

Grade 10 Physical and Health Education

Units of Study

UNIT 1:	"FIT FOR LIFE" (FITNESS)	Duration: 7 Weeks (25 hours)
	<ul style="list-style-type: none">● Concepts: Change, Perspective, Choice, Principles of Fitness Training (SPORRT), Methods of Training, Training zones. This unit focuses on change in response to adapting lifestyles, challenges and situations.● Subject Specific Skills: Students will analyse a fitness scenario, set goals, develop and execute a training plan, analyse and evaluate the effectiveness of this plan.● Learning Experiences: In this unit, students will analyse a fitness scenario and select a goal aimed to develop the client's health and physical fitness. Students will explore the use of alternative methods of fitness training and will design and execute a fitness training plan.	

UNIT 2:	"UNDERWATER EXPLORATION" (AQUATICS)	Duration: 7 Weeks (25 hours)
	<ul style="list-style-type: none">● Concepts: Relationships, Adaptation, Refinement. This unit focuses on relationships and the connection between body systems and movement within the water.● Subject Specific Skills: Students will identify, analyse and evaluate swimming technique, explain, assess and solve situations that may occur underwater while scuba diving.● Learning Experiences: In this unit, students will develop and improve their technique in three swimming strokes - freestyle, breaststroke, backstroke. In addition, students participate in the open water PADI qualification to expand their knowledge of how the body systems work underwater.	

UNIT 3:	"EXPRESS YOURSELF" (MOVEMENT)	Duration: 7 Weeks (25 hours)
	<ul style="list-style-type: none">● Concepts: Culture, Movement, Perspectives, Movement concepts - flow, rotation, balance, relationships, time, space, force. This unit focuses on culture and the expression of their identity through movement.● Subject Specific Skills: Students will select, collaborate, plan and organise movements into a sequence. They will then perform, review and reflect on the performance of this sequence and the effectiveness of the plan.● Learning Experiences: In this unit, students will collaborate with their group to choreograph a movement sequence that reflects a mix of cultures, identities and influences. They will perform this to an audience and will review and reflect on this performance.	

UNIT 4:	"COACH CARTER" (WORLD SPORTS - IB ASSESSED UNIT)	Duration: 7 Weeks (25 hours)
	<ul style="list-style-type: none">● Concepts: Change, Adaptation, Progression, Game play concepts/strategies. This unit focuses on change and adaptation, to overcome obstacles encountered to be healthy.● Subject Specific Skills: Students will observe, identify, analyse and evaluate game-play, apply knowledge and develop a coaching plan then determine the effectiveness of the plan based on their final performance.● Learning Experiences: In this unit, students will learn to coach a peer in badminton, tennis or table tennis. Students identify areas of strength and weakness, then together develop a physical and mental health goal. They will create a coaching plan aimed to improve their client's physical and health performance in their chosen racquet sport. To end, students will analyse and evaluate their performance and health based on the outcome and achievement of their goals	

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Unit 1: “Fit For Life” (Fitness)

Duration: 7 Weeks (25 hours)

LEARNING EXPERIENCES: In this unit, students will develop their knowledge of fitness and explore alternative forms of exercise to make recommendations to improve the health and physical fitness of a client. They will analyse a client scenario, identify key areas for improvement; develop a goal in relation to their needs, and design a fitness training plan for 10 sessions. Students will then take on the role of the client and implement the plan whilst analysing and evaluating the effectiveness of the plan based on goals set. The emphasis of this unit is on developing holistic well-being and habits for a lifetime.

KEY CONCEPT: Change

Related Concepts / Subject Specific:

Perspective, Choice/Methods and Principles of Training

STATEMENT OF INQUIRY:

People respond and adapt to changing lifestyles, challenges and situations.

INQUIRY QUESTIONS:

Factual:

Does being ‘fit’ mean that you’re ‘healthy’?

Conceptual:

How do we use the components of fitness to create a holistic exercise plan?
How does your lifestyle influence your health?

Debatable:

Is exercising for a longer period of time better for your health?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing & Understanding

i. explain physical and health education factual, procedural and conceptual knowledge
ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
iii. apply physical and health terminology effectively to communicate understanding.

B: Planning for Performance

i. develop goals to enhance performance
ii. design, explain and justify a plan to improve physical performance and health.

D: Reflecting & Improving Performance

ii. analyse and evaluate the effectiveness of a plan based on the outcome

ATLs:

Self Management
Research

RESOURCES / LITERATURE OPTIONS:

- [BBC Bitesize](#) - Physical Education
- [e-Chalk](#): Physical Education
- I-Pad Apps - iMuscle2, Interval Timer, HIIT

SUMMATIVE ASSESSMENT TASKS:

1. Demonstration of knowledge and understanding throughout summative document
2. Goal setting; design, explain, justify a plan; analyse and evaluate the effectiveness of training plan

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Unit 2: “Underwater Exploration” (Aquatics Scuba/Swim)

Duration: 7 Weeks (25 hours)

LEARNING EXPERIENCES: In this unit, students will develop and improve their technique in three swimming strokes - freestyle, breaststroke, backstroke. They will use video analysis to evaluate their movement within the water and research key swimming drills to adapt, refine and improve their swimming strokes. In addition to this, students participate in the open water PADI qualification to learn scuba diving skills, techniques and expand their knowledge of the relationship between the body systems and the underwater environment.

KEY CONCEPT: Relationships	Related Concepts / Subject Specific: Adaptation, Refinement
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STATEMENT OF INQUIRY:	The use of technology can impact the function of body systems that support and improve movement within water.
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INQUIRY QUESTIONS:	
Factual:	What are the technical functions of water movement?
Conceptual:	How can I analyse my own technique to become more efficient?
Debatable:	Breathing whilst moving through water is easy?

OBJECTIVES AND ASSESSMENT CRITERIA:	
A: Knowing & Understanding	i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding.
C: Applying & Performing	i. demonstrate and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and movement concepts effectively iii. analyse and apply information to perform effectively.

ATLs:	Self Management
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RESOURCES / LITERATURE OPTIONS:

- [The PADI Open Water Diver Manual](#)
- I-Pad Apps - SlowPro
- Online Swimming Resources

SUMMATIVE ASSESSMENT TASKS:

1. Written knowledge test for scuba diving
2. Performance assessment of swimming strokes (freestyle, breaststroke & backstroke)

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Unit 3: “Express Yourself” (Movement)

Duration: 7 Weeks (25 hours)

LEARNING EXPERIENCES: In this unit, students will collaborate with their group to choreograph and perform a movement sequence that expresses their culture and identity. Their sequence will incorporate the use of movement concepts - flow, space, time, force, relationships, rotation, and balance, as well as cultural movement techniques and concepts. The students will perform their sequence to an audience and then analyse and evaluate the effectiveness of their movement plan in connection to the expression of their identity.

KEY CONCEPT: Culture

Related Concepts / Subject Specific:

Movement, Perspectives

STATEMENT OF INQUIRY:

Different cultures express themselves through movement to illustrate their identity.

INQUIRY QUESTIONS:

Factual:

What impact does my personal identity have on my creativity?

Conceptual:

What influences does culture have on our choices?

Debatable:

How does culture affect rhythm and coordination?

OBJECTIVES AND ASSESSMENT CRITERIA:

B: Planning for Performance

i. develop goals to enhance performance
ii. design, explain and justify a plan to improve physical performance and health.

C: Applying & Performing

i. demonstrate and apply a range of skills and techniques effectively
ii. demonstrate and apply a range of strategies and movement concepts effectively
iii. analyse and apply information to perform effectively.

D: Reflecting & Improving Performance

i. explain and demonstrate strategies to enhance interpersonal skills
ii. analyse and evaluate the effectiveness of a plan based on the outcome
iii. analyse and evaluate performance.

ATLs:

Thinking

RESOURCES / LITERATURE OPTIONS:

- Elements of Dance (Youtube)
- Cultural dance from around the World (Youtube)

SUMMATIVE ASSESSMENT TASKS:

1. Performance assessment - final cultural movement sequence
2. Goal setting: plan, perform, reflect and evaluate the performance of movement sequence

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Unit 4: “Coach Carter” (World Sports - IB moderated unit)

Duration: 7 Weeks (25 hours)

LEARNING EXPERIENCES: In this unit, students will develop skills needed to coach a client in badminton, tennis or table tennis. These skills include being assertive, organised and communicating effectively with their client. Students identify areas of weakness, then together with the client, identify a physical and health goal to develop. Students create a coaching plan with six or more sessions targeting to improve their client’s performance in and around the game. Coaching sessions should include a progression of skills, drills, strategies and feedback. To end, students will analyse and evaluate their performance and health based on the outcome and achievement of their goals. This unit is externally assessed by the IB.

KEY CONCEPT: Change	Related Concepts / Subject Specific: Adaptation
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STATEMENT OF INQUIRY:	Learning to overcome current obstacles is important for healthy future.
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INQUIRY QUESTIONS:	
Factual:	What factors can hinder an athlete’s physical performance?
Conceptual:	In what ways do our strategies change based on our environment?
Debatable:	What is more important, ‘orientation in space’ or ‘orientation in time’?

OBJECTIVES AND ASSESSMENT CRITERIA:	
A: Knowing & Understanding	i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding.
B: Planning for Performance	i. develop goals to enhance performance ii. design, explain and justify a plan to improve physical performance and health.
C: Applying & Performing	i. demonstrate and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and movement concepts effectively iii. analyse and apply information to perform effectively.
D: Reflecting & Improving Performance	i. explain and demonstrate strategies to enhance interpersonal skills ii. analyse and evaluate the effectiveness of a plan based on the outcome iii. analyse and evaluate performance.

ATLs:	Self-management Social
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RESOURCES / LITERATURE OPTIONS:

- Badminton, tennis, table tennis skills and techniques (Google Drive)
- Health Self-Management folder (Google Drive)

SUMMATIVE ASSESSMENT TASKS:

1. Performance assessment in chosen racquet sport
2. Goal setting; plan, perform, reflect and evaluate coaching of client and performance as a client