**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?) |
| How is culture linked to physical activity?

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| **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. |

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| **Outcomes** (Bold the verbs or skills, underline the nouns or noun phrases) |
| **Contemporary culture****9.13 Identify and analyze personal perspectives on how to manage the contemporary opportunities and challenges that influence one’s ability to develop as a skilful mover to live a balanced active lifestyle, and to develop and maintain safe and respectful relationships.****Identify 🡪 personal perspectives****Analyze 🡪 personal perspectives** |
| **Understandings**   | **Essential Questions**  |
| * Being active can create opportunities to build positive relationships.
* Society influences sport and cultural activities
* Perspectives vary depending on experiences
* There are challenges outside ourselves that may hinder our active living and relationship choices.
* Active living and quality of relationships impact the quality of our lives.
 | * How can relationships affect your quality of life?
* Why does change occur in contemporary sport and cultural lifestyles?
* How are activity and relationships connected to each other and to quality of life?
* How does society influence our opportunities for activity?
* Why do we have different perspectives?
* What challenges and opportunities exist in our lives that impact our choices around active living and quality relationships?
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| **Students need to know:**  | **And be able to do:**  |
| * What contemporary opportunities and challenges are
* Personal perspectives on how to manage the contemporary opportunities and challenges
* How to live a balanced active lifestyle
* What safe and respectful relationships look like
* Connections between the types and levels of participation of self and others
* How Canada compares to other countries
* How Canada’s success/failure at competitions impacts movement activity options at provincial and local levels
* Perspectives of others
* Definition of a skilful mover
 | * Identify contemporary opportunities and challenges
* Analyze cultural differences in relation to sport
* Develop skills to create respectful relationships
* Explore and discuss contemporary opportunities and challenges that can influence personal standards and decisions related to participation
* Propose and discuss connections between the types and levels of participation of self and others
* Express insights on how Canada’s results at competitions impact movement activity options at provincial and local levels
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