**North East School Division Planning Organizer**



**Phys Ed Grades 6 – 9**

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| **Stage 1 – Begin With the End in Mind** | | |
| **Big Ideas** (What do we want students to remember 40 years from now?) | | |
| **Contexts** (Descriptions found on page 12 of curriculum document)   |  |  |  |  | | --- | --- | --- | --- | | **Goals** | | | | | **Active Living**  Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community | **Skilful Movement**  Enhance quality of movement by understanding, developing, and transferring movements concepts, skills, tactics, and strategies to a wide variety of movement activities | **Relationships**  Balance self through safe and respectful personal, social, cultural. And environmental interactions in a wide variety of movement activities. |   How do I know when I am healthy? | | |
| **Outcomes** (**Bold** the verbs or skills*, italicise* the nouns or noun phrases) | | |
| * 1. **Health-Related Fitness**   **Examine** and **apply** the *principles of training* to *personal action plans* that **incorporate** daily moderate to vigorous *movement activity* and **focus** on the *improvement and/or maintenance* of *self-selected components* of *health -related fitness*.  **Examine 🡪 principles of training**  **Apply 🡪 principles of training**  **Incorporate 🡪 activity into action plan**  **Focus 🡪 on improvement** | | |
| **Understandings** | **Essential Questions** | |
| 1. That physical fitness is essential for a good quality of life 2. Making and assessing a fitness plan is essential for maintaining lifelong fitness 3. Giving, assessing and accepting feedback is good for developing an effective fitness plan 4. In order to improve fitness, they need to work at their THR 5. Their own healthy may differ from credible health-related fitness standards. 6. Staying fit can depend on having knowledge about what fitness means. | 1. What are the principles of training? 2. How do you set up a personal plan? 3. What activities can I do to increase my physical fitness into the four main areas? 4. Why is it important to know the principles of training? 5. How do you apply principles of training to a personal action plan? 6. Why is building a personal action plan important in developing lifelong fitness? 7. What is the importance of feedback and reflection to your fitness plan and developing a lifelong learning experience? 8. How do you know if you are in good enough shape? 9. What is your plan for remaining active for the rest of your life? 10. How might your level of fitness affect your preferred future? 11. How can you actually test your fitness? | |
| **Students need to know:** | **And be able to do:** | |
| * Principles of Training * How to make Personal Action Plans * Movement Activities * Self-selected Components * Health-related Fitness * Cardio, muscular, flexibility * Their personal fitness * Difference between vigorous and moderate * Fitness plan must include 30 minutes vigorous activity * How to provide feedback * How to use feedback to change approach to plan * How to express insights to remain active for life | | * Examine principles of training * Apply principle of training * Incorporate daily movement activities at a moderate level for 12 minutes * Focus on improvement and maintenance of health-related fitness components * Create fitness plan * Implement, evaluate and revise personal fitness plan * Identify and implement activities of preference into personal action plan * Assess fitness plan of others * Provide feedback to others * Reflect and incorporate feedback from others * Express insights into lifelong activity questions |