**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 safely enjoy outdoor activities in which you live?   |  |  |  |  | | --- | --- | --- | --- | | **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) | | |
| **9.7 Design and implement collaboratively, plans to use effective tactics and strategies to enhance performance and enjoyment of self and others, while showing respect for the environment, when participating in a variety of alternate environment activities.**  **Design 🡪 plans**  **Implement 🡪 plans**  **Show 🡪 respect (environment)**  **Participate 🡪 activities** | | |
| **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 risks and requirements associated in the environment activities * It is our responsibility to respect the environment * Performance and participation affects enjoyment of environment activities. * Respect of an environment impacts the longevity of its use | 1. Why are the risks and requirements important in an environment activity? 2. Why is it important to respect the environment? 3. How can we improve an environment activity of self and others? 4. How can we support alternate environments and our use of them? | |
| **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) | |
| Effective tactics and strategies  Responsible behaviour  Requirements of a new activity  What constitutes respectful treatment  Ways to clean up the environment | | Participate vigorously in a variety of AEA  Practise effective tactics and strategies  Demonstrate responsible behaviour to support enjoyment and involvement in AEA  Plan and implement actions alone and with others in a new AEA  Treat environment with respect while in AEA  Create and implement a plan to clean up the environment while being active. |