**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 do you work in a group using team strategies to solve problems/obstacles that you haven’t encountered before?   |  |  |  |  | | --- | --- | --- | --- | | **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) | | |
| **9.6 Games, Tactics, Strategies**  **Design and implement, collaboratively, plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others in each of the following: target games, striking/fielding games, net/wall games, invasion/territorial games, low-organizational, inventive, and cooperative games**  **Design 🡪 plans**  **Implement 🡪 plans**  **To enhance 🡪 performance and enjoyment** | | |
| **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) | |
| * Tactics, rules and skills are necessary to play a game * Developing a team strategy requires effective communication with others * One can adjust strategies to different situations for more enjoyment * There are benefits to organized/unorganized games | * Why are the rules, strategies, and tactics of various games and sports important to learn? * How would you use strategies to get the greatest advantage over your opponent? * How could you use these skills in everyday life? * How do we communicate effectively with others? * How/why can modifications be made to existing rules, tactics and skills for more enjoyment? * Why should one play organized and unorganized games? | |
| **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) | |
| * Tactics, rules, skills and examples for each activity * How to use them in different contexts/situations * Communication skills within a group * How to adjust their tactics, rules, skills to different situations without rethinking the process * How to change rules for enjoyment | | * Design/invent new games * Implement strategies that are beneficial to your team/group * Demonstrate the ability to follow team goals/strategies * Play a game within the rules and strategies * Modify rules, tactics and strategies for games * Participate and practice tactics, rules and skills * Show willingness to try new things * Understand and demonstrate effective tactics and strategies |