



مدارس الظهران الأهلية
Dhahran Ahliyya Schools

مجتمعو تعلّم غير ربحي
A not-for-profit learning community



وزارة التعليم
Ministry of Education

MYP Physical and Health Education Subject Overveiw/ Vertical Map MYP 1-5



Grade Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Grade 6 MYP 1	Title/Theme: Physical fitness Standards: Standard 4: Achieves and maintains physical fitness 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.	Title/Theme: Basketball Standards: Standard 2: Demonstrates understanding of movement concepts 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	Title/Theme: Athletics Standards: Standard 6: Creates opportunities for health and enioyment 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.	Title/Theme: Net games Standards: Standard 1: Demonstrates competency in motor skills 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.	Title/Theme: Game creation Standards: Standard 6: Creates opportunities for health and enioyment Content: Explicit Using familiar equipment used in unfamiliar ways and with unfamiliar rules	Title/Theme: Football Standards: Standard 5: Exhibits responsible personal and social behavior Content: 1. Start high with running in a curve2. Sprint 100m3. Sprint hurdles (40cm)4. Long jump
	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks:6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks
	Key Concept: Relationships	Key Concept: Communication	Key Concept: Change	Key Concept: Relationships	Key Concept: Change	Key Concept: Change
	Related Concept(s): function, systems	Related Concept(s): adaptation, interaction	Related Concept(s): Movement, energy	Related Concept(s): Balance, patterns	Related Concept(s): Environment	Related Concept(s): Movement, energy
	Global Context: - Scientific and technical innovation - adaptation, ingenuity and progress. Statement of Inquiry: the use of technology may affect body function that supports well-being and physical and mental health MYP Objectives: Criterion A, Criterion D 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 issues and solve problems set in familiar and unfamiliar situations. iii. apply physical and health terminology effectively to communicate understanding.	Global Context: Personal and cultural expression Statement of Inquiry: Team members must communicate efficiently to work effectively. MYP Objectives: Criterion B, Criterion C 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 ii. recall and apply a range of strategies and movement concepts.	Global Context: Identities and relationships Statement of Inquiry: Analyzing movement patterns optimizes technology & maximizes performance. MYP Objectives: Criterion A, Criterion D 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 issues 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.	Global Context: Orientation in space and time Statement of Inquiry: Team members must work together to develop coherent motor patterns. MYP Objectives: Criterion B, Criterion C 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 ii. recall and apply a range of strategies and movement concepts. iii. recall and apply information to perform.	Global Context: Globalization and sustainability Statement of Inquiry: Students respond and adapt to changing environments and challenges. MYP Objectives: Criterion A, Criterion D A. Knowledge and understanding I. Identify physical and health education knowledge to describe issues and solve problems in familiar and unfamiliar settings ii. Creating new games that simulate different environments D. Reflecting and improving performance i. To reflect on and improve performance Setting goals and applying strategies to enhance performance ii. Reflect on feedback from peers to improve performance)	Global Context: Identities and Relationships Statement of Inquiry: Analyzing current movement patterns improves technique and maximizes energv. MYP Objectives: Criterion B, Criterion C MYP Objectives: A. Knowledge and understanding i. Students develop knowledge and understanding of health and physical activity so they can identify and solve problems In order for students to achieve the objectives of the physical and health education group, they must be able to: ii. A summary of the facts, procedures and concepts related to physical education and health iii. Identify physical education knowledge to describe health and health issues and solve problems in familiar and unfamiliar situations iv. Applying educational terminology to impart understanding and physical health Meditation and performance improvement D. Reflecting and improving performance Students promote their personal and social development, set goals, behave responsibly, and reflect on their own performance and the performance of others. i. Identify and present a strategy to enhance interpersonal skills for. ii. Setting goals and implementing applications to enhance strategic performance iii. Describe and summarize performance
	ATL Skills: Self-management (Reflection), Research (Data collection) 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: Thinking (Critical - Risk management), Thinking (Creative) 1. Social skill- Collaboration Exercise leadership role and take roles within the group. 2. Communication skills delivering and receiving useful feedback and suggestions.	ATL Skills: Self-management (Reflection), Social (Active listening) 1. Thinking–Critical thinking skills - Evaluate and manage risk. 2. Thinking- creative thinking skills -Create novel solutions to authentic problems	ATL Skills: Social (Responsibility), Self-management (Organization) 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.	ATL Skills: Social (Responsibility), Self-management (Organization) Social skills •Assume responsibility for actions • Self-management skill (organization) •Bring necessary equipment and supplies to class	ATL Skills: Thinking (Critical - Risk assessmentATL Skills: Thinking skills To think critically •Risk assessment and management •Identify obstacles and challenges
	Assessment Task (GRASPS Framework): 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 (GRASPS Framework): Tteach skills and rules that have been learned in basketball for a group that has never played basketball before. Criterion B and C	Assessment Task (GRASPS Framework): Student create a plan for self-improvement Criterion A and D	Assessment Task (GRASPS Framework): Students participate in an actual game and apply all the basic skills. Criterion B and C	Assessment Task (GRASPS Framework): Assessment Task with criteria: I. The student explained the rules and laws related to his new game ii. Describe the main goal of the innovative game iii. He applies the game to his colleagues according to the specific strategies and laws of the game iv. The student provides a model of the goals achieved for the innovative game and possible modifications to develop his game v. Divide the students into five groups so that each group invents an unusual and applicable game	Assessment Task (GRASPS Framework): Develop a plan to improve performance in various competitions in light of the results



Grade Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Grade 7 MYP 2	Title/Theme: Basketball	Title/Theme: Game Creation	Title/Theme: Football	Title/Theme: First aid	Title/Theme: Healthy lifestyles	Title/Theme: Athletics
	Standards: Standard 1: Motor skills competency Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities Content: Re-cap skills, attack/defense strategies (zone, man-to-man), game sense. Students will re-cap existing skills and be introduced to the new skills–passing, dribbling, ball handling and shooting: • 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–rebouncing, 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' defense. Footwork and body positioning. Rules and regulations. Communication skills– verbal and nonverbal. # of weeks: 6 weeks	Standards: Standard 6: Health, enjoyment, challenge Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity Content: Creative games, rule/system adaptation, small-sided games in new environments. 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.	Standards: Standard 5: Responsible personal & social behavior Exhibits responsible personal and social behavior that respects self and others in physical activity settings Content: Basic skills, turning, positional play, 1v1 to 3v2 attacking/defending. 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.	Standards: Standard 4: Achieves and maintains physical fitness Achieves and maintains a health-enhancing level of physical fitness Content: DRABCD, recovery position, RICER, sports injuries, shock, concussion, bleeding. Students will be introduced to the basics of emergency first aid: • DRABCD • Recovery position • RICER • Analysis of situations and environments • Sports injuries • Treatments for other conditions–shock, hyperthermia, concussion, breaks, bleeding.	Standards: Standard 4: Achieves and maintains physical fitness Achieves and maintains a health-enhancing level of physical fitness Content: Food groups, pyramid, plate, circuit training, social media responsibility. 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.	Standards: Standard 1: Motor skills competency Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities Content: 1. Start high with running in a curve 2. Sprint 100m 3. Sprint hurdles (40cm)4. Long jump
	Key Concept: Communication	Key Concept: Relationships	Key Concept: Change	Key Concept: Change	Key Concept: Relationships	Key Concept: Relationships
	Related Concept(s): Function, systems	Related Concept(s): Interaction, Adaptation	Related Concept(s): Adaptation, Challenge	Related Concept(s): Choice, Perspectives	Related Concept(s): Balance, Choice, Environment	Related Concept(s): Movement, conditioning
	Global Context: Globalization and sustainability The interconnectedness of human-made systems and communities Statement of Inquiry: Effective team functioning requires understanding communication systems.	Global Context: Globalization and sustainability – The interconnectedness of human-made systems and communities Statement of Inquiry: Established system of rules unifies game environment, goals, and roles.	Global Context: Fairness and development The relationship between communities Statement of Inquiry: Adapting the rules of a game creates new challenges.	Global Context: Identities and relationships What it means to be a human Statement of Inquiry: Choices made under different conditions generate new perspectives.	Global Context: Scientific and technical innovation The impact of environments on human activity. Statement of Inquiry: A healthy lifestyle requires balance of personal choices.	Global Context: Identities and relationships Exploration (personal influence and assistance: attitudes, motivation Statement of Inquiry: Relationships between movement dynamics and conditioning determine efficiency.
	MYP Objectives: Criterion B, Criterion C 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.	MYP Objectives: Criterion A, Criterion D 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.	MYP Objectives: Criterion B, Criterion C 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.	MYP Objectives: Criterion A, Criterion D 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.	MYP Objectives: Criterion B, Criterion C 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.	MYP Objectives: Criterion A, Criterion D 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.
	ATL Skills: Social (Cooperative), Communication (Media) Social skills - Cooperative skills •Take responsibility for actions •Communication: Use a variety of media to communicate with a range of audiences	ATL Skills: Self-management (Planning), Creative thinking 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	ATL Skills: Thinking (Unfamiliar settings), Communication 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.	ATL Skills: Self-management (Exam prep), Thinking (Lateral) Self - Management: Create plans to prepare for summative assessments (examinations and performances) Practice positive Thinking: Use lateral thinking to make unexpected connections	ATL Skills: Self-management (Organization), Social (Cooperation) Self-management skills -organization skills Keep a weekly organizing tool and use it to do homework and assignments Social cooperation skills Helping others succeed Emotional skills	ATL Skills: Self-management (Organization), Thinking (Critical) Self-management skills - organization skills Use appropriate strategies to organize complex information Strategy: Send a question – Listening Triangle Thinking skills – critical thinking Identify barriers and challenges
	Assessment Task (GRASPS Framework): Match participation, performance testing, game analysis. 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	Assessment Task (GRASPS Framework): Explain rules, main goals, and demonstrate innovative game. 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 Criterion D: Reflecting and improving	Assessment Task (GRASPS Framework): Create a game plan with 10 rules; analyze team performance. Assessment Task with criteria: 1. 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	Assessment Task (GRASPS Framework): PowerPoint presentation on an injury & practical treatment. Assessment Task with criteria: 1- 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	Assessment Task (GRASPS Framework): Nutritional program for overweight students & awareness plan. 1. Develop a nutritional program for a group of students who suffer from being overweight due to the use of unhealthy health habits, while reminding them of healthy habits. 2. Create an awareness plan for colleagues in schools and discuss it 3. Provide reflection on the success of the food program and awareness plan	Assessment Task (GRASPS Framework): Performance tests (long jump, 50m sprint, shot put) & improvement plan. 1. Performance test in the long jump - 50 meter sprint - shot put, mentioning the performance steps 2. Write a plan to improve your performance after considering the results 3. Choose one of the athletics competitions that have been studied, mention the steps and procedures for performing it, and mention the alternative tools that can be used at home to train for performing the competition.



Grade Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Grade 8 MYP 3	Title/Theme: Nutrition and exercise	Title/Theme: Football	Title/Theme: Basketball	Title/Theme: Volleyball	Title/Theme: Circuit training	Title/Theme: Sports injuries
	Standards: Standard 4: Physical fitness Achieves and maintains a health-enhancing level of physical fitness	Standards: Standard 4: Physical fitness Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities	Standards: Standard 1: Motor skills competency Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities	Standards: Standard 6: Enjoyment & challenge Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Standards: Standard 1: Motor skills competency Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities	Standards: Standard 6: Enjoyment & challenge Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity
	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..	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. Ball control (individually and in pairs)–various turns with the ball, controlled dribbling, passing over short and long distances. Movement (Completed 3’s)–with the ball, without the ball. Develop positional play (offensive/defensive) 3v3. Identify defenders movements when being attacked. Keeping formation as a defensive unit–cooperation in defense. Attack v Defense 4v2, 5v3, 6v4 (defense with 5, attack with 3). Small-sided modified games 3v3, 4v4, 4v3, 5v4, 5v5. General game play.	Content: Students will re-cap existing skills: • 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 defense– 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.	Content: Recap and further develop the skills and techniques of–underarm serve, dig, set. Introduce the skills and techniques of–overarm serve, spike. Movement concepts of– rotation, front court play, back court play, positions. Rules–game area, net touching, three hits, scoring, positions. 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).	Content: Fitness components, FITT principle, SMART goals, partner motivation. Recap and further develop an understanding of– health-related components of fitness–cardiovascular fitness, muscular strength, flexibility, muscular endurance, body composition. Explicitly teach–FITT principle–Frequency, Intensity, Time, Type. SMART goals–Specific, Measurable, Attainable, Realistic, Time-oriented. Motivation–motivating a partner, training with a partner.	Content: Common injuries: sprained ankle, muscle strain, fractures, nosebleeds, bruises.
	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks
	Key Concept: Change	Key Concept: Change	Key Concept: Communication	Key Concept: Change	Key Concept: Change	Key Concept: Relationships
	Related Concept(s): Choice, Function	Related Concept(s): Space, Movement	Related Concept(s): Function, Systems	Related Concept(s): Interaction, Choice	Related Concept(s): Form, Function	Related Concept(s): Function, Systems
	Global Context: Identities and relationships	Global Context: Personal and cultural expression	Global Context: Identities and relationships	Global Context: Globalization and sustainability	Global Context: Identities and relationships	Global Context: Scientific and technical innovation
	Statement of Inquiry: Understanding healthy diet and energy balance improves lifestyle choices. MYP Objectives: Criterion A: Knowing and Understanding • 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. Criterion D: reflecting and improving the performance i. describes and demonstrates strategies that enhance interpersonal skills ii. outlines goal and applies strategies to enhance performance iii. explains and evaluates performance	Statement of Inquiry: Creating space requires effective offensive and defensive movement patterns. MYP Objectives: Criterion B, Criterion C, Criterion D Criterion B: Planning for performance • analyze and evaluate the effectiveness of a plan based on the outcome. • design and explain a plan for improving physical performance and/or health criterion C: The student should be able to: i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. outlines and applies information to perform effectively. iii. explains and evaluates performance	Statement of Inquiry: Effective team functioning requires applying communication svstems. MYP Objectives: Criterion A, Criterion B Criterion A: Knowing and Understanding • 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. criterion B: Planning for performance • analyze and evaluate the effectiveness of a plan based on the outcome. • design and explain a plan for improving physical performance and/or health	Statement of Inquiry: Team interaction is determined by choices of individual members. MYP Objectives: Criterion C, Criterion D Criterion C: Applying and performing • 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. Criterion D: Reflecting and improving performance • analyze and evaluate performance • develop goals and apply strategies to enhance performance • explain and demonstrate strategies that enhance interpersonal skills	Statement of Inquiry: The form of motivation changes depending on the function. MYP Objectives: Criterion A, Criterion C Criterion A: Knowing and 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 •apply physical and health terminology to communicate understanding with limited success. Criterion C: Applying and performing •demonstrate and apply a range of skills and techniques •demonstrate and apply a range of strategies and movement concepts. •outline and apply information to perform effectively.	Statement of Inquiry: Modern injury treatment techniques positively affect body movement. MYP Objectives: Criterion B, Criterion D 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 D: Reflecting and improving performance • analyze and evaluate performance • develop goals and apply strategies to enhance performance • explain and demonstrate strategies that enhance interpersonal skills
	ATL Skills: Self-management (Affective), Research (Literacy) 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)	ATL Skills: Social (Collaboration, Decision making) Self-Management– Affective skills practice delaying gratifications. practice being awareness of body mind connections.	ATL Skills: Communication (Speaking, non-verbal) 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 nonverbal communications techniques and use them purposefully)	ATL Skills: Self-management (Reflection, Resilience) 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)	ATL Skills: Self-management (Affective) Self-Management– Affective skills practice delaying gratifications. practice being awareness of body mind connections.	ATL Skills: Self-management (Organization), Thinking (Critical) Self-management skills - Organization skills •Use appropriate strategies to organize complex information •Education strategies: (overlapping circles) Students stand in the form of two circles and facing each student inside the circle asks another student outside the circle (Peer Evaluation) The learned skill will be taught to all students and then the teacher will distribute the students into random pairs where each student will evaluate the performance of a colleague alternately. •Thinking Skills – Critical Thinking - Identify obstacles and challenges
	Assessment Task (GRASPS Framework): Design a nutrition and exercise plan & assess lifestyle impact. Design a nutrition, an exercise plan and assess its impact on a healthy lifestyle Criterion A: Knowing and Understanding • 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. Criterion D: reflecting and improving the performance i. describes and demonstrates strategies that enhance interpersonal skills ii. outlines goals and applies strategies to enhance performance iii. explains and evaluates performance	Assessment Task (GRASPS Framework): Create offensive/defensive game plans in football with explanations. 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	Assessment Task (GRASPS Framework): Match performance test, peer evaluation, and player analysis. • performance test: actual game in football, • peer evaluation, • Oral test • Analyze and evaluate the performance of players. Criterion A and B	Assessment Task (GRASPS Framework): Apply skills in match & evaluate game via video analysis. 1. Play a game applying all the skills and rules of volleyball correctly and effectively. 2. Evaluate a game after watching the video in the YouTube. Criterion C and D	Assessment Task (GRASPS Framework): Create & execute a circuit training plan targeting muscle groups. 1.Create circuit training exercises that include the component of physical fitness (2 at least) and determine each exercise for which group of muscles and write the rules of your circuit training (timing, transfer). 2. Applying the skills of your circuit training in proper way Do reflection after applying	Assessment Task (GRASPS Framework): Presentation on an injury, practical treatment task, and prevention plan. 1- Presentation (Power Point) to colleagues of one of sports injuries (causes - symptoms - methods of treatment) 2- A practical application to deal with a specific injury 3- (Develop an awareness plan for students to reduce sports injuries and how to prevent) 4- Meditate on one of the individual or group games and identify common injuries and prevention methods to reduce them.



Grade Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Grade 9 MYP 4	Title/Theme: Volleyball 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 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.	Title/Theme: Athletics Standards: 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 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.	Title/Theme: Issues in sport 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 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.	Title/Theme: Handball Standards: Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity 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 defense, man-to-man” defense and combined defense systems. Transition from attack to defense. Modified games (3v3-5v5). Rules and scoring.	Title/Theme: Basketball Standards: Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities Content: Students will re-cap existing skills–passing, dribbling, ball handling and shooting Passing–chest, bounce, overhead, passing with non- dominant hand. Introduce behind back pass Dribbling–speed, height, technique, dominant/non- dominant hand, stationary to moving, introduction to cross over Ball Handling–hand- eye coordination , fine motor skills Shooting–lay-up, set shot, jump shot. Specific skills, techniques, movement concepts and strategies to be introduced and further developed– rebounding, close range shooting, creating space, wall pass, give and go, pick and roll, game sense. Developing attacking and defending strategies–zone, “man-to-man” defense. Footwork and body positioning. Rules and regulations. Ball handling–ball in one hand, ball in two hands. Shooting–lay-up, set shot, jump shot. Introduction to specific positions–point guard, shooting guard, small forward, power forward, center. Development of game sense, positional play, attacking and defending strategies	Title/Theme: Sports injuries Standards: Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity Content: We will focus on the most common injuries in the stadiums • Concussion • Dislocation including shoulder dislocation • Sunstroke • Muscle tear • Fainting including swallowing the tongue in this case.
	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks
	Key Concept: Communication	Key Concept: Change	Key Concept: Change	Key Concept: Communication	Key Concept: Change	Key Concept: Relationships
	Related Concept(s): Perspectives, Interaction	Related Concept(s): Movement	Related Concept(s): Perspectives, Challenge	Related Concept(s): Development, Systems, Space	Related Concept(s): Perspective	Related Concept(s): Refinement, Function
	Global Context: Identities and relationships	Global Context: Scientific and technical innovation	Global Context: Fairness and development	Global Context: Fairness and development	Global Context: Orientation in space and time	Global Context: Identities and relationships
	Statement of Inquiry: Valuing individual perspectives creates collaboration and improves interactions. MYP Objectives: Criterion A, Criterion D . Knowing and Understanding i. outline physical and health education-related factual, procedural and conceptual knowledge. ii. identify 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. 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.	Statement of Inquiry: Changes in technique determine the outcomes of motion. MYP Objectives: Criterion B, Criterion C 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 ii. recall and apply a range of strategies and movement concepts. iii. recall and apply information to perform.	Statement of Inquiry: Changing perspectives in sport creates appreciation of challenges. MYP Objectives: Criterion A, Criterion D . Knowing and Understanding i. outline physical and health education-related factual, procedural and conceptual knowledge. ii. identify 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. 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.	Statement of Inquiry: Effective team develops communication systems to create/reduce space. MYP Objectives: Criterion B, Criterion C 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 ii. recall and apply a range of strategies and movement concepts. iii. recall and apply information to perform.	Statement of Inquiry: Investigating and reflecting on performances creates new perspectives. MYP Objectives: Criterion A, Criterion D A. Knowledge and understanding I. Identify physical and health education knowledge to describe issues and solve problems in familiar and unfamiliar settings ii. Creating new games that simulate different environments D. Reflecting and improving performance i. To reflect on and improve performance Setting goals and applying strategies to enhance performance ii. Reflect on feedback from peers to improve performance)	Statement of Inquiry: Player management and safety requires teamwork to improve body movement. MYP Objectives: Criterion A, Criterion D A. Knowledge and understanding i. Students develop knowledge and understanding of health and physical activity so they can identify and solve problems In order for students to achieve the objectives of the physical and health education group, they must be able to: ii. A summary of the facts, procedures and concepts related to physical education and health iii. Identify physical education knowledge to describe health and health issues and solve problems in familiar and unfamiliar situations iv. Applying educational terminology to impart understanding and physical health Meditation and performance improvement D. Reflecting and improving performance Students promote their personal and social development, set goals, behave responsibly, and reflect on their own performance and the performance of others. i. Identify and present a strategy to enhance interpersonal skills for. ii. Setting goals and implementing applications to enhance strategic performance iii. Describe and summarize performance
	ATL Skills: Self-management (Reflection), Social (Collaboration) 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: Communication (Non-verbal), Self-management (Goal setting) 1. Social skill- Collaboration Exercise leadership role and take roles within the group. 2. Communication skills delivering and receiving useful feedback and suggestions.	ATL Skills: Thinking (Creative - Adaptive rules), Social (Empathy) 1. Thinking–Critical thinking skills - Evaluate and manage risk. 2. Thinking- creative thinking skills- -Create novel solutions to authentic problems	ATL Skills: Social (Helping others), Thinking (Transferring 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.	ATL Skills: Research (Information literacy), Communication (Referee signals) Social skills •Assume responsibility for actions •Self-management skill (organization) •Bring necessary equipment and supplies to class	ATL Skills: Thinking (Critical - Concept maps) Thinking skills To think critically •Risk assessment and management •Identify obstacles and challenges
	Assessment Task (GRASPS Framework): 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 (GRASPS Framework): 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 (GRASPS Framework): Participate in adaptive games and design a game for PWD. Student create a plan for self-improvement Criterion A and D	Assessment Task (GRASPS Framework): Design and evaluate a strategic handball game plan for unfamiliar situations. Students participate in an Actual Game and apply all the basic skills. Criterion B and C	Assessment Task (GRASPS Framework): Strategic game plan detailing player positions, rules, and match performance. The student explained the rules and laws related to his new game ii. Describe the main goal of the innovative game iii. He applies the game to his colleagues according to the specific strategies and laws of the game iv. The student provides a model of the goals achieved for the innovative game and possible modifications to develop his game v. Divide the students into five groups so that each group invents an unusual and applicable game	Assessment Task (GRASPS Framework): Presentation on major injuries, practical demonstration, and prevention plan. Develop a plan to improve performance in various competitions in light of the results



Grade Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Grade 10 MYP 5	Title/Theme: Volleyball Standards: Standard 3 & 6: Regular physical activity & social interaction Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity 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.	Title/Theme: Athletics Standards: Standard 3 & 5: Regular physical activity & responsible behavior Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 3: Participates regularly in physical activity Content: ideo 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 programs 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).	Title/Theme: Basketball Standards: Standard 2 & 3: Movement concepts & regular activity Standard 2: Demonstrate C57: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 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 shot Students 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	Title/Theme: Skills Acquisition Standards: Standard 1 & 3: Motor skills & regular physical activity CAchieves and maintains a health-enhancing level of physical fitness 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: 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– kinesthetic, audio-visual.	Title/Theme: Handball Standards: Standard 1: Demonstrates competency in motor skills Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities 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 defense, 'man-to-man' defense and combined defense systems. Transition from attack to defense. Modified games (3x3-5x5). Rules and scoring.	Title/Theme: Personal Fitness Analysis Standards: Standard 1: Demonstrates competency in motor skills Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities Content: recap Physical activity–circuit training, games with friends/game creation. Recap the component of physical fitness the basic of- PT
	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks	# of weeks: 6 weeks
	Key Concept: Communication	Key Concept: Change	Key Concept: Relationships	Key Concept: Communication	Key Concept: Communication	Key Concept: Change
	Related Concept(s): Form, Choice, Systems	Related Concept(s): Refinement, Development	Related Concept(s): Balance, Function	Related Concept(s): Interaction, Refinement	Related Concept(s): Development, Systems, Space	Related Concept(s): Perspective, Development
	Global Context: Globalization and sustainability	Global Context: Orientation in space and time	Global Context: Fairness and development	Global Context: Identities and relationships	Global Context: Fairness and development	Global Context: Identities and relationships
	Statement of Inquiry: A team's formation choices are enhanced through awareness of opposing team communication systems. MYP Objectives: Criterion A (Knowing), Criterion B (Planning), Criterion D (Reflecting) Criterion A: Knowing and Understanding i. explain 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 B: Planning for performance i. design, explain and justify a plan to improve physical performance and health ii. analyze and evaluate the effectiveness of a plan based on the outcome.	Statement of Inquiry: Investigating and reflecting on performance leads to the refinement of techniques and strategies. MYP Objectives: Criterion A (Knowing), Criterion C (Applying), Criterion D (Reflecting) 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. Analyze and apply information to perform effectively. Criterion D: Reflecting and improving performance i. explain and demonstrate strategies to enhance interpersonal skills. ii. outline goals and apply strategies to enhance performance iii. analyze and evaluate performance.	Statement of Inquiry: The balance of a team requires the effective functioning of all members. MYP Objectives: Criterion A (Knowing and Understanding), Criterion C (Applying and performing) Criterion A: Knowing and Understanding i. explain 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. Analyze and apply information to perform effectively.	Statement of Inquiry: Interactions between individuals can lead to refinement of performance. MYP Objectives: Criterion B (Planning for performance), Criterion D (Reflecting and improving) Criterion B: Planning for performance i. design, explain and justify a plan to improve physical performance and health ii. analyze and evaluate the effectiveness of a plan based on the outcome. Criterion D: Reflecting and improving performance i. explain and demonstrate strategies to enhance interpersonal skills. ii. outline goals and apply strategies to enhance performance iii. analyze and evaluate performance.	Statement of Inquiry: An effective team uses verbal and non-verbal communication systems to create and reduce space. MYP Objectives: Criterion B (Planning for performance), Criterion D (Reflecting and improving) Criterion B: Planning for performance i. design, explain and justify a plan to improve physical performance and health ii. analyze the effectiveness of a plan based on outcome. Criterion D: i. describe and demonstrate strategies to enhance interpersonal skills. ii. Outline the goals and apply strategies to enhance performance iii. explain and evaluate performance.	Statement of Inquiry: The form of an effective personal improvement plan changes depending on the target to develop. MYP Objectives: Criterion A (Knowing and Understanding), Criterion C (Applying and performing) Criterion A: Knowing and Understanding i. Explain 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. Analyze and apply information to perform effectively.
	ATL Skills: Self-management (Reflection), Social (Feedback) self-management skills- reflection skills: Identify strength and weaknesses of personal learning strategies. Learning Experiences/Strategies: 1. "Personal/Peer Reflection" students create a table of their observations about their personal and peer performance with the effectivity of their improvement plan. 2. "Teach Me, I'll Teach You" each pair share weaknesses/strength then teach buddy and vice versa. social skill- collaboration SKILLS: Give and receive meaningful feedback. Learning Experiences/Strategies: 1. "Choose Me and Tell Me" Student watch the actual game of their classmates then choose one player and tell his weaknesses and strength. 2. "Peer Evaluation" Students analyze the table they created in the activity "Personal/Peer Reflection" and share their thoughts.	ATL Skills: Thinking (Critical - 5-station routine), Thinking (Data interpretation) thinking skills- critical thinking skills: Identify obstacles and challenges. Learning Experiences/Strategies: 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. 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. thinking skill- critical thinking skills: Interpret Data Learning Experiences/Strategies: 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. 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.	ATL Skills: Self-management (Goal setting), Social (Conflict resolution) self-management skills- organization skills: set goals that are challenging and realistic. social skill-collaboration skills: Manage and resolve conflicts and work collaboratively in teams.	ATL Skills: Self-management (Learning strategies, Resilience) self-management skills- reflection skills: consider personal learning strategies- What factors are important for helping me learn well. self-management skill-affective skills: Resilience-Practice "bouncing back" after adversity, mistakes and failures.	ATL Skills: Social (Peer tutoring), Thinking (Transfer skills) ocial skill-collaboration skills: help others to succeed. Learning Experiences/Strategies: 1. "Teach Me, I'll Teach You" Select your pair. Ask your pair to send to you his tutorial video. Watch the video and send your feedback to your pair. Do it vice-versa. You must suggest a plan for improvement and explain the effectiveness 2. "Coach Us" Refer to the video https://www.youtube.com/watch?v=BuJ1FdcaBE Fill out the form in the portfolio. thinking skill-transfer skills: Apply skills and knowledge in unfamiliar situation	ATL Skills: Social (Collaboration - Peer feedback) social skill-collaboration skills: Help others to succeed. Learning Experiences/Strategies: 1. "Teach Me, I'll Teach You" Select your pair. Ask your pair to send to you his tutorial video. Watch the video and send your feedback to your pair. Do it vice-versa. You must suggest a plan for improvement and explain the effectiveness.
	Assessment Task (GRASPS Framework): Task 1: Evaluate a game after watching the video in the YouTube. Create a plan to improve their team performance. 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. Assessment Task 2. Reflect on their plan after applying it in an actual game. 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.	Assessment Task (GRASPS Framework): Sprint/distance contest and video analysis evaluating athletic performance (Criterion A, C). Task1: Students participate in Sprint, distance and relay running contest. Assessment Task 2: Evaluate each athlete's performance in the video. Use the QR code to watch in the YouTube of each event. 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.	Assessment Task (GRASPS Framework): Adaptive basketball games (sitting/roller), reflection form, and adaptive game creation (Criterion A, C). Task: Students participate in Volleyball Sitting/Kneeling and Basketball using roller adoptive games. Fill-up the reflection form. Create a game for disabled persons. 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.	Assessment Task (GRASPS Framework): Create a handball game plan, analyze performance, and reflect on skill acquisition (Criterion B, D) Task 1: Create a game plan in playing handball. 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. .	Assessment Task (GRASPS Framework): Create a strategic game plan and record a tutorial video reflecting on mistakes and improvements. Outline of summative assessment task(s) including assessment criteria: v Strategic Game Plan that will require their knowledge of players position, attacking and defensive skills and rules of the game. v Performance Task they will apply what they have learned about fundamental skills, training routine and rules of the game. Students will create a tutorial video about reflecting to your performance. Students will list common mistakes and how they improve.	Assessment Task (GRASPS Framework): Offer exercises for fitness components, analyze personal fitness reports via graphs, and present a written report Outline of summative assessment task(s) including assessment criteria: • Explain some of the fitness elements to colleagues and their importance • The student offers a range of exercises for each element of fitness. • The student analyzes his fitness report and a group of students in the form of graphs. • Reflect on the performance of fitness tests and write a report and present it to colleagues.