**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?) | | |
| To show respect for others no matter their beliefs or abilities   |  |  |  |  | | --- | --- | --- | --- | | **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. | | | |
| **Outcomes** (Bold the verbs or skills, underline the nouns or noun phrases) | | |
| **9.12 Respectful Behaviour**  **Demonstrate an understanding of and incorporate positive social behaviours into all aspects of personal involvement in movement activities, in the context of both a participant and a spectator, after examining the positive and negative influences of organized sports, movement competitions and mass media on the social behaviour of self and others.**  **Demonstrate 🡪 understanding**  **Incorporate 🡪 behaviours**  **Examine 🡪 influences** | | |
| **Understandings** (from unwrapped outcomes, **Why** or howit connects to more information) | **Essential Questions** (Questions for deeper understanding that address the ideas and issues students need to think about throughout the unit) (p. 14) (p.20) (Enduring understandings from “unpacked” outcomes in relation to big ideas) | |
| * There are rules on etiquette and fair play that go with most sporting events * Not everyone understands the rules and sometimes they need to be taught * There are ways to debate more effectively * There are many side-effects to drugs- both physical and punitive * Fair play includes rules, etiquette and honesty | * How do you know if a person’s actions are ethical or unethical? * How do you deal with someone who is not following the rules? * Why is debating an important skill for mediating purposes? * How is using enhancing drugs detrimental to overall health and well-being? * Why is fair play good for all? | |
| **Students need to know:** (**What** concepts and **how** do students need to know from the outcomes?) (What key knowledge and skills will students acquire as a result of this outcome?) (What is the approximate level of Bloom’s Taxonomy of thinking skills?) (outcomes p. 10) | **And be able to do:**(What should they eventually be able to do as a result of such knowledge and skill?) (Indicators, p. 33) | |
| * Keeping score according to the rules of the game * The attributes of a role model in sport * Proper etiquette for specific movement activities * Debate procedure * Characteristics of positive role models * Different types of social issues related to sports | | * Analyze the impact of social issues on participation in sports * Debate issues of fair play and good sportsmanship * Describe the characteristics of good role models who are involved in movement activities * Demonstrate a commitment to positive social behaviour while participating in and watching activities * Present personal reflective opinions on highly publicized ethical controversies |