

**MYP Physical and Health Education Subject Overview/Vertical Map MYP 1-5
Academic Year 2019-2020**

Year 1			
UNIT 1	UNIT 2	UNIT 3	UNIT 4
<i>Title/Theme: physical fitness</i>	<i>Title/Theme: Basketball</i>	<i>Title/Theme: Athletics</i>	<i>Title/Theme: Net games</i>
Standards: Standard 4: Achieves and maintains a health-enhancing level of physical fitness	Standards: Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities	Standards: Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Standards: Standard 1: Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities
Content:Nutrition–food groups, the health eating food pyramid, the healthy food plate, healthy eating habits. Physical activity–circuit training, games with friends/game creation. Social media–social media safety, social media ethics, social media responsibility.	Content:Students will be introduced to the skills of passing, dribbling, ball handling and shooting. Students will recall and be able to demonstrate– • Passing–chest, bounce, overhead • Dribbling–speed, height, technique, dominant/non- dominant hand, stationary to moving • Ball handling–hand- eye coordination, fine motor skills • Shooting–lay-up, set shot, jump shot. Specific skills, techniques, movement concepts and strategies to be taught– rebounding, close range shooting, creating space, rules and regulations. Communication skills– verbal and non-verbal.	Content:Efficient and non efficient techniques for three events–100m sprint, high jump, shot-put. Personalizing techniques– understanding how your body moves, its strengths, when and how to change your technique. Feedback–understanding internal feedback during performances, how to use external feedback.	Content:Explicit skills and techniques to be taught: • volleyball–serve, dig, set • badminton– serve, forehand, backhand. Modify other net games– rules, equipment, facilities Explicit strategies and movement concepts to be taught–footwork, rules and regulations, scoring, positioning. Goal setting framework– SMART Specific, Measurable, Attainable, Realistic, Time-oriented.
# of weeks: 9 weeks	# of weeks: 9 weeks	# of weeks: 9 weeks	# of weeks: 9 weeks
Key Concept(s): Relationships	Key Concept(s): Communication	Key Concept(s): Change	Key Concept(s): Relationships
Related Concept(s): function, systems	Related Concept(s): adaptation, interaction	Related Concept(s): Movement, energy	Related Concept(s): Balance, patterns
Global Context:Scientific and technical innovation – adaptaion, ingenuity and progress.	Global Context: Personal and cultural expression- artistry, craft, creation, beauty	Global Context: Identities and relationships - Physical, social, Psychological development.	Global Context: orientaion in space and time Evolution, constrains and adapation.-
Statement of Inquiry: the use of technology may affect body function that suuports well-being and physical and mental health	Statement of Inquiry: In order for the team to work effectively, team members must communicate efficiently and clearly	Statement of Inquiry: Students analyze current patterns of movements so that they can optimize technology and maximize performance capacity	Statement of Inquiry: Team members must work together to develop coherent and responsive motor patterns to maintain a balance of their positions
MYP Objectives: A. Knowing and Understanding i. outline physical and health education-related factual, procedural and conceptual knowledge. ii. identify physical and health education knowledge to explain issiues and solve problems set in familiar and unfamiliar situations. iii. apply physical and health terminology effectively to communicate understanding. D. Reflecting and improving performance identify and demonstrate strategies to enhance interpersonal skills. ii. identify goals and apply strategies to enhance performance. iii. describe and summarize performance.	MYP Objectives: B. Planning for Performance i. construct and outline a plan for improving physical performance and/or health ii. describe the effectiveness of a plan based on outcome. C. Applying and performing i. recall and apply range of skills and techniques recall and apply a range of strategies and movement concepts. iii. recall and apply information to perform.	MYP Objectives: A. Knowing and Understanding i. outline physical and health education-related factual, procedural and conceptual knowledge. ii. identify physical and health education knowledge to explain issiues and solve problems set in familiar and unfamiliar situations. iii. apply physical and health terminology effectively to communicate understanding. D. Reflecting and improving performance i. identify and demonstrate strategies to enhance interpersonal skills. ii. identify goals and apply strategies to enhance performance. iii. describe and summarize performance.	MYP Objectives: B. Planning for Performance i. construct and outline a plan for improving physical performance and/or health ii. describe the effectiveness of a plan based on outcome. C. Applying and performing i. recall and apply range of skills and techniques a range of strategies and movement concepts. iii. recall and apply information to perform.
ATL Skills:1 self-management-Reflection Identify strengths and weaknesses in personal learning strategies . 2-Research skills - Data collection and analysis to identify solutions and make informed decisions.	ATL Skills: 1 social skills- Collaboration Exercise leadership role and take roles within the group. 2. communication skills delivering and receiving useful feedback and suggestions . Ⓜ	ATL Skills: 1 Thinking–Critical thinking skills - Evaluate and manage risk. 2. thinking- creative thinking skills- -Create novel solutions to authentic problems Ⓜ	ATL Skills: Self management– Reflection skills- How can I share my skills to help peers who need more practice? 2 social skills- collaboration skills- • Listen actively to other perspectives and ideas.

Assessment Task with criteria: Develop a diet program for a group of students are overweight because of the use of unhealthy habits and recalling healthy habits Criterion A and D	Assessment Task with criteria: To teach skills and rules that have been learned in basketball for a group that has never played basketball before. Criterion B and C	Assessment Task with criteria: Student create a plan for self-improvement Criterion A and D	Assessment Task with criteria: Students participate in an Actual Game and apply all the basic skills. Criterion B and C
---	---	--	--

Year 2			
UNIT 1	UNIT 2	UNIT 3	UNIT 4
<i>Title/Theme: Basketball</i>	<i>Title/Theme: Game creation</i>	<i>Title/Theme: Football</i>	<i>Title/Theme: First aid</i>
Standards: Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities	Standards: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Standards: Exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standards: Achieves and maintains a health-enhancing level of physical fitness
Content:Students will re-cap existing skills and be introduced to the new skills–passing, dribbling, ball handling and shooting: <ul style="list-style-type: none"> • Passing–chest, bounce, overhead • Dribbling–speed, height, technique, dominant/non-dominant hand, stationary to moving • Ball handling–hand- eye coordination, fine motor skills • Shooting–lay-up, set shot, jump shot. Specific skills, techniques, movement concepts and strategies to be taught– rebounding, close range shooting, creating space, playing with back to the basket, wall pass, give and go, pick and roll, game sense, positional play. Introduction to attacking and defending strategies– zone, ‘man-to-man’ defence. Footwork and body positioning. Rules and regulations. Communication skills– verbal and non verbal.	Content:Examples of creative games. Strategies of how to adapt rules and systems to create new playing environments. Various ways in which familiar equipment can be used in unfamiliar ways. Unfamiliar small-sided games. Familiar playing environments with unfamiliar rules. Strategies of how to adapt as a team to new systems of rules.	Content:Introduce basic football skills–passing over short distances, shooting, ball control, running with the ball. Introduce turning with the ball, changing direction, change of speed with the ball. Introduce positional play. Introduce basics of attacking and defending (1v1 2v2, 2v1, 3v2). Small-sided modified games (3v3, 4v4, 5v5) with adapted rules.	Content:Students will be introduced to the basics of emergency first aid: <ul style="list-style-type: none"> • DRABCD • Recovery position • RICER • Analysis of situations and environments • Sports injuries • Treatments for other conditions–shock, hyperthermia, concussion, breaks, bleeding.
# of weeks: 9 weeks	# of weeks: 9 weeks	# of weeks: 9 weeks	# of weeks: 9 weeks
Key Concept(s): Communication	Key Concept(s): Relationships	Key Concept(s): Change	Key Concept(s): Change
Related Concept(s): Function Systems	Related Concept(s): Interaction, Adaptation	Related Concept(s): Adaptation, Challenge	Related Concept(s): Choice, Perspectives
Global Context:Globalization and sustainability – The interconnectedness of human-made systems and communities	Global Context:Globalization and sustainability – The interconnectedness of human-made systems and communities	Global Context:Fairness and development – The relationship between communities	Global Context:Identities and relationships –What it means to be human
Statement of Inquiry:The effective functioning of a team requires all team members to understand and apply appropriate communication systems.	Statement of Inquiry:An established system of rules unifies understanding of the game’s environment, goals and roles.	Statement of Inquiry:Adapting the rules of a game creates new challenges.	Statement of Inquiry:Choices made under different conditions generate new perspectives.

<p>MYP Objectives: Criterion B: Planning for performance i. design and explain a plan for improving physical performance and/or health ii. explain the effectiveness of a plan based on the outcome. Criterion C: Applying and performing i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. outline and apply information to perform effectively.</p>	<p>MYP Objectives: Criterion A: Knowing and understanding i. describe physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding. Criterion D: Reflecting and improving i. describe and demonstrate strategies to enhance interpersonal skills ii. outline goals and apply strategies to enhance performance iii. explain and evaluate performance.</p>	<p>MYP Objectives: Criterion B: Planning for performance i. design and explain a plan for improving physical performance and/or health ii. explain the effectiveness of a plan based on the outcome. Criterion C: Applying and performing i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. outline and apply information to perform effectively.</p>	<p>MYP Objectives: Criterion A: Knowing and understanding i. describe physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding. Criterion D: Reflecting and improving i. describe and demonstrate strategies to enhance interpersonal skills ii. outline goals and apply strategies to enhance performance iii. explain and evaluate performance.</p>
<p>ATL Skills: social skills - Cooperative skills Take responsibility for actions Communication: Use a variety of media to communicate with a range of audiences</p>	<p>ATL Skills: Self-management skills - Develop plans to prepare for the final tasks Creative thinking skills - Innovation of original works and ideas; use of existing works and ideas in new ways</p>	<p>ATL Skills: Thinking: Apply skills and knowledge in unfamiliar situations Communication : Give and receive meaningful feedback Interpret and use effectively modes of non-verbal communication techniques and use them purposefully.</p>	<p>ATL Skills: Self - Management: Create plans to prepare for summative assessments (examinations and performances) Practice positive thinking Thinking: Use lateral thinking to make unexpected connections</p>
<p>Assessment Task with criteria: 1. Write a topic about any of the fitness elements that can be developed to distinguish the game of basketball 2 - Watch the basketball game and answer questions (special play plan - analysis of the performance of one of the players of the Saudi team - the appropriate plan for the Saudi team). 3 - Performs performance tests in the skills learned Participate in a match and apply skills (Short-haul skills, aiming, ball reception and direction change, rules of play) 5. Summarizes his actual performance and develops a development plan not his performance and that of his team. Criterion B: Planning for performance Criterion C: Applying and performing</p>	<p>Assessment Task with criteria: 1. Explain the rules and laws related to his new game 2. Describe the main goal of the innovative game 3 - apply the game to his colleagues in accordance with the strategies and laws set for the game 4 - provide the student a model of what has been achieved of the goals of the game innovative and possible modifications to develop his game Criterion A: Knowing and understanding D: Reflecting and improving</p>	<p>1- Assessment Task with criteria: Write a game plan with at least 10 rules and then apply it during your team's game 2 - Watch a match for the Saudi team and determine the plan of play for each team with an analysis of the effectiveness of the team plan based on the results with a suitable plan from your point of view 3 - Develop the appropriate playing plan for the Saudi team through your observations and observation of the Asian Football Championship 4 - Perform a game with your team with the application of strategies and laws of the game during the real game situations Criterion B: Planning for performance Criterion C: Applying and performing</p>	<p>1- Assessment Task with criteria: Presenting (Power Point) to colleagues for one of the injuries (causes - symptoms - methods of treatment) 2- Practical application to deal with one of the injuries on the colleague (the second unit) 3 - (Developing an awareness plan for students to reduce sports injuries and how to prevent) 4 - Reflections in one of the individual or group games and identify common injuries and methods of prevention to reduce them. Criterion A: Knowing and understanding Criterion D: Reflecting and improving</p>

YEAR 3			
UNIT 1	UNIT 2 / IDU	UNIT 3	UNIT 4
<i>Title/Theme: Football</i>	<i>Title/Theme: Nutrition and exercise IDU</i>	<i>Title/Theme: Basketball</i>	<i>Title/Theme: Volleyball</i>
Standards: Standard 4: Achieves and maintains a health-enhancing level of physical fitness	Standards: Standard 4: Achieves and maintains a health-enhancing level of physical fitness	Standards: Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities	Standards: Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity
<p>Content:Re-cap basic football skills–passing, shooting, movement, attacking and defending, ball control. Develop passing and controlling options in attacking situations (Completed 3v1)–pass and control, pass, control and shoot, pass and one touch shot.</p> <p>Ball control (individually and in pairs)–various turns with the ball, controlled dribbling, passing over short and long distances.</p> <p>Movement (Completed 3's)–with the ball, without the ball.</p> <p>Develop positional play (offensive/defensive) 3v3. Identify defenders movements when being attacked. Keeping formation as a defensive unit–cooperation in defence.</p> <p>Attack v Defence 4v2, 5v3, 6v4 (defence with 5, attack with 3).</p> <p>Small-sided modified games 3v3, 4v4, 4v3, 5v4, 5v5.</p> <p>General game play.</p>	<p>Content:Recap of nutrition–food groups, the health eating food pyramid, the healthy food plate, healthy eating habits. BMI, BMR, Nutrition (fuel) for various physical activities–endurance activities, explosive activities, everyday activities. Dieting myths and fallacies.</p>	<p>Content:Students will re-cap existing skills:</p> <ul style="list-style-type: none"> • Passing–chest, bounce, overhead • Dribbling–speed, height, technique, developing dominant/non-dominant hand rebounding • Ball handling–hand- eye coordination, fine motor skills • Shooting–further development of the lay-up, set shot, jump shot • Movements using verbal and non-verbal forms of communication in attack and defence– focusing on zone, “man-to-man”, playing with back to the basket, wall pass, give and go, pick and roll • Attacking and defending 1v1-3v3 • Footwork and body positioning • Rules and regulations • Communication skills–verbal and non- verbal. 	<p>Content:Recap and further develop the skills and techniques of–underarm serve, dig, set.</p> <p>Introduce the skills and techniques of–overarm serve, spike.</p> <p>Movement concepts of– rotation, front court play, back court play, positions.</p> <p>Rules–game area, net touching, three hits, scoring, positions.</p> <p>Communication–verbal cues (calling others off the ball, telling others where you are going to hit the ball, keeping in position, encouragement), non verbal cues (serving short, serving long, serving left, serving right).</p>
# of weeks: 9 weeks	# of weeks: 9 weeks	# of weeks: 9 weeks	# of weeks: 9 weeks
Key Concept(s): Change	Key Concept(s): change	Key Concept(s): Communication	Key Concept(s): Change

Related Concept(s): Space and Movement ☒	Related Concept(s): Choice and Function	Related Concept(s): Function and Systems	Related Concept(s): interaction and Choice
Global Context:Personal and cultural expression – The ways in which we reflect on, extend and enjoy our creativity	Global Context::Identities and relationships, (health and well-being; lifestyle)choices ☒	Global Context:Identities and relationships – Social health	Global Context:Globalization and sustainability – The impact of decision- making on humankind and the environment
Statement of Inquiry:Creating space requires effective offensive and defensive movement patterns.	Statement of Inquiry:.Understanding the relationship between healthy diet and energy balance will help us to improve our lifestyle choices.	Statement of Inquiry:The effective functioning of a team requires all team members to understand and apply appropriate communication systems.	Statement of Inquiry:The interaction of a team is determined by the choices of individual team members.
<p>MYP Objectives:</p> <p>Criterion B: Planning for performance</p> <ul style="list-style-type: none"> analyze and evaluate the effectiveness of a plan based on the outcome. design and explain a plan for improving physical performance and/or health <p>MYP Objectives:</p> <p>critereon C: The student should be able to:</p> <ol style="list-style-type: none"> demonstrates and applies a range of skills and techniques demonstrates and applies a range of strategies and movement concepts outlines and applies information to perform effectively. <p>critereon D: The student should be able to</p> <ol style="list-style-type: none"> describes and demonstrates strategies that enhance interpersonal skills outlines goals and applies strategies to enhance performance 	<p>MYP Objectives:</p> <p>A: disciplinary grounding: , include Criterion A PHE : Knowing and Understanding</p> <ol style="list-style-type: none"> describe physical health education factual, procedural and conceptual knowledge apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations apply physical and health terminology effectively to communicate understanding. <p>(disciplinary): demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.</p> <p>B: (Synthesizing): synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.</p> <p>C:(communicating):</p> <ul style="list-style-type: none"> use appropriate strategies to communicate interdisciplinary understanding effectively document sources using recognized conventions. <p>D: (Reflecting):</p> <ul style="list-style-type: none"> reflect on the development of their own interdisciplinary understanding evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations. 	<p>MYP Objectives:</p> <p>Criterion A: Knowing and Understanding</p> <ul style="list-style-type: none"> apply physical and health terminology effectively to communicate understanding. describe physical and health education factual, procedural and conceptual knowledge. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations. <p>critereon B: Planning for performance</p> <ul style="list-style-type: none"> analyse and evaluate the effectiveness of a plan based on the outcome. design and explain a plan for improving physical performance and/or health ☒ 	<p>MYP Objectives:</p> <p>Criterion C: Applying and performing</p> <ul style="list-style-type: none"> demonstrate and apply a range of strategies and movement concepts. demonstrate and apply a range of skills and techniques outline and apply information to perform effectively. <p>Criterion D: Reflecting and improving performance</p> <ul style="list-style-type: none"> analyse and evaluate performance develop goals and apply strategies to enhance performance explain and demonstrate strategies that enhance interpersonal skills
ATL Skills:social skills- collaboration(practise empathy) social skills-collaboration(make fair and equitable decisions)	ATL Skills ATL skill: Self-management (affective skills)- practice being aware of body-mind connections. Research (information literacy skills)- make connections between various sources of information.	ATL Skills:Communication–Communication skills (use a variety of speaking techniques to communicate with a variety of audiences Communication–Communication skills(interpret and use effectively models of non verbal communications techniques and use them purposefully)	ATL Skills:Self-management– Reflection skills (develop new skills, techniques and strategies for effective learning) Self-management Affective skills(practice strategies of” bouncing back” after adversity, mistakes, and failure)
Create a game plan in playing football. Your plan must include the following: 1. Offensive game plan/s 2. Defensive game plan/s 3. Brief explanation on how to execute the plan Criterion B, Criterion C, and Criterion D	Performance task: Design a nutrition, an exercise plan and assess its impact on a healthy lifestyle Disciplinary Grounding - Criteria A of Science and Criteria A of PE (Criteria A - Knowing & understanding) IDU Criteria B: Synthesizing - Designing an exercise and nutrition plan IDU Criteria C: Communicating: Share their exercise and nutrition plan to their peers and teachers through a variety of media IDU Criteria D: Reflecting : Students reflect on their diet and exercise plan	Summative Assessment Tasks: • performance test: actual game in football, • peer evaluation, • Oral test • Analyse and evaluate the performance of players. Criterion A and B	assessment task:play a game applying all the skills and rules of volleyball correctly and effectively. Evaluate a game after watching the video in the YouTube. Criterion C and D

YEAR 4			
UNIT 1	UNIT 2	UNIT 3	UNIT 4
<i>Title/Theme: Volleyball</i>	<i>Title/Theme: Athletics</i>	<i>Title/Theme: Issues in sport</i>	<i>Title/Theme: Handball</i>
Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity Standard 3: Participates regularly in physical activity	Standards 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 4: Achieves and maintains a health-enhancing level of physical fitness	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 3: Participates regularly in physical activity	Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity
Content: Content: Explicit skills and techniques to be taught and developed—serve (overarm), dig, set, block. Playing positions and their specific skills, taking on differing roles in the game—setter, front court player, back court player, blocker, umpire, score keeper. Explicit strategies and movement concepts to be taught—footwork, rules and regulations, scoring, positioning, rotation, tactics.	Content: Health-related components of fitness—muscular strength, flexibility, agility. Event skills, techniques, strategies and movement concepts—shot put, high jump, long jump, discus. Throws—grip, stance, rotation, glide, release, follow through, measuring. Jumps—approach, take off, flight, landing with control. Video analysis of various events.	Content: Sport for all. Sport in the community. Disabled sport—requirements for participation. Disability awareness. Environmental barriers. Learning styles for different disabilities. Adapting and modifying activities for different disabilities. Equipment design. Disability awareness games. Activities that enhance understanding of limitations for some people. Goalball, sitting volleyball, boccia, New age curling. Case study—Paralympics. Modifying existing games, pitch size, equipment, time, actions, rules.	Content: Introduce basic passing handball skills—overhead pass, side pass, bounce pass, pass while standing, pass while running, pass with jump (preliminary stride), pass with vertical jump. Shooting—running jump shot, diving shot, vertical jump shot. Receiving the ball, moving with the ball, dribbling, three steps, changing direction with the ball (passing fake, shooting fake) side-step. Game sense—develop positional sense Defending—9 m line, identifying attackers movements and passes, screening, stealing the ball, moving to see the ball and player, reacting to path of the ball, zone defence, man-to-man' defence and combined defence systems. Transition from attack to defence. Modified games (3v3-5v5). Rules and scoring.
# of weeks: 9 weeks	# of weeks: 9 weeks	# of weeks: 9 weeks	# of weeks: 9 weeks
Key Concept(s): Change	Key Concept(s): Change	Key Concept(s): Change	Key Concept(s): Communication
Related Concept(s): Perspectives, Interaction	Related Concept(s): Movement	Related Concept(s): Perspectives, Challenge	Related Concept(s): Development, Systems Space
Global Context: Identities and relationships—Human relationships	Global Context: Scientific and technical innovation —How humans use their understanding of scientific principles	Global Context: Fairness and development—Access to equal opportunities	Global Context: Fairness and development—The relationship between communities
Statement of Inquiry: Valuing individual perspectives within a team creates collaboration and improves interactions.	Statement of Inquiry: Changes in technique determine the outcomes of motion.	Statement of Inquiry: Changing perspectives within sport creates an appreciation of the challenges people face.	Statement of Inquiry: An effective team develops and uses systems of verbal and non-verbal communication to create and reduce space.
MYP OBJECTIVES Criterion B: Planning for performance i. design, explain and justify a plan to improve physical performance and health ii. explain the effectiveness of a plan based on outcome. Criterion D: Reflecting and improving performance i. describe and demonstrate strategies to enhance interpersonal skills. ii. Outline the goals and apply strategies to enhance performance iii. explain and evaluate performance.	MYP OBJECTIVES: Criterion A: Knowing and Understanding i. describe physical and health education-related factual, procedural and conceptual knowledge ii. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations iii. Apply physical and health terminology effectively to communicate understanding Criterion C: Applying and performing Students should be able to: i. demonstrate and apply a range of skills and techniques. ii. demonstrate and apply a range of strategies and movement concepts. iii. outline and apply information to perform effectively.	MYP OBJECTIVES: Criterion A: Knowing and Understanding i. describe physical and health education-related factual, procedural and conceptual knowledge ii. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations iii. Apply physical and health terminology effectively to communicate understanding Criterion C: Applying and performing Students should be able to: i. demonstrate and apply a range of skills and techniques. ii. demonstrate and apply a range of strategies and movement concepts. iii. outline and apply information to perform effectively.	MYP OBJECTIVES Criterion B: Planning for performance i. design, explain and justify a plan to improve physical performance and health ii. explain the effectiveness of a plan based on outcome. Criterion D: Reflecting and improving performance i. describe and demonstrate strategies to enhance interpersonal skills. ii. Outline the goals and apply strategies to enhance performance iii. explain and evaluate performance.

<p>SELF-MANAGEMENT SKILL-REFLECTION SKILL: Consider ATL Skills Development</p> <ol style="list-style-type: none"> 1. What can I already do? 2. How can I share my skills to help peers who need more practice? 3. What will I work on next? <p>Learning Experiences/Strategies:</p> <ol style="list-style-type: none"> 1. "Personal/Peer Reflection" students create a table 2. "Teach Me, I'll Teach You" each pair share weaknesses/strength then teach buddy and vice versa. <p>SOCIAL SKILL-COLLABORATION SKILLS: Give and receive meaningful feedback.</p> <p>Learning Experiences/Strategies:</p> <ol style="list-style-type: none"> 1. "Choose Me and Tell Me" student choose and observe one of the players during the game and write down his weaknesses and strength, then share it with him. 2. "Peer Evaluation" student sit with a buddy, discuss their weaknesses and strength in playing volleyball and plan to improve. 	<p>COMMUNICATION– COMMUNICATION SKILLS: Interpret and use effectively modes of non-verbal communication.</p> <p>Learning Experiences/Strategies:</p> <ol style="list-style-type: none"> 1. Sprint Running Competition-Students will create and respond to signals. Ex: Light signals (Red, Yellow, Green), Fire Gun and Flags. 2. "Safety Signals" students create/draw safety signals to be used during the throwing events. <p>SELF-MANAGEMENT SKILL: ORGANIZATION SKILLS: Set goals that are challenging and realistic.</p> <p>Learning Experiences/Strategies:</p> <ol style="list-style-type: none"> 1. "Improvement Plan" Accomplish a time table of weaknesses, how to improve and target date. 2. "Personal Target" Students keep record of their running time and identify target on the last attempt. 	<p>THINKING SKILL-CREATIVE THINKING SKILLS: Apply existing knowledge to generate new ideas, products or processes.</p> <p>Learning Experiences/Strategies:</p> <ol style="list-style-type: none"> 1. "Sitting/Kneeling Volleyball" students create new rules to fit the new game based on their knowledge of playing volleyball. 2. "Basketball using Roller" students play basketball while sitting on a roller applying their acquired skills and knowledge of the rules of basketball. <p>SOCIAL SKILL: COLLABORATION SKILLS: Practice empathy.</p> <p>Learning Experiences/Strategies:</p> <ol style="list-style-type: none"> 1. "Watch stories of Athletes of Paralympic Game" students identify hardships of athletes in achieving success and tell how these people become an inspiration to PWD. 2. "Visit and Interview PWD" students record an interview of a PWD(preferably a relative).The student presents a video of successful PWD(persons with disability) to encourage the interviewee pursue his dream. 	<p>SOCIAL SKILL-COLLABORATION SKILLS: Help others to succeed.</p> <p>Learning Experiences/Strategies:</p> <ol style="list-style-type: none"> 1. "Teach Me, I'll Teach You" teach a buddy and vice versa 2. "Coach Us" students select a classmate to coach their team. <p>THINKING SKILL-TRANSFER SKILLS: Apply skills and knowledge in unfamiliar situation.</p> <p>Learning Experiences/Strategies:</p> <ol style="list-style-type: none"> 1. "Observe/Watch Actual Game" students will be grouped into 4. Two teams will watch the game of the other teams. They will identify unfamiliar situations and how the team used their skill and knowledge during the situation. 2. "Create a Plan" each team create a clear illustration of their plan during unfamiliar situations in playing handball.
<p>Assessment Task 1: Evaluate a game after watching the video in the YouTube. Create a plan to improve their team performance.</p> <p>Criterion B: Planning for performance</p> <ol style="list-style-type: none"> i. design, explain and justify a plan to improve physical performance and health ii. explain the effectiveness of a plan based on outcome. <p>Assessment Task 2: Reflect on their plan after applying it in an actual game.</p> <p>Criterion D: Reflecting and improving performance</p> <ol style="list-style-type: none"> i. describe and demonstrate strategies to enhance interpersonal skills. ii. Outline the goals and apply strategies to enhance performance iii. explain and evaluate performance. 	<p>Assessment Task1: Students participate in Sprint, distance and relay running contest.</p> <p>Assessment Task 2: Evaluate each athlete's performance in the video. Use the QR code to watch in the YouTube of each event.</p> <p>Criterion A: Knowing and Understanding</p> <ol style="list-style-type: none"> i. describe physical and health education-related factual, procedural and conceptual knowledge ii. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations iii. Apply physical and health terminology effectively to communicate understanding <p>Criterion C: Applying and performing</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> i. demonstrate and apply a range of skills and techniques. ii. demonstrate and apply a range of strategies and movement concepts. iii. outline and apply information to perform effectively. 	<p>Assessment Task: Students participate in Volleyball Sitting/Kneeling and Basketball using roller adoptive games. Fill-up the reflection form. Create a game for disabled persons.</p> <p>Criterion A: Knowing and Understanding</p> <ol style="list-style-type: none"> i. describe physical and health education-related factual, procedural and conceptual knowledge ii. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations iii. Apply physical and health terminology effectively to communicate understanding <p>Criterion C: Applying and performing</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> i. demonstrate and apply a range of skills and techniques. ii. demonstrate and apply a range of strategies and movement concepts. iii. outline and apply information to perform effectively. 	<p>Assessment Task 1: Create a game plan in playing handball.</p> <p>Criterion B: Planning for performance</p> <ol style="list-style-type: none"> i. design, explain and justify a plan to improve physical performance and health ii. explain the effectiveness of a plan based on outcome. <p>Criterion D: Reflecting and improving performance</p> <ol style="list-style-type: none"> i. describe and demonstrate strategies to enhance interpersonal skills. ii. Outline the goals and apply strategies to enhance performance iii. explain and evaluate performance.

YEAR 5			
UNIT 1	UNIT 2	UNIT 3	UNIT 4
<i>Title/Theme: Volleyball</i>	<i>Title/Theme: Athletics</i>	<i>Title/Theme: Basketball</i>	<i>Title/Theme: Skills Acquisition</i> ☒
Standards: Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity Standard 3: Participates regularly in physical activity	Standards: Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 3: Participates regularly in physical activity	Standards: Standard 2.DemonstrateC57:C58s understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity	Standards: Standard 1 Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities Standard 3: Participates regularly in physical activity
Content:Explicit skills and techniques to be taught and developed–short serve, long serve, jump serve, dig, set, block. Explicit strategies and movement concepts to be taught–positioning, back row attacking, block assisting, cross court attack, fake hitters, rotation, substitutions. Communication strategies– verbal cues for set offensive and defensive plays, hand signals for service placement, calling players on and off the ball.	Content:Video analysis of 1500 m run, triple jump and javelin focusing on techniques and strategies. Energy systems– aerobic, anaerobic, ATP-PC. Health-related components of fitness–cardiovascular fitness / muscular strength / flexibility / muscular endurance / body composition. Designing training programmes for endurance and explosive activities. Safe use of training equipment–such as free- weights, bench press, medicine balls, leg press etc. Using internal, peer and result feedback to adjust techniques and strategies (performance and training).	Content:Students will re-cap the skills of passing, dribbling, ball handling and shooting: • Passing–chest, bounce, overhead, behind back • Dribbling–speed, low, cross over, in and out • Ball handling–ball in one hand, ball in two hands • Shooting–lay-up, set shot, jump shotStudents will recap the rules and regulations. Explicit strategies and movement concepts to be taught: • Game sense–reading and understanding the game (responding to movement, set plays and visual cues) • Positional play • Attacking and defending strategies– running set plays for various player positions • Footwork and body positioning– responding to visual stimulus Position specific skills, techniques, movement and strategies: • Point guard (PG) (play setting, game tempo, ball handler, decision making). Position 1 • Shooting guard (SG) (creating scoring opportunities, shooting from different locations). Position 2 • Small forward (SF) (rebounding, baseline movement). Position 3 • Power forward (PF) (close range shooting, losing your defender through body movement, playing with back to the basket). Position 4 • Centre (C) (defensive blocking, attacking rebounding, inside shooting) Position ☒	Content:Classification of skill–open, closed, fine and gross skills. Factors affecting skill level– age, gender, physical characteristics, fitness levels, motivation, previous experience. Stages of skill acquisition– cognitive, associative, autonomous Information processing (input, decision making, output, feedback) Practice methods such as whole vs part practice,massed vs distributed, physical vs mental practice. Motivation–intrinsic and extrinsic, arousal, attention. Mental preparation for sport–imagery, routines. Goal setting framework– SMART Specific, Measurable, Attainable,Realistic, Time-oriented. Coaching styles–characteristics, advantages, disadvantages, qualities, communication, expectations, leadership, knowledge. Learning styles– kinaesthetic, audio-visual.
# of weeks: 9 weeks	# of weeks: 9 weeks	# of weeks: 9 weeks	# of weeks: 9 weeks
Key Concept(s): Communication	Key Concept(s): Change	Key Concept(s): Relationships	Key Concept(s): Communication
Related Concept(s): Form ,Choice, Systems	Related Concept(s): Refinement, Development	Related Concept(s): Balance, Function	Related Concept(s): Interaction, Refinement
Global Context:Globalization and sustainability – The interconnectedness of human-made systems and communities	Global Context:Orientation in space and time – Discoveries	Global Context:Fairness and development – The relationship between communities	Global Context:Identities and relationships – Human relationships
Statement of Inquiry:A team’s offensive and defensive formation choices are enhanced through an awareness of the opposing team’s communication systems.	Statement of Inquiry:Investigating and reflecting on performance leads to the refinement and development of techniques and strategies.	Statement of Inquiry:The balance of a team requires the effective functioning of all members.	Statement of Inquiry:Interactions between individuals can lead to refinement of performance.

<p>Criterion A: Knowing and Understanding</p> <p>i.explain physical and health education-related factual, procedural and conceptual knowledge</p> <p>ii. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations.</p> <p>iii.Apply physical and health terminology effectively to communicate understanding</p> <p>Criterion B: Planning for performance</p> <p>i. design, explain and justify a plan to improve physical performance and health</p> <p>ii. analyze and evaluate the effectiveness of a plan based on the outcome.</p>	<p>Criterion C: Applying and performing</p> <p>Students should be able to:</p> <p>i. Demonstrate and apply a range of skills and techniques.</p> <p>ii. Demonstrate and apply a range of strategies and movement concepts.</p> <p>iii. Analyze and apply information to perform effectively.</p> <p>Criterion D: Reflecting and improving performance</p> <p>i.explain and demonstrate strategies to enhance interpersonal skills.</p> <p>ii. outline goals and apply strategies to enhance performance</p> <p>iii. analyze and evaluate performance.</p>	<p>MYP Objectives:</p> <p>Criterion A: Knowing and Understanding</p> <p>i.explain physical and health education-related factual, procedural and conceptual knowledge</p> <p>ii. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations.</p> <p>iii.Apply physical and health terminology effectively to communicate understanding</p> <p>Criterion C: Applying and performing</p> <p>Students should be able to:</p> <p>i. Demonstrate and apply a range of skills and techniques.</p> <p>ii. Demonstrate and apply a range of strategies and movement concepts.</p> <p>iii. Analyze and apply information to perform effectively.</p>	<p>MYP Objectives:</p> <p>Criterion B: Planning for performance</p> <p>i. design, explain and justify a plan to improve physical performance and health</p> <p>ii. analyze and evaluate the effectiveness of a plan based on the outcome.</p> <p>Criterion D: Reflecting and improving performance</p> <p>i.explain and demonstrate strategies to enhance interpersonal skills.</p> <p>ii. outline goals and apply strategies to enhance performance</p> <p>iii. analyze and evaluate performance.</p>
<p>SELF-MANAGEMENT SKILLS- REFLECTION SKILLS: Identify strength and weaknesses of personal learning strategies.</p> <p>Learning Experiences/Strategies:</p> <p>1. "Personal/Peer Reflection" students create a table of their observations about their personal and peer performance with the effectivity of their improvement plan.</p> <p>2. "Teach Me, I'll Teach You" each pair share weaknesses/strength then teach buddy and vice versa.</p> <p>SOCIAL SKILL- COLLABORATION SKILLS: Give and receive meaningful feedback.</p> <p>Learning Experiences/Strategies:</p> <p>1."Choose Me and Tell Me" Student watch the actual game of their classmates then choose one player and tell his weaknesses and strength.</p> <p>2. "Peer Evaluation" Students analyse the table they created in the activity "Personal/Peer Reflection" and share their thoughts.</p>	<p>THINKING SKILLS- CRITICAL THINKING SKILLS: Identify obstacles and challenges.</p> <p>Learning Experiences/Strategies:</p> <p>1. "5 Rounds" students create a routine with 5 stations. Each station has a specific exercise to improve their weaknesses and challenges during the practice drills in running and throwing.</p> <p>2. "Run and Throw" each pair will use a medicine ball to do the run and throw. They will reflect on their performance and determine the obstacles they encountered.</p> <p>THINKING SKILL- CRITICAL THINKING SKILLS: Interpret Data</p> <p>Learning Experiences/Strategies:</p> <p>1. "Evaluate Students Performance" they will interpret the results of running and throwing performance of other students. They must suggest a plan for improvement and explain the effectiveness.</p> <p>2. "Beat the Lead" students will aim for beating the record after interpreting the record of other students to achieve the effectivity of the plan.</p>	<p>SELF-MANAGEMENT SKILLS- ORGANIZATION SKILLS: Set goals that are challenging and realistic.</p> <p>SOCIAL SKILL-COLLABORATION SKILLS: Manage and resolve conflicts and work collaboratively in teams.</p>	<p>SELF-MANAGEMENT SKILLS- REFLECTION SKILLS: Consider personal learning strategies- What factors are important for helping me learn well.</p> <p>SELF-MANAGEMENT SKILL-AFFECTIVE SKILLS: Resilience-Practice "bouncing back" after adversity, mistakes and failures.</p>
<p>Assessment Task 1: Evaluate a game after watching the video in the YouTube. Create a plan to improve their team performance.</p> <p>Criterion B: Planning for performance</p> <p>i. design, explain and justify a plan to improve physical performance and health</p> <p>ii. explain the effectiveness of a plan based on outcome.</p> <p>Assessment Task 2:Reflect on their plan after applying it in an actual game.</p> <p>Criterion D: Reflecting and improving performance</p> <p>i. describe and demonstrate strategies to enhance interpersonal skills.</p> <p>ii. Outline the goals and apply strategies to enhance performance</p> <p>iii. explain and evaluate performance.</p>	<p>Assessment Task1: Students participate in Sprint, distance and relay running contest.</p> <p>Assessment Task 2: Evaluate each athlete's performance in the video. Use the QR code to watch in the YouTube of each event.</p> <p>Criterion A: Knowing and Understanding</p> <p>i. describe physical and health education-related factual, procedural and conceptual knowledge</p> <p>ii. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. Apply physical and health terminology effectively to communicate understanding</p> <p>Criterion C: Applying and performing</p> <p>Students should be able to:</p> <p>i. demonstrate and apply a range of skills and techniques.</p> <p>ii. demonstrate and apply a range of strategies and movement concepts.</p> <p>iii. outline and apply information to perform effectively.</p>	<p>Assessment Task:Students participate in Volleyball Sitting/Kneeling and Basketball using roller adoptive games. Fill-up the reflection form. Create a game for disabled persons.</p> <p>Criterion A: Knowing and Understanding</p> <p>i. describe physical and health education-related factual, procedural and conceptual knowledge</p> <p>ii. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. Apply physical and health terminology effectively to communicate understanding</p> <p>Criterion C: Applying and performing</p> <p>Students should be able to:</p> <p>i. demonstrate and apply a range of skills and techniques.</p> <p>ii. demonstrate and apply a range of strategies and movement concepts.</p> <p>iii. outline and apply information to perform effectively.</p>	<p>Assessment Task 1:Create a game plan in playing handball.</p> <p>Criterion B: Planning for performance</p> <p>i. design, explain and justify a plan to improve physical performance and health</p> <p>ii. explain the effectiveness of a plan based on outcome.</p> <p>Criterion D: Reflecting and improving performance</p> <p>i. describe and demonstrate strategies to enhance interpersonal skills.</p> <p>ii. Outline the goals and apply strategies to enhance performance</p> <p>iii. explain and evaluate performance.</p>