**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?) | | |
| **Self-assessment for improvement of skills is important for lifelong participation.**  **What makes me want to be better?**  **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. | | | |
| **Outcomes** (Bold the verbs or skills, underline the nouns or noun phrases) | | |
| **9.5 Build** skills toward *proficiency* in four self-selected complex *movement skills* including one from four of the following categories: *target games, striking/fielding games, net/wall games, invasion/territorial games, alternate environment activities, and body management activities***.**  **Build 🡪 skills** | | |
| **Understandings** ( | **Essential Questions** | |
| * There are certain skills that are fundamental to all movement skill. * With practice, we can improve our skills. * Feedback is important to the people we are trying to help * The better the skill level, the better the enjoyment of the activity * You can improve skills without practicing the skill itself by improving their overall fitness level. | * How are complex skills transferred from one sport to another? * Why are some forms of practice better to increase our improvement over others? * Why is it important to understand biomechanics? * Why is it important that we keep improving our skills? * What other ways can we improve our skill than by “just practicing?” | |
| **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) | |
| * Principles of practise * Complex skills * What is a plan and how to create one * How to use and give feedback * Health related and skill related components of fitness * Mental imagery * How to self-assess what the levels of proficiency are and what they look like * Advantages of improving skills. | | * Apply principles of practise (whole-part-whole) to a self-created or pre-designed plan * Identify and demonstrate four complex skills while participating in game situations * Create and implement plans to improve performance * Use and give feedback to determine strengths and weaknesses in performance of the four complex skills * Identify the health-related and skill related components of fitness of the four complex skills * Discuss and practise mental imagery to apply to the four skills * Assess the level of proficiency of the four skills * Willingly engage and take opportunity for improvement of their own skills * Implement visual and oral strategies to support skills * Critique self and others on a skill * Apply biomechanics to a skill |