**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?) | | |
| A well-balanced lifestyle can be developed through a variety of activities.   |  |  |  |  | | --- | --- | --- | --- | | **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) | | |
| **9.8 Body Management: Express insights on the experience of participating in body management activities, including dance and gymnastics, as well as others as a means to support participation in recreational and leisure time activities for physical, emotional, mental and spiritual well-being.**  **Express 🡪 insights**  **to**  **support🡪 participation** | | |
| **Understandings** | **Essential Questions** | |
| * A variety of body management activities can help develop a well-balanced lifestyle. * Dance is often a reflection of culture * Personal preference is part of choices we make * The pros and cons of an activity can vary depending on the participant * Thinking about our own experiences can help us get insight into the choices we make * There are a variety of ways to reflect on our experiences | * Why are body management activities beneficial to a healthy lifestyle? * Why do certain body management activities appeal to me rather than others? * How is dance influenced by culture and how is culture influenced by dance? * How do who we are impact the choices we make? * How are pros and cons personal and contextual? * How does reflecting help our decision-making? * How can we reflect in ways that are meaningful to us/ | |
| **Students need to know:** | **And be able to do** | |
| * How to do a variety of body management activities * How to do a variety of dances * What are body management activities * What are the physical, mental, emotional benefits of participation * Pros and cons of different activities * Meaning of insights * Methods for expressing insights | | * Willingly participate in a variety of dances and in body management activities * Assess the benefits of participation in body management activities * Determine and analyze personal preferences of activities * Investigate career options in body management activities * Analyze positive and negative outcomes for specific activities * Examine how activity benefits the whole person |