**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)

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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) |
| **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?”
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| **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
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