. |
| **K-W-L Chart** | Label three charts K (What I KNOW), W (What I WANT to Know) and L (What I LEARNED). First two before a unit and the last after. | Discuss with students perceptions of what they thought they knew, what they have come to know etc. |
| **Directed Paraphrasing** | Ask students to write a layperson’s “translation” of something they have just learned to assess their ability to comprehend/transfer concepts. | Categorize student responses according to characteristics you feel are important. Address in class. |
| **One Sentence Summary** | Students summarize knowledge of a topic by constructing a single sentence to cover the core concept. The purpose is to require students to select only the defining features of an idea. | Note if students have identified the core concepts of the class topic. Share with students. |
| **Think-Pair-Share** | Give the class a question. Everyone individually for a few minutes jotting down some thoughts. Ask students to pair up with a peer and discuss thoughts. Share with whole class. | Use when you want to have a better discussion by a greater number of students. Shared responses should be richer and more varied. |
| **Application Cards** | Ask students to write down at least one real-world application for what they have just learned to determine if they can see the transfer of their recent learning. | Pick out a range of examples to share with the class the next day. |
| **Classroom Opinion Polls** | Use online polling questions about a topic and seek student’s anonymous opinion. | Present results back to the class to provide discussion and next steps. |
| **Weekly Report** | Three questions: What did I learn this week? What remains unclear? What would you ask your students if you were the teacher to find out if they understood the material? | Share with class. Follow up on unclear questions with class or small group of students. Reteach if required. |
| **Concept Tests** | Instructor presents one or more questions during class involving key concepts, along with several possible answers (multiple choice). Students indicate which answer they think is correct. If most of the class has not identified correct answer, Reteaching may be required. | Uncovers misunderstandings, and great conversation amongst students. Share answers with students. |
| **Student Conferencing** | Meet informally with students to answer questions, inquire about conceptual understanding and provide feedback on student learning. | Design specific questions to help guide the meeting and address concepts and understandings you want to know more about. |