

## Subject group overview: Physical and health education

### Grade 6

UNIT TITLE	SENDING, RECEIVING AND MOVING THROUGH PICKLEBALL						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Change	Related Concept(s)	Choice, Energy, Movement, Refinement	Global Context	Identities and relationships	Global Context Exploration(s)	Competition and cooperation, Health and well-being, Teams, Personal efficacy and agency, Transitions, Consciousness and mind, Identity formation, Roles and role models, Independence
ATL Skills	I. Communication skills II. Collaboration skills VIII. Critical thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii.	Statement of Inquiry	Understanding proper technique for striking allows you to transfer your skill in exploring other sports and activities that requires you to strike an object.				
Content	<p>For this activity, we will evaluate students based on their form and control of movement. Emphasis will be placed on the process of striking rather than the result of where the ball lands. The related movement pattern for striking will be:</p> <ol style="list-style-type: none"> <li>1. Ready Position</li> <li>2. Adjusting or shifting to identify a forehand or backhand stroke</li> <li>3. Moving to the proximity in addressing the ball.</li> <li>4. Swing for contact</li> <li>5. Follow through to target.</li> </ol>								

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<b>UNIT TITLE</b>	<b>LATIN DANCE UNIT - SALSA FOOTWORK</b>						<b>Duration</b>	4 Weeks	
Subject(s)	Physical and health education	Key Concept	Relationships	Related Concept(s)	Movement, Space	Global Context	Personal and cultural expression	Global Context Exploration(s)	Creation
ATL Skills	I. Communication skills II. Collaboration skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Ai. Aiii. Bi Bii Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Will we be able to transfer and connect our knowledge to a partner or group setting after learning a skill on our own?				
Content	<p>Latin Dance Segment - Students will be introduced to Latin Dance through learning the 10 basic salsa steps in class.</p> <p>Upon practice and refinement, students will be asked to create an individual combination from the 10 basic steps.</p> <p>To further understand the task, students will be partnered up at random to create a one minute team combination which they will perform in class.</p>								

<b>UNIT TITLE</b>	<b>SENDING, RECEIVING AND MOVING THROUGH BASKETBALL</b>						<b>Duration</b>	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Change	Related Concept(s)	Movement, Refinement, Systems	Global Context	Scientific and technical innovation	Global Context Exploration(s)	Systems
ATL Skills	I. Communication skills II. Collaboration skills IV. Affective skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii.	Statement of Inquiry	To gain confidence in manipulating or changing an object, you must first learn to control your own actions.				
Content	<p>Introduction to Sending, Receiving and Moving through basketball will focus on introducing individual and team basketball skills.</p> <p>Individual ball handling skills for motor development</p> <p>Partner and Team Drill Settings designed to explore participation in a regulation game.</p> <p>Small sided and modified games to understand basketball concepts.</p>								

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<b>UNIT TITLE</b>	<b>GRADE 6 SWIM UNIT - WATER SAFETY, STROKE INTRODUCTION, DEVELOPMENT AND REFINEMENT</b>						<b>Duration</b>	5 Weeks		
Subject(s)	Physical and health education	Key Concept	Development	Related Concept(s)	Movement, Refinement	Global Context	Scientific and technical innovation	Global Context Exploration(s)	Systems, Methods, Adaptation	
ATL Skills	I. Communication skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di.	Statement of Inquiry	Because 75% of the earth's surface is water, the chances that we will experience time in the water is high and it is important to develop skills to safely engage in water activities.					
Content	<p>The G6 Swim Unit is designed to cater to students with a wide range of experience in swimming. This is a continuation from a strong PYP swim curriculum, we know beforehand the level of experience of the students. However, we do get many new students that we will level the first couple of classes. This Unit will focus on Water Safety, Stroke Development and Swim Stamina.</p>			<p>By the end of this Unit, students should have experienced - Knowledge of Pool Rules and Class regulations - - Safety on own and with others in the pool area - Appropriate use of equipment (fins, pull buoys and kickboards) - Shower and change procedures.</p> <p>Water Safety - Survival and Rescue techniques - Floating with clothes (front and back, mushroom) - Floating with items (bucket, bottle and plastic bag) - Swim survival strokes (elementary back, side and breast) - Wearing a Personal Floating Device and methods of helping others that are close by.</p> <p>Stroke Introduction, Development and Refinement - - Crawl (reach and glide, rotate to breath) - Elementary backstroke (relax on your back, kicking efficiently) - Side stroke (show difference between whip and scissor kick) - Swim at a steady pace for 12 minutes</p>						

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UNIT TITLE	SENDING, RECEIVING AND MOVING THROUGH AMERICAN FOOTBALL						Duration	6 Weeks		
Subject(s)	Physical and health education	Key Concept	Communication	Related Concept(s)	Energy, Movement, Space	Global Context	Personal and cultural expression	Global Context Exploration(s)	Artistry, Craft, Languages and linguistic systems	
ATL Skills	I. Communication skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Ai. Ali. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	For two players to be on the same page, communication needs to be established.					
Content	<p>Sending, Receiving and Moving through American Football with an emphasis on the Quarterback and Receiver Position.</p> <p>Like in any other team sports, the key to a successful team is communication. In this Unit, we will place focus on non-verbal communication.</p>									

UNIT TITLE	SENDING, RECEIVING AND MOVING THROUGH BADMINTON						Duration	6 Weeks		
Subject(s)	Physical and health education	Key Concept	Form	Related Concept(s)	Balance, Energy, Movement	Global Context	Scientific and technical innovation	Global Context Exploration(s)	Methods, Risk	
ATL Skills	I. Communication skills IV. Affective skills V. Reflection skills	Subject-group objectives	Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	To prevent mechanical injuries proper techniques, forms and concepts must be applied.					
Content	<p>We will continue to explore the mechanics of sending and receiving, this time through the game of Badminton.</p> <p>Our focus will be on striking the shuttlecock with a "full range of motion" to increase speed and range.</p>									

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<b>UNIT TITLE</b>	<b>SENDING, RECEIVING AND MOVING THROUGH CRICKET</b>						<b>Duration</b>	3 Weeks	
Subject(s)	Physical and health education	Key Concept	Form	Related Concept(s)	Interaction, Movement, Refinement	Global Context	Identities and relationships	Global Context Exploration(s)	Competition and cooperation
ATL Skills	I. Communication skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii	Statement of Inquiry	The transformation of previously learned skills to specific forms determines your proficiency in a sport or activity.				
Content	Exploration of the game of Cricket (International Pesuit) through Sending - Bowling (new) and Batting; Receiving - Fielding and Moving (Batting, Bowling and Fielding strategies)								

## Subject group overview: Physical and health education

**NOTE: In grades 7-8 and grades 9-10, students are placed in small groups and rotate through each of the units, engaging in each unit at some point over the two years.**

### Grade 7/8

UNIT TITLE	INTRODUCTION TO CRICKET						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Communication	Related Concept(s)	Interaction, Refinement	Global Context	Identities and relationships	Global Context Exploration(s)	Human relationships
ATL Skills	II. Collaboration skills - III. Organization skills IV. Affective skills V. Reflection skills VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	To enhance technical refinement, one must have quality communication.				
Content	<p>This is an introductory course for the concept of playing the game of Cricket which will include theoretical knowledge and practical aspects.</p> <p>In this course you will be given the opportunity to experience, explore, better and refine your ability to train Cricket related skills.</p> <p>No matter what your level, you will be given opportunities to experience and explore the concepts to develop or enhance your capabilities.</p> <p>Your success will be based on our "process" towards a better end result whichever level it may be.</p> <p>Cricket is played with a bat and ball and involves two competing sides (teams) of 11 players.</p> <p>The field is oval with a rectangular area in the middle, known as the pitch. (Diagram located in PowerPoint Presentation linked with QR code)</p> <p>Please use the following URL to explore the possibilities of the game of Cricket – <a href="http://www.usacricket.org/what-is-cricket/">http://www.usacricket.org/what-is-cricket/</a></p> <p>In MS, we will focus mainly on Cricket related Fielding and Batting techniques to develop a better understanding and appreciation for the game which transfers to other bat and ball activities.</p>			<p>By the end of 5 sessions, students should be exposed and have experienced -</p> <ul style="list-style-type: none"> <li>- Fielding - Ground Ball, Fly Ball, Bouncing Ball. Throwing using the catch, set and overhand throw method.</li> <li>- Batting - 4 strokes - Forward Drive, Back Foot Drive, Square Cut and Sweep</li> <li>- Bowling action verses throwing action</li> <li>- Playing a modified Cricket game with infielders, outfielders and Batters running between wickets.</li> </ul>					

## Subject group overview: Physical and health education

<b>UNIT TITLE</b>	<b>INTRODUCTION TO PERFORMANCE - DANCE</b>						<b>Duration</b>	6 Weeks		
Subject(s)	Physical and health education	Key Concept	Relationships	Related Concept(s)	Movement	Global Context	Personal and cultural expression	Global Context Exploration(s)	Artistry, Craft, Creation, Beauty, Practice and competency	
ATL Skills	I. Communication skills VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Di. Dii. Diii.	Statement of Inquiry	Movement patterns are created in a logical order and for a purpose.					
Content	<p>This is an introductory course for the concept of a Team Dance Performance which will include theoretical knowledge and practical aspects. In this course you will be given opportunity to experience, explore, better and refine your ability to train with your peers towards a summative dance performance. No matter what your level, you will be given opportunities to experience and explore the concepts to develop or enhance your capabilities. Your success will be based on our "process" towards a better end result whichever level it may be. What is Dance? A series of movements that matches the speed and rhythm of a piece of music. All quality Dance routines should have the following components - Levels, Speed, Canon and Unison displays, Force and Contact. In this class, you are encouraged to create and design a dance routine which is between 2 - 3 minutes in length of your own original dance moves. Keep the Genre throughout the routine. Make sure you are maximizing space. The Flow and transition should be smooth.</p> <p>After taking the class you should be able to do the following -</p> <ul style="list-style-type: none"> <li>- Compose your own original dance moves.</li> <li>- Work cooperatively and positively in small groups with each student contributing to the choreography to the final product.</li> <li>- Watch your own and others' performance and be able to give feedback.</li> <li>- Select the appropriate dance moves for the music chosen based on the ability, experience and confidence of all group members</li> </ul>									

## Subject group overview: Physical and health education

<b>UNIT TITLE</b>	<b>INTRODUCTION TO VOLLEYBALL</b>						<b>Duration</b>	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Change	Related Concept(s)	Adaptation, Choice.	Global Context	Globalization and sustainability	Global Context Exploration(s)	Human impact on the environment
ATL Skills	II. Collaboration skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	The choices that each individual of a team contributes to team culture.				
Content	<p>This is an introductory course for the concept of playing the game of Volleyball which will include theoretical knowledge and practical aspects.</p> <p>In this course you will be given the opportunity to experience, explore, better and refine your ability to train Volleyball related skills.</p> <p>No matter what your level, you will be given opportunities to experience and explore the concepts to develop or enhance your capabilities.</p> <p>Your success will be based on our "process" towards a better end result whichever level it may be.</p> <p>Volleyball is a "Net type" sport in which two teams are separated with a net, and each other competes by scoring points by dropping the ball on the opponent's court.</p> <p>In this unit, we will focus on understanding the basic rules and acquiring basic skills to play the official Volleyball game.</p>			<p>By the end of 5 sessions, students should be exposed and have experienced:</p> <ul style="list-style-type: none"> <li>- Volleyball Related Skills - Serving, Passing, Setting and Spiking</li> <li>- Basic Rules and Regulations for the game of Volleyball</li> <li>- Rally Point Scoring System</li> <li>- Rotation and Basic Strategy</li> </ul>					



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UNIT TITLE	SWIMMING - STROKE DEVELOPMENT AND WATER SAFETY						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Communication	Related Concept(s)	Environment, Systems	Global Context	Fairness and development	Global Context Exploration(s)	Rights, Responsibility
ATL Skills	III. Organization skills V. Affective skills V. Reflection skills VI. Information literacy skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Using established systems of verbal and nonverbal communications to interact, we can create a safe environment.				
Content	<p>An experience into the International Baccalaureate's Middle Years Program (IB – MYP), this is an introduction course for Stroke Development for Swimming. The concept of Swim Stroke Development which will include theoretical knowledge and practical aspects of Front Crawl, Elementary Backstroke, Sidestroke, Breaststroke and Butterfly Stroke.</p> <p>In this course you will be given opportunity to explore, better and refine Swimming strokes, related skills and components Your success will be based on our "process" towards a better end result whichever level it may be. You will be given opportunities for perfecting skills and applying them into water safety situations.</p> <p>Welcome to Swimming. Because of the covid situation you will work very short time in the water, but you still make some progress through watching demonstration videos and feedback from the instructor. In this course you are expected to be a better swimmer than now; get more comfortable in the water, learn the basics of each stroke, be a more confident swimmer and if you are already a good swimmer, you still can work to improve your stroke to be stronger and faster.</p> <p>This course is accompanied by Google Classroom which houses tutorial videos and pertinent class information.</p>				<p>During the course, students will be working on -</p> <ul style="list-style-type: none"> <li>- Water Skills: Work on various movements so that you can move your body freely in the water.</li> <li>- Swim Skills: We will work on 7 different strokes (Front Crawl, Elementary Backstroke, Side Stroke, Butterfly and Treading water)</li> <li>- Practice items on the "swim sheet" until you are confident and do well</li> <li>- When you are confident and able to do well, proceed to the next step.</li> <li>- Use the demonstration video</li> <li>- Get feedback from the teacher</li> <li>- Clarify the goal/task for the next class by doing the reflection of the day after every class.</li> </ul>				

## Subject group overview: Physical and health education

<b>UNIT TITLE</b>	<b>INTRODUCTION TO FIELD HOCKEY</b>						<b>Duration</b>	6 Weeks			
Subject(s)	Physical and health education	Key Concept	Change	Related Concept(s)	Movement, Space, Systems	Global Context	Personal and cultural expression	Global Context Exploration(s)	Ritual and play, Systems and institutions, Practice and competency		
ATL Skills	III. Organization skills IV. Affective skills V. Reflection skills X. Transfer skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	The most effective way to create space is the proper use of offensive and defensive movement patterns.						
Content	<p>An experience into the International Baccalaureate's Middle Years Program (IB – MYP), this is an introductory course in Field Hockey.</p> <p>The concept of Field Hockey which will include theoretical knowledge and practical aspects of Hockey Stick manipulation (Dribble, Pass and Shoot).</p> <p>In this course you will be given the opportunity to explore, better and refine ball control with an apparatus, related skills and components.</p> <p>Your success will be based on our "process" towards a better end result whichever level it may be. You will be given opportunities for perfecting skills and applying them into modified and regulation game situations.</p>			<p>Course content -</p> <ul style="list-style-type: none"> <li>- Safety Procedures</li> <li>- Proper grip and manipulation of a hockey stick.</li> <li>- Progression and Practice through individual and team drills -</li> <li>- Dribbling (control, tap and Indian)</li> <li>- Pass (push, tap and strike)</li> <li>- Simplified Rules and Regulations for hockey play</li> <li>- Basic Offensive and Defensive systems and strategies</li> <li>- Regulation and/or modified games</li> </ul>							

## Subject group overview: Physical and health education

UNIT TITLE	INTRODUCTION TO PICKLEBALL						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Communication	Related Concept(s)	Adaptation, Choice, Systems	Global Context	Identities and relationships	Global Context Exploration(s)	Human relationships
ATL Skills	I. Communication skills II. Collaboration skills X. Transfer skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Developing an understanding of others' performance allows us to strategize our own playing and performance.				
Content	<p>Welcome to Pickle Ball, the fastest growing sport in North America. The game is mixed of several racquet sports (i.e., Badminton, Tennis, and Table Tennis)</p> <p>In this course you will be given the opportunity to better and refine your striking with an implement skill.</p> <p>No matter if you are an absolute beginner or a season "Pickler" (that is what they call an expert pickleball player).</p> <p>Your success will be based on your process towards a better end result whichever level it is.</p> <p>You will then be given opportunities for perfecting skills and applying them to game situations.</p>			<p>During the course, we will work on the following in line with your individual skill achievement/skill level.</p> <ul style="list-style-type: none"> <li>- House Rules</li> <li>- Safety Procedures for Class and Equipment</li> <li>- Racquet Grip</li> <li>- Skill Practice and Refinement Drills and Procedures/Formats</li> <li>- Ground Strokes and the Serve</li> <li>- Pickleball Rules and Regulations (see PowerPoint Presentation)</li> <li>- Singles, Doubles and Modified Plan</li> </ul>					

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UNIT TITLE	SWIMMING - STROKE DEVELOPMENT AND WATER SAFETY 2						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Communication	Related Concept(s)	Environment, Systems	Global Context	Fairness and development	Global Context Exploration(s)	Rights, Responsibility
ATL Skills	I. Communication skills II. Collaboration skills IV. Affective skills VI. Information literacy skills VIII. Critical thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Di. Dii. Diii.	Statement of Inquiry	Safe environment depends on interactions that use established verbal and nonverbal forms of communication.				
Content	<p>An experience into the International Baccalaureate's Middle Years Program (IB – MYP), this is an introduction course for Stroke Development for Swimming. The concept of Swim Stroke Development which will include theoretical knowledge and practical aspects of Front Crawl, Elementary Backstroke, Sidestroke, Breaststroke and Butterfly Stroke.</p> <p>In this course you will be given opportunity to explore, better and refine Swimming strokes, related skills and components</p> <p>Your success will be based on our "process" towards a better end result whichever level it may be. You will be given opportunities for perfecting skills and applying them into water safety situations.</p> <p>Welcome to Swimming. Because of the covid situation you will work very short time in the water, but you still make some progress through watching demonstration videos and feedback from the instructor. In this course you are expected to be a better swimmer than now; get more comfortable in the water, learn the basics of each stroke, be a more confident swimmer and if you are already a good swimmer, you still can work to improve your stroke to be stronger and faster.</p> <p>This course is accompanied by Google Classroom which houses tutorial videos and pertinent class information.</p>			<p>During the course, students will be working on -</p> <ul style="list-style-type: none"> <li>- Water Skills: Work on various movements so that you can move your body freely in the water.</li> <li>- Swim Skills: We will work on 7 different strokes (Front Crawl, Elementary Backstroke, Side Stroke, Butterfly and Treading water)</li> <li>- Practice items on the "swim sheet" until you are confident and do well</li> <li>- When you are confident and able to do well, proceed to the next step.</li> <li>- Use the demonstration video</li> <li>- Get feedback from the teacher</li> <li>- Clarify the goal/task for the next class by doing the reflection of the day after every class.</li> </ul>					

## Subject group overview: Physical and health education

UNIT TITLE	INTRODUCTION TO SELF DEFENSE						Duration	6 Weeks		
Subject(s)	Physical and health education	Key Concept	Relationships	Related Concept(s)	Adaptation, Movement, Space	Global Context	Scientific and technical innovation	Global Context Exploration(s)	Processes and solutions, Risk, Consequences and responsibility	
ATL Skills	I. Communication skills V. Reflection skills X. Transfer skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Adaptation to space and environment will determine movement choices.					
Content	<p>An experience into the International Baccalaureate's Middle Years Program (IB – MYP), this is an introduction course for Self-Defense. The concept of Self Defense which will include theoretical knowledge and practical aspects and strategies for stances, specific footwork and locomotor movement for defense/attack, releasing from hand holds/grabs and holds/grabs from behind.</p> <p>In this course you will be given the opportunity to explore, refine and put into practice self-defense strategies and tactics.</p> <p>Class introduction -</p> <p>We often hear reports about molestation and assault on the news.</p> <p>When you face these dangers, it is only you who can and who is going to protect yourself.</p> <p>Because of that, you need to know and acquire skills on how to protect yourself in these emergency situations.</p> <p>Therefore, basic knowledge and skills of how to avoid, how to escape, and how to dodge attacks will be introduced in this unit.</p>				<p>Students will be exposed to the following concepts -</p> <ul style="list-style-type: none"> <li>- What is self-defense ?</li> <li>- What are the 5 steps in self-defense ?</li> <li>- When you run away from stranger, where should you run to ?</li> <li>- At least how far should you be away from stranger ?</li> <li>- When you call for a help, what the word you should use ?</li> <li>- What are the 3 stances ?</li> <li>- What is Suri-ashi ?</li> <li>- What should you do when stranger grabbed your hand ?</li> <li>- What should you do when stranger hugged you ?</li> <li>- What part of your body are the pressure points ?</li> </ul> <p>Students will be given a chance to experience -</p> <ul style="list-style-type: none"> <li>- Escape from situation when stranger grabbed your hand</li> <li>- Escape from situation when stranger grabber your shoulder / elbows</li> <li>- Escape from situation when stranger hugged you from front / back</li> <li>- Escape from situation when stranger covers you</li> <li>- Dodge kicks and punches using Tai-Sabaki &amp; Uke</li> <li>- Skill of Judo UKEMI</li> </ul>					

## Subject group overview: Physical and health education

UNIT TITLE	INTRODUCTION TO INVASION GAMES						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Communication	Related Concept(s)	Adaptation, Movement, Space, Systems	Global Context	Scientific and technical innovation	Global Context Exploration(s)	The impact of environments on human activity
ATL Skills	I. Communication skills V. Reflection skills X. Transfer skills:	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	In adapting to space and environment, we must make movement choices.				
Content	<p>This is an introductory course for the concept of playing Invasion Games which will include theoretical knowledge and practical aspects.</p> <p>In this course you will be given the opportunity to experience, explore, better and refine your ability to utilize Invasion Games related skills.</p> <p>No matter what your level, you will be given opportunities to experience and explore the concepts to develop or enhance your capabilities.</p> <p>Your success will be based on our "process" towards a better end result whichever level it may be.</p> <p>Invasion games that we will explore in this unit includes - Interceptor, Flyball and Mat Ball.</p>				<p>By the end of the unit, students will be able to -</p> <ul style="list-style-type: none"> <li>Understand different methods of Sending, Receiving and Movement.</li> <li>Sending - Throwing American Football Style, Rugby pass, and basketball pass</li> <li>Receiving - Catching with soft hands, Cradle, Trapping</li> <li>Movement strategies to get open - L cut, V cut, Spin move, Give and go.</li> <li>Adapt to different environment for scoring points</li> <li>Adapt to different methods of transitioning from offense to defense.</li> </ul>				

## Subject group overview: Physical and health education

UNIT TITLE	INTRODUCTION TO TRACK AND FIELD						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Change	Related Concept(s)	Movement	Global Context	Orientation in space and time	Global Context Exploration(s)	Human discoveries
ATL Skills	I. Communication skills IV. Affective skills VI. Information literacy skills VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Having an awareness of how your body moves can lead to changes in techniques to enhance performance.				
Content	<p>This is an introductory course for the concept of Track and Field events, which will include theoretical knowledge and practical aspects.</p> <p>In this course you will be given the opportunity to experience, explore, better and refine your ability to perform selected Track and Field events.</p> <p>No matter what your level, you will be given opportunities to experience and explore the concepts to develop or enhance your capabilities.</p> <p>Your success will be based on our "process" towards a better end result whichever level it may be.</p>				<p>By the end of the unit, student should be familiar with the following:</p> <p>A set of Progressions will be used to introduce each of the following events -</p> <p>Javelin - Ready Position, running, transition and throwing phase.</p> <p>High Jump - Progression for Scissor, Fosbury Jump</p> <p>Long and Triple Jump - Setting up, approach phase and take off</p> <p>Sprint and hurdles - smooth and explosive start and maximum acceleration, lead foot timing</p>				

**Subject group overview: Physical and health education**

**NOTE: In grades 7-8 and grades 9-10, students are placed in small groups and rotate through each of the units, engaging in each unit at some point over the two years.**

**Grade 9/10**

UNIT TITLE	BASKETBALL						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Change	Related Concept(s)	Perspectives	Global Context	Orientation in space and time	Global Context Exploration(s)	Discoveries
ATL Skills	III. Organization skills IV. Affective skills V. Reflection skills VI. Information literacy skills VII. Media literacy skills VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Inquiry through investigating and reflecting on previous performance will allow for discovery of new talents.				
Content	This is an introductory/exploratory course for the concept of organized basketball which will include theoretical knowledge and practical aspects of volleyball including passing, dribbling, shooting and basic offense/defensive strategies. In this course you will be given the opportunity to explore, better and refine basketball related skills and components. Your success will be based on our "process" towards a better end result whichever level it may be. You will be given opportunities for perfecting skills and applying them to game situations.			Learning Objectives – At the end of the course the student should be able to recall from previous learning (MS Basketball) perform and apply strategies for: - Passing - Chest, Bounce and Overhead - Dribbling - Fast break verses Close Quarters using different pathways, tempo, levels - Ball Handling - Hand eye coordination, fine motor skills - Triple Threat Position - Shooting - B.E.E.F acronym, Lay Up progression, Set and Jump Shot - Basic Setup for Offense - Basic Setup for Defense - 3-2  Students will be given - Play and Drill opportunities for skill development Students will be able to explain: - Rules and Regulations - Difference between a "foul" and a "Violation"					



## Subject group overview: Physical and health education

UNIT TITLE	FITNESS WEIGHT TRAINING						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Change	Related Concept(s)	Choice, Refinement, Energy	Global Context	Identities and relationships	Global Context Exploration(s)	Health and well-being, Lifestyle choices, Motivation, Independence
ATL Skills	III. Organization skills V. Reflection skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Di. Dii. Diii.	Statement of Inquiry					
Content	<p>Fitness (Weight Training) OVERVIEW – This is an exploratory course for the concept of Weight Training which will include theoretical knowledge and practical aspects. In this course you will be given the opportunity to explore, better and refine your ability to train your muscles tone with or without weight equipment. No matter how strong you are, you will be given opportunities to explore the concepts to develop or enhance your capabilities. Your success will be based on our “process” towards a better end result whichever level it may be. You will be given opportunities for perfecting skills and applying them to improving your cardiovascular endurance levels.</p>			<p>Learning Objectives – At the end of the course the student should be able to perform and apply strategies for: - Improving muscle tone levels and utilizing programs for enhancing training with or without weight equipment. (Weight Machine, Free weights, Body weight training, HITT and etc) - Effectively plan a personalized muscle tone fitness program. - Safety considerations in the training space - Creating a personal weight training program</p> <p>Student should also be able to explain: - Fitness and the importance of muscle tone training with or without equipment - Principles of Training - Major muscles and groups - Safety and injury prevention - Different training methods</p>					

## Subject group overview: Physical and health education

UNIT TITLE	INTRODUCTION TO CRICKET						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Communication	Related Concept(s)	Interaction, Refinement	Global Context	Identities and relationships	Global Context Exploration(s)	Human relationships
ATL Skills	II. Collaboration skills - III. Organization skills IV. Affective skills V. Reflection skills VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	To enhance technical refinement, one must have quality communication.				
Content	This is an introductory course for the concept of playing the game of Cricket which will include theoretical knowledge and practical aspects. In this course you will be given the opportunity to experience, explore, better and refine your ability to train Cricket related skills. No matter what your level, you will be given opportunities to experience and explore the concepts to develop or enhance your capabilities. Your success will be based on our "process" towards a better end result whichever level it may be. Cricket is played with a bat and ball and involves two competing sides (teams) of 11 players. The field is oval with a rectangular area in the middle, known as the pitch. (Diagram located in PowerPoint Presentation linked with QR code) Please use the following URL to explore the possibilities of the game of Cricket – <a href="http://www.usacricket.org/what-is-cricket/">http://www.usacricket.org/what-is-cricket/</a> In MS, we will focus mainly on Cricket related Fielding and Batting techniques to develop a better understanding and appreciation for the game which transfers to other bat and ball activities.			By the end of 5 sessions, students should be exposed and have experienced - - Fielding - Ground Ball, Fly Ball, Bouncing Ball. Throwing using the catch, set and overhand throw method. - Batting - 4 strokes - Forward Drive, Back Foot Drive, Square Cut and Sweep - Bowling action verses throwing action - Playing a modified Cricket game with infielders, outfielders and Batters running between wickets.					

## Subject group overview: Physical and health education

UNIT TITLE	VOLLEYBALL						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Communication	Related Concept(s)	Interaction, Adaptation, Choice, Movement, Refinement, Space, Systems	Global Context	Identities and relationships	Global Context Exploration(s)	Competition and cooperation, Physical, psychological and social development, Transitions, Health and well-being, Lifestyle choices, Moral reasoning and ethical judgment, Teams, Motivation
ATL Skills	I. Communication skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Communication can change a team's interaction.				
Content	<p><b>OVERVIEW –</b> This is an introductory/exploratory course for the concept of organized volleyball which will include theoretical knowledge and practical aspects of volleyball including passing, serving, setting and passing. In this course you will be given the opportunity to explore, better and refine volleyball related skills and components. If you are an absolute beginner, you will be given a chance to explore the concepts and game of volleyball using a “modified” volleyball concept. Your success will be based on our “process” towards a better end result whichever level it may be. You will be given opportunities for perfecting skills and applying them to game situations.</p> <p><b>Learning Objectives –</b> At the end of the course the student should be able to perform and apply strategies for: - Underhand and overhand serve, overhead and underhand pass, set and have the correct form for the spike approach and spike. - Serve receive, rotation, defense and offensive systems for doubles, triples and regulation game play. - Hand signals for refereeing duties.</p> <p><b>Student should also be able to explain:</b> - Physical structure, rules and regulations. - Offense and defensive systems.</p>								

## Subject group overview: Physical and health education

UNIT TITLE	FIELD HOCKEY						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Relationships	Related Concept(s)	Balance, Movement, Systems.	Global Context	Globalization and sustainability	Global Context Exploration(s)	Population and demography, Diversity and interconnection, Reflect on the opportunities and tensions provided by world interconnectedness - World Hockey Federation.
ATL Skills	I. Communication skills II. Collaboration skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	A team will be successful when players react to and develop responsive movement patterns.				
Content	<p>This is an introductory/exploratory course for the concept of organized field hockey which will include theoretical knowledge and practical aspects of field hockey including dribbling, passing, shooting and basic strategies for offense and defensive play.</p> <p>In this course you will be given the opportunity to explore, better and refine field hockey related skills and components. Your success will be based on our "process" towards a better end result whichever level it may be. You will be given opportunities for perfecting skills and applying them to game situations.</p>				<p>Explicit skills and techniques to be recapped and developed - dribbling (Control, Tap and Indian), passing (Push, Strike and Sweep) and Pull Reverse stick stop techniques.</p> <p>Explicit strategies and movement concepts to be recapped - short corner, give and go, ball stoppage, footwork, triangle concept.</p> <p>Hockey Field dimensions and markings.</p> <p>Strict Enforcement of regulation rules and house rules for safety - Leg, Back Stick and High Stick (both hands on stick) Taking 3 steps back when a violation or foul had occurred when there is no referee (being principled)</p>				

## Subject group overview: Physical and health education

UNIT TITLE	FITNESS ENDURANCE						Duration	6 Weeks		
Subject(s)	Physical and health education	Key Concept	Change	Related Concept(s)	Refinement, Environment, Space	Global Context	Identities and relationships	Global Context Exploration(s)	Personal efficacy and agency, Health and well-being, Lifestyle choices, Consciousness and mind, Attitudes, Motivation, Independence	
ATL Skills	I. Communication skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Di. Dii. Diii.	Statement of Inquiry	Making and refining choices can bring about changes in our health.					
Content	<p>OVERVIEW –</p> <p>This is an exploratory course for the concept of Weight Training which will include theoretical knowledge and practical aspects.</p> <p>In this course you will be given the opportunity to explore, better and refine your ability to train your muscles tone with or without weight equipment.</p> <p>No matter how strong you are, you will be given opportunities to explore the concepts to develop or enhance your capabilities.</p> <p>Your success will be based on our “process” towards a better end result whichever level it may be. You will be given opportunities for perfecting skills and applying them to improving your cardiovascular endurance levels.</p>			<p>Learning Objectives –</p> <p>At the end of the course the student should be able to perform and apply strategies for:</p> <ul style="list-style-type: none"> <li>- Improving muscle tone levels and utilizing programs for enhancing training with or without weight equipment. (Weight Machine, Free weights, Body weight training, HITT and etc)</li> <li>- Effectively plan a personalized muscle tone fitness program.</li> <li>- Safety considerations in the training space</li> <li>- Creating a personal weight training program</li> </ul> <p>Student should also be able to explain:</p> <ul style="list-style-type: none"> <li>- Fitness and the importance of muscle tone training with or without equipment</li> <li>- Principles of Training</li> <li>- Major muscles and groups</li> <li>- Safety and injury prevention</li> <li>- Different training methods</li> </ul>						

## Subject group overview: Physical and health education

UNIT TITLE	BADMINTON						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Relationships	Related Concept(s)	Interaction, Space, Balance, Refinement.	Global Context	Identities and relationships	Global Context Exploration(s)	Competition and cooperation, Happiness and the good life, Physical, psychological and social development, Transitions, Identity formation, Affiliation and leadership, Motivation
ATL Skills	I. Communication skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	The effectiveness of a team's relationship depends on its ability to communicate effectively.				
Content	<p>OVERVIEW –</p> <p>An experience into the International Baccalaureate's Middle Years Program (IB – MYP), this is an introductory/ exploration course for the concept of playing the game of badminton which will include theoretical knowledge and practical aspects of badminton including forehand, backhand, underhand clear, smash, drop, short and long serve and tactical concepts for singles and doubles play.</p> <p>In this course you will be given the opportunity to explore, better and refine badminton related skills and components. Your success will be based on our "process" towards a better end result whichever level it may be. You will be given opportunities for perfecting skills and applying them to game situations.</p> <p>It is very important to refer to the Badminton PowerPoint presentation located in Google Classroom as a resource.</p>			Learning Objectives –	<p>At the end of the course the student should be able to perform and apply strategies for:</p> <ul style="list-style-type: none"> <li>- Forehand Clear</li> <li>- Underhand Clear</li> <li>- Smash</li> <li>- Drop</li> <li>- Using proper footwork</li> <li>- Short and long serve</li> </ul> <p>Student should also be able to explain:</p> <ul style="list-style-type: none"> <li>- Basic strategies for Singles play</li> <li>- Basic strategies for doubles play</li> <li>- General rules and regulations for badminton play</li> </ul>				

## Subject group overview: Physical and health education

UNIT TITLE	PERFORMANCE - DANCE, CIRCUS, SYNCHRONIZED SWIMMING AND GYMNASTICS						Duration	6 Weeks			
Subject(s)	Physical and health education	Key Concept	Aesthetics	Related Concept(s)	Choice, Refinement, Adaptation, Balance, Energy, Interaction, Perspectives, Space	Global Context	Personal and cultural expression	Global Context Exploration(s)	Artistry, Craft, Creation, Beauty, Systems and institutions, Practice and competency		
ATL Skills	I. Communication skills VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Aiii. Bi. Bii. Di. Dii. Diii.	Statement of Inquiry	Making and refining choices can bring about creative change to enhance esthetics.						
Content	In this course you will be given the opportunity to explore your creative and aesthetics side. You will have the opportunity to choose from a variety of performance-based activities. The challenge is to work together with your team members to produce a presentation that will highlight your creative side.				What is performance? The components of performance will include the following - - The elements of performance. - The Choreographic process - The benefits of focused and disciplined practice.						

## Subject group overview: Physical and health education

UNIT TITLE	TRACK AND FIELD						Duration	6 Weeks	
Subject(s)	Physical and health education	Key Concept	Perspective	Related Concept(s)	Function, Refinement, Environment, Perspectives	Global Context	Fairness and development	Global Context Exploration(s)	Human capability and development, Inequality, Difference and inclusion, Law
ATL Skills	III. Organization skills IV. Affective skills V. Reflection skills VIII. Critical thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii. Aiii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Personal perspective can be developed through refinement.				
Content	<p>OVERVIEW –</p> <p>The aim of this class is to extend from their middle school experience</p> <p>Students will be given the opportunity to experience, refine and enhance their athletic ability for Distance running, Long and High Jump, Javelin, Sprint and Hurdles.</p> <p>In this course you will be given the opportunity to explore, better and refine your ability to train for track and field events.</p> <p>No matter how strong you are, you will be given opportunities to explore the concepts to develop or enhance your capabilities.</p> <p>Your success will be based on our “process” towards a better end result whichever level it may be. You will be given opportunities for perfecting skills and applying them to improving your cardiovascular endurance levels.</p>			<p>Learning Objectives -</p> <p>At the end of this course, students should be able to perform and apply strategies for:</p> <p>Long distance run - 1k daily run with a 3k run at the end.</p> <p>Sprint and Hurdles</p> <p>Javelin throw</p> <p>Long Jump</p> <p>High Jump</p>					