

## Course Overviews MYP Physical and Health Education, UWC Thailand 2022-2023

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To learning skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)	Summative Assessment and MYP Criteria Assessed
6	UNIT 1 HRF	Relationship Function Movement	scientific and technical innovation; systems	Our body <b>systems</b> are <b>related</b> and have clear <b>functions</b> and <b>systems</b> to support our <b>movements</b> .	<b>Factual:</b> What are the main bones and muscles in our body <b>related movement</b> ? <b>Factual:</b> What is the <b>function</b> of the skeletal and muscular <b>system</b> ?  <b>Conceptual:</b> How does an understanding of the body systems <b>support</b> your <b>performance</b> ? <b>Conceptual:</b> How are our body systems <b>connected</b> ?  <b>Debatable:</b> Can we all become athletes?	Thinking: Critical thinking; Practise observing carefully in order to recognise problems Draw reasonable conclusions and generalizations  Transfer: Apply skills and knowledge in unfamiliar situations Combine knowledge, understanding and skills to create products or solutions  Routine used: See-Think-Wonder	The student can: <ul style="list-style-type: none"><li>pace their effort well to meet the needs of a range of activities and events perform effectively in different events by adapting their skills to meet the challenges and tasks set</li><li>identify what they need to do to improve their own fitness</li><li>explain some of the principles for warming up and preparing safely and effectively</li><li>select appropriate exercises to put into their warm-up and cool-down activities to suit the event</li><li>identify strengths and weaknesses in their own and others' performance</li><li>select an appropriate focus for improvement</li></ul> Students will learn through practical application how the major bones and muscles of the body work <ul style="list-style-type: none"><li>Analyse body mechanics - muscular systems</li><li>Understanding of the 15 main bones in the body</li><li>Analyse the skeletal system and how it functions</li><li>Understanding of the 10 main muscles</li><li>Connections between muscular and skeletal system</li><li>Understanding of how these muscles influence performance</li><li>Understanding on how to build up a warm up and target specific muscle groups</li></ul>	A - Assessment of knowledge and understanding of how the skeletal system and muscular system work together through track and field poster making.  D: reflection on participation and maintaining a healthy balance in their lifestyle through an audio recording.
6	Unit 2.1 OE - navigation and orienteering	Relationship, Function Balance	Scientific and technical innovation - Responsibility	A <b>balanced</b> team needs to build <b>relationships</b> where everybody has a <b>function</b> and accepts <b>responsibility</b> .	<b>Factual:</b> What is the importance of navigation tools in the outdoors. What are our <b>roles</b> in a team? <b>Conceptual:</b> Why should we develop personal <b>responsibility</b> and <b>responsibility for others</b> in the outdoors? How can a team stay in <b>balance</b> ? <b>Debatable</b> Does being outdoors support mindful practice?	Collaboration skills: - Working effectively with others Organization skills: - Set goals that are effective and realistic	<ul style="list-style-type: none"><li>introduction of hiking basics</li><li>why do we go outside</li><li>safety and awareness in the outdoors</li><li>packing effectively</li><li>job roles within a team (hiking team)</li><li>leave no trace ethics</li><li>navigation (compass and map reading)</li></ul>	D - reflection on participation through a written letter to their parents about their functioning in their team.
6	Unit 2 Floorball	Communication Adaptation Function	Identities and relationships Teams	Every <b>role</b> carries a responsibility that requires you to <b>adapt</b> and <b>communicate</b> with your <b>team</b> .	<b>Factual:</b> What are the different <b>roles</b> in a <b>team</b> ? <b>Factual:</b> What are the rules and regulations of the game?  <b>Conceptual:</b> How do we <b>develop</b> positive <b>interactions</b> within a <b>team</b> ? <b>Conceptual:</b> How do you <b>adapt</b> to the different needs of your <b>team</b> ?  <b>Conceptual:</b> <b>Debatable:</b> Are all <b>roles</b> on a <b>team</b> equally important?	Social: collaboration skills - delegate and share responsibility; help others succeed; take responsibility; make fari decisions; listen actively to others' give and receive meaningful feedback.	The student: • Develops the skills required for floorball games: pass/hit/stop / dribble Develops a deeper understanding of the rules and regulations of the game • Develops an understanding for strategies and concepts of the game • Is able to transfer skills, concepts and strategies  The student: • Describes and analyses the role of a leader in a team • Develops communication and team working skills • Develops leadership skills in various settings • Understands safety on the field and acts accordingly • Can act as a referee on the field and as a coach from the side line • Demonstrates sportsmanship • Can plan, organize and run a small group warm up	B C
6	Unit 3 Invasion Games Basketball	Communication Interaction Movement	Identities and relationships - attitudes	To <b>move</b> effectively a team requires a positive <b>attitude</b> and strong <b>communication</b> and <b>interaction</b> skills.	<b>Factual:</b> What are <b>communication</b> skills? <b>Factual:</b> What are the basic rules, systems of basketball? <b>Factual:</b> What are strategies that we can use?  <b>Conceptual:</b> How do our <b>interactions</b> and <b>attitudes</b> contribute to positive team play?	Communication: - Give and receive feedback Social: collaboration: - Working effectively with others	Students: - will understand their position in open space and apply strategic decision making - will understand how to run into space to be of benefit for their team's strategic movements - will understand what interpersonal skills are and how they influence their peers in a positive way	A: written test related to the SOI and IQ.  C: performance in both sports in small sided game situations: 4v4 or 3v3.

					<p><b>Conceptual:</b> How can you <b>move</b> effectively?</p> <p><b>Debatable</b> Are all the <b>learner profiles</b> equally important to a team?</p>		<ul style="list-style-type: none"> <li>- will understand the rules of basketball</li> <li>- use passing, dribbling, and control skills consistently, accurately and fluently while playing small-sided games</li> <li>- use the skills listed above in isolation and a small-sided game situation</li> <li>- organise themselves as a team to attack and defend and play in different positions</li> <li>- select and use a range of tactics and strategies including principles of overload, support, and opening space which can be transferred to different games</li> <li>- can explain the similarities between the different invasion games played</li> <li>- can explain the range of decisions they have to make in a game</li> <li>- can identify their own and others' strengths and weaknesses and use that information in developing tactics and strategies</li> <li>- can implement practices to improve their performance</li> <li>- identify aspects of technique that require practice and improvement</li> <li>- assess and comment on the ways in which they can improve, eg attack and defence tactics</li> <li>- students will understand the various positions in the game played</li> <li>- students will play at various positions</li> <li>- students will use positive interpersonal skills to support their team</li> <li>- students will play in a variety of game settings to allow them to reach a higher level of skill</li> </ul>	
6	Unit 3 HRF & Athletics	Relationship Function Movement	scientific and technical innovation; systems	Our body <b>systems</b> are <b>related</b> and have clear <b>functions</b> and <b>systems</b> to support our <b>movements</b> .	<p><b>Factual:</b> What are the main bones and muscles in our body <b>related movement</b>?</p> <p><b>Factual:</b> What is the <b>function</b> of the skeletal and muscular <b>system</b>?</p> <p><b>Factual:</b> What are the rules and regulations of the various Athletics events?</p> <p><b>Conceptual:</b> How does an understanding of the body systems <b>support</b> your <b>performance</b>?</p> <p><b>Conceptual:</b> How are our body systems <b>connected</b>?</p> <p><b>Debatable:</b> Can we all become athletes?</p>	Thinking: Critical thinking, transfer.  See-Think-Wonder	<p>The student can:</p> <ul style="list-style-type: none"> <li>• perform a range of running, jumping and throwing skills with control, accuracy, power and sound technique</li> <li>• show a good range of skills used over different times and distances and the ability to vary them to suit the needs of the activity or event</li> <li>• pace their effort well to meet the needs of a range of activities and events perform effectively in different events by adapting their skills to meet the challenges and tasks set</li> <li>• identify what they need to do to improve their own fitness</li> <li>• explain some of the principles for warming up and preparing safely and effectively</li> <li>• select appropriate exercises to put into their warm-up and cool-down activities to suit the event</li> <li>• identify strengths and weaknesses in their own and others' performance</li> <li>• select an appropriate focus for improvement</li> </ul> <p>Students will learn through practical application how the major bones and muscles of the body work</p> <ul style="list-style-type: none"> <li>- Analyse body mechanics - muscular systems</li> <li>- Understanding of the 15 main bones in the body</li> <li>- Analyse the skeletal system and how it functions</li> <li>- Understanding of the 10 main muscles</li> <li>- Connections between muscular and skeletal system</li> <li>- Understanding of how these muscles influence performance</li> <li>- Understanding on how to build up a warm up and target specific muscle groups</li> </ul>	<p>A - Assessment of knowledge and understanding of how the skeletal system and muscular system work together through a track and field poster making.</p> <p>C- Practical performance of various events assessed throughout the unit</p>
6	Unit 4 Aquatics	Development Energy Environment	Scientific and Technical innovation: Adaptation	Adapting to the <b>environment</b> around us allows us to be more <b>energy</b> efficient and leads to personal <b>development</b> .	<p><b>Factual:</b> • What does it mean to be proficient and efficient in the water? (streamlining, stroke efficiency/length/technique, fitness) How can I be more energy efficient in the water?</p> <p><b>Conceptual:</b> • How can we use the forces in the water to our advantage in our swimming technique How do I adapt my technique to become more efficient?</p> <p><b>Debatable:</b> • Does good technique always produce greater speed?</p>	Self management: Organisation. Thinking: Critical thinking.	<p>Sustainable effective technique and movement in Freestyle, backstroke.</p> <p>Drills, stroke, and kicking drills to refine movement skills</p> <p>Starts and turns</p> <ul style="list-style-type: none"> <li>• use three strokes confidently with accuracy and fluency explain how to swim the fourth stroke over short distances</li> <li>• describe how they meet challenges and tasks set, selecting appropriate approaches and pacing their effort well</li> <li>• combine strokes well to meet the challenges, producing them at different speeds and intensities</li> </ul>	<p>C- practical performance of multiple strokes in the water</p> <p>D - Students will reflect through an audio recording on the success of their performance</p>

							<ul style="list-style-type: none"> <li>record a clear view of what each challenge or task offers and work well with others to select ways to achieve targets</li> <li>explain changes to their bodies as a result of swimming and know what type of activity they need to do in order to improve their own fitness</li> <li>describe how to prepare themselves effectively for swimming, suggesting activities for warming up</li> <li>identify and describe good aspects of performance</li> <li>make informed comments on what they see and do analyse what could be improved and suggest ideas to make the improvement</li> </ul>	
6	<b>Unit 5</b> Movement composition (Tinikling)	Development Function System	Personal and cultural expression: - creation	Functions and systems support the development of a creative performance.	<p><b>Factual:</b> What are the basic tinikling steps? <b>Factual</b> - How do you use choreographic elements? <b>Factual</b> - What elements make a more advanced performance?</p> <p><b>Conceptual</b> - How can systems and functions support the creation of a dance routine? <b>Conceptual</b> - How can we transfer a traditional dance to the modern world?</p> <p><b>Debatable</b> - Does dance make you a better games player?</p>	Thinking: Creative thinking; create original work Communication: Give and receive meaningful feedback Social: help other succeed, listen actively to other perspectives and ideas, manage and resolve conflict and work collaboratively in teams	<p>Students will learn a dance that is frequently performed in the Philippines, as well as the legend and history surrounding the dance.</p> <ul style="list-style-type: none"> <li>Learning and performing the 6 major steps in tie with the music</li> <li>Applying choreographic skills of <ul style="list-style-type: none"> <li>Matching</li> <li>Mirroring</li> <li>Canon</li> <li>Unison</li> </ul> </li> <li>Students will remember, refine and repeat short dances with a growing sense of style and artistic intention;</li> <li>Students will show awareness of musical structure, rhythm, mood and phrasing; choose and develop dance material;</li> <li>Students will identify strengths and weaknesses in their own and others' work;</li> <li>Students will suggest ways to improve their performance and compositions;</li> <li>Students will talk about dance using appropriate vocabulary;</li> </ul>	<p>B: student are to plan a 2 minute tinikling dance routine- looking at their individual needs</p> <p>C: students have to perform the 2 minute tinikling dance routine in a group of 4.</p> <p>D: students reflect on their planning and performing skills</p>
6	<b>Unit 6</b> Badminton	Development Adaptation Space	Identities and relationships  Competition and cooperation	Development of skills allows for competition and cooperation through adaptation of skills and use of space.	<p><b>Factual:</b> What are the different badminton shots? <b>Factual:</b> What are the rules and regulations of the badminton game?</p> <p><b>Conceptual:</b> How can a player manipulate space effectively?</p> <p><b>Debatable:</b> To what extent do you need to master the skills to be competitive?</p>	Research skills: Information literacy skills: - collect, record and verify data - make connections between various sources of information - process data and report results - collect and analyse data to identify solutions and make informed choices	"Underhand and overhead clear, forehand, backhand shots, serves both forehand and backhand, smash, court movement - lunge. Side by side court coverage. <ul style="list-style-type: none"> <li>to improve consistency, quality and use of a variety of techniques in singles</li> <li>to understand and apply strategic and tactical principles more effectively in familiar situations and anticipate and describe outcomes</li> <li>to understand the concepts of badminton and make effective evaluations of strengths and weaknesses of performance</li> <li>to adapt strategies and tactics used in one game and apply them</li> </ul>	<p>B: students select a shot, analysis and create a plan for improvement geared at supporting their overall game play.</p> <p>C: Game play - singles</p> <p>D: students reflect on their planning and performing skills</p>
<b>Grade</b>	<b>Unit Number and Title</b>	<b>Key and Related Concepts</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>Inquiry Questions</b>	<b>Approaches To Learning Skills taught / learnt / developed in this unit</b>	<b>Content (topics / knowledge/ subject specific skills)</b>	<b>Summative Assessment and MYP Criteria Assessed</b>
7	<b>Unit 1</b> Health & Fitness  (IDU)	System Function Form	Identities and relationships - physical health	Physical health is dependent upon the form, functions and interactions of different body systems.	<p><b>Factual:</b> What is the function of the double circulatory system? <b>Factual:</b> What is the relationship by the need for energy and the adaptation of our body systems?</p> <p><b>Conceptual:</b> How is physical health dependent on various types of workouts?</p> <p><b>Debatable:</b> Are first world countries more likely to receive a heart disease then third world countries?</p>	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <li>Gather information to formulate an argument</li> <li>Interpret data</li> </ul> <p>Transfer skills:</p> <ul style="list-style-type: none"> <li>Apply skills and knowledge in unfamiliar situations</li> <li>Make connections between subject groups and disciplines</li> </ul>	<p>PHE: Students will learn through practical application how the circulatory and respiratory systems in their body are connected and how the energy systems function:</p> <ul style="list-style-type: none"> <li>Students will understand the structure, the function and the form of the heart in relation to exercise</li> <li>Students will understand the double circulatory system in the relation to exercise</li> <li>Students will understand the relationship between nutrition and the energy system</li> <li>Students will have a basic understanding of the 3 different energy systems: CP, anaerobe, aerobe and are able to connect it to activities</li> <li>Students will describe the impact of exercise on the circulatory and respiratory systems, with reference to form and function.</li> </ul>	<p>A - Assessment of knowledge and understanding about the relationship between the cardiovascular and respiratory system and exercise through a written test.</p> <p>D- Reflection on their experiences in relation to their own well being - goal setting.</p>

						<ul style="list-style-type: none"> <li>- Combine knowledge, understanding and skills to create solutions</li> </ul>	<ul style="list-style-type: none"> <li>- Students will develop an understanding of various heart diseases, heart attack and how to prevent these</li> <li>- Students will develop an understanding of the two forms of exercise (aerobic/anaerobic)</li> <li>- Students are able to measure their heart rate</li> <li>- Students will describe the function of the heart rate in relation to the type of exercise</li> <li>-</li> </ul> <p>Content:</p> <ul style="list-style-type: none"> <li>- Students will be able to make connections between physical performance (intensity) and their heart rate as well as breathing</li> <li>- Students will be able to apply health related terminology in class</li> <li>- Students will understand that staying fit has an effect on being healthy.</li> </ul>	
7	Unit 1 Invasion Games Touch Rugby	Relationship Function Space	scientific and technical innovation - adaptation	There is a relationship between how a team functions effectively and how it is adapting its use of space.	<p><b>Factual:</b> What are the roles of responsibility that an effective team requires?  <b>Factual:</b> What are effective offensive and defensive systems?  <b>Conceptual:</b> How can we be effective as a team?  <b>Conceptual:</b> How can we adapt space to our advantage?  <b>Debatable:</b> Can everybody play in all team positions?</p>	<p>Communication: providing feedback through TAG feedback</p> <p>Self-management: setting goals of importance during a game: MOSCOW method</p>	<p>The students will:</p> <ul style="list-style-type: none"> <li>• to improve the consistency, quality and use of skills in the games played</li> <li>• to adapt and develop their skills</li> <li>• to apply more specific techniques in the activities undertaken</li> <li>• to organise themselves as a team and select and apply strategies consistently and effectively</li> <li>• to adapt strategies and tactics used in one game and apply them to a different one</li> <li>• to prepare for and recover from exercise safely and effectively and to know the principles used</li> <li>• to make effective evaluations of strengths and weaknesses in their own and others' performance</li> <li>• to make suggestions to improve play</li> </ul> <p>Roles and responsibilities:</p> <ul style="list-style-type: none"> <li>- playing with various positions; defender/attacker/center/wing etc.. Followed up by Q&amp;A about the differences, responsibilities linked to the positions as well as linking personal abilities to certain positions on the team.</li> <li>- discussion about team analysis, who should play where and why? Why do we have, place specific people on specific spots? Leading into: can everybody play everywhere? Why? Why not?</li> </ul> <p>Strategies/Systems</p> <ul style="list-style-type: none"> <li>- inquiry into what are strategies, what strategies can we apply; use this practically by playing with various number of players and different positions</li> <li>- inquiry into what we can learn from other sports, from tag games and what concepts, skills can be transferred into the game taught.</li> <li>- discussion: what makes an offensive or defensive system effective? Why? What do we need?</li> <li>- use of space: how can we use space effectively? What do we require? Why? How?</li> </ul> <p>Touch Rugby Skills</p> <ul style="list-style-type: none"> <li>• Passing to dominant and non dominant side</li> <li>• Running. - acceleration, changing pace, changing direction and running efficiently sideways and backwards.</li> <li>• Support play in offense and defence</li> <li>• Tackling - making the touch / accepting then touch</li> <li>• Decision making.</li> </ul>	C: formative and summative on both sports. Students play in a modified game setting 4v4 for hockey and a 6v6 for touch. D: audio recording on their strengths and weaknesses and how they worked as a member of the team.

7	<b>Unit 3 :</b> Movement Composition (Jump Rope)	Relationship Movement Energy	Personal and cultural expression: Creation	A great performance shows a relationship between the movements in creativity, energy and use of space.	<p><b>Factual:</b> What are basic skipping skills  <b>Factual:</b> What is choreography?</p> <p><b>Conceptual:</b> How can you create an interesting and attractive routine?  <b>Conceptual:</b> How can the environment be used to our advantage?</p> <p><b>Debatable:</b> To what extent do you need to be skilled to perform a routine well?</p>	<p>Social Skills:            - delegate and share responsibility            - help others succeed            - take responsibility for one's own actions            - build consensus</p> <p>Self management:            - create plans to prepare for assessment            - set goals that are challenging and realistic</p>	<p>Define aerobic exercise related to jump rope            Demonstrate understanding of how to increase aerobic endurance through the creation of a simple routine            Plan for increased aerobic fitness and endurance through a jump rope routine</p> <ul style="list-style-type: none"> <li>• perform fluently and with control, even when performing difficult combination</li> <li>• work well with a partner or a small group to practise and refine their work</li> <li>• make up longer jump rope sequences and perform them with fluency and clarity of movement</li> <li>• vary direction, levels and pathways, to improve the look of a sequence</li> <li>• use planned variations and contrasts in actions and speed in their sequences</li> <li>• take more responsibility for their own warm up</li> <li>• watch performances and use criteria to make judgements and suggest improvements</li> <li>• explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Learn basic jump rope skills: single bounce, double bounce, jogging jump, bell jump, ski jump, swing, quarter turn, criss-cross</li> <li>- explore more complex jumps: cross over and double jump</li> <li>- Create individually a 90 sec routine</li> <li>- Apply BASTE to their creation</li> <li>- Perform with flow and flair</li> <li>- Manage their time independently</li> </ul>	<p>B &amp; C: Students will plan and perform a 90sec skipping rope routine in a team of 3-4 people</p> <p>D: Students will reflect on the success of their performance and their contribution to the group.</p>
7	<b>Unit 4</b> Athletics	Development Energy Function	scientific and technical innovation: Opportunity	Data gives us an <b>opportunity</b> to <b>function</b> effectively and allow for an <b>energetic performance</b>	<p><b>Factual</b> - What <b>opportunity</b> does data give us?  <b>Factual</b> - How do we <b>break down</b> a skill effectively to aid <b>development</b>?            Factual - What are the <b>rules and regulations</b> of the various events?</p> <p><b>Conceptual</b> - How do we generate maximum <b>energy</b> in our <b>performance</b>?</p> <p><b>Debatable</b> - To what extent do we need to refine our performance?</p>	<p>Self management:            Affective Skills:            - practise focus and concentration            - perseverance            - demonstrate persistence            - practise analysing and attributing causes for failure</p>	<p>Understands how to prepare and recover from exercise safely and effectively and to know the principles used</p> <ul style="list-style-type: none"> <li>- Students will plan appropriate warm ups and stretches for the events;</li> <li>- Students can know how to continue to improve their own personal fitness</li> <li>- Students will adapt their approaches to events as they identify priorities for improvement;</li> <li>- Students will use their initiative to take corrective action</li> <li>- Students will understand the importance of good rules, procedures, and safe practice in physical activity settings</li> </ul> <ul style="list-style-type: none"> <li>• demonstrate good technique in all phases of a run or race</li> <li>• use a range of throwing and jumping techniques with precision and power, incorporating preparation and recovery phases</li> <li>• select appropriate approaches for the event</li> <li>• distribute their effort effectively within a competition</li> <li>• choose when to use power and when to use greater control</li> <li>• identify different forms of training that will improve their own personal fitness</li> <li>• select exercises and training activities appropriate to an event</li> <li>• explain the value of joining a club</li> <li>• analyse performance accurately</li> <li>• identify the key factors that underpin successful performance</li> <li>• set targets and programmes to improve performance</li> </ul>	<p>C; based on formative observation throughout the unit.            D: start with an introduction lesson together all students running through all stations - measuring all events. After sportsday - keep the score and look at progress - reflection on development (through data analysis - what does the data tell me, how do I know?) Ensure to retrieve data from sports day. Completed through a reflection poster.</p>



7	Unit 5 Aquatics - Life saving	Relationship Movement Environment	Orientation in space and time - Constraints and adaptation	There is a <b>relationship</b> between the <b>environment</b> , with its <b>constraints</b> , and a person's <b>actions</b> and <b>response</b> towards it.	<b>Factual:</b> What <b>skills</b> do I have to keep myself and others safe? What are the risks associated with aquatic <b>environments</b> ? What strategies do I need to employ when rescuing a casualty?  <b>Conceptual:</b> How does the <b>environment influence</b> , <b>adapt and constrain</b> , my decision in a lifesaving situation?  <b>Debatable:</b> To what extent does my physical ability relate to the outcome?	Critical Thinking skills: - Practise observing carefully in order to recognise problems - Evaluate and manage risk - Identify obstacles and challenges  Transfer Skills: - Apply skills and knowledge in unfamiliar situations - Combine knowledge, skills to create solutions	Demonstration of lifesaving and survival; techniques.  <ul style="list-style-type: none"> <li>use strokes confidently and appropriately for either survival or lifesaving</li> <li>describe how they meet challenges and tasks set, selecting appropriate approaches and pacing their effort well</li> <li>perform a range of personal survival and lifesaving , sustaining their effort appropriately</li> <li>record a clear view of what each challenge or task offers and work well with others to select ways to achieve targets</li> <li>describe how to prepare themselves effectively for swimming, suggesting activities for warming up</li> <li>identify and describe good aspects of performance</li> <li>make informed comments on what they see and do</li> <li>analyse what could be improved and suggest ideas to make the improvement</li> <li>Apply Huddle technique</li> <li>Understands the good Samaritan law</li> </ul>	A: knowledge and understanding  D - reflection on performance
7	Unit 6 Softball	Logic Choice Environment	Scientific and technical innovation - Systems	Selected strategies are related to choices based on logic and the environment	<b>Factual:</b> What are the functions of specific positions in the field? <b>Factual</b> What are the various strategies in the game of softball? <b>Conceptual</b> How do we make a logical decision? <b>Debatable</b> To what extent does the environment affect our choices?	Critical thinking skills: - Practise observing carefully in order to recognise problems - Interpret data - Evaluate and manage risk	The Student  <ul style="list-style-type: none"> <li>Develops throwing, catching and striking skill</li> <li>Understands the rules and regulations of the game of softball</li> <li>Understands and applies more complex concepts and strategies of the game of softball</li> <li>Is able to transfer concept and strategies and apply them correctly</li> <li>Understands safety and acts accordingly</li> <li>Develops spatial awareness with regards to themselves and opponent</li> <li>Can act as a coach, referee or trainer</li> </ul> The Student: <ul style="list-style-type: none"> <li>Applies technology to enhance their learning</li> <li>Applies skills and strategies from the game to enhance their performance</li> <li>Gives and receives feedback to support their learning</li> </ul>	C: Applying and Performing Students will play in a modified game situation: 4v4v4 to demonstrate their understanding and ability to play the game of softball.
<b>Grade</b>	<b>Unit Number and Title</b>	<b>Key and Related Concepts</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>Inquiry Questions</b>	<b>Approaches To Learning Skills taught / learnt / developed in this unit</b>	<b>Content (topics / knowledge/ subject specific skills)</b>	<b>Summative Assessment and MYP Criteria Assessed</b>
8	Health Related Fitness (Stress, anxiety and motivation)	Change Movement Refinement	Scientific and Technical Innovation: Adaptations	Analyzing movement patterns allows for adaptation and refined technique(s) to maximise performance results.	<b>Factual:</b> What is a biomechanical analysis of a movement?  <b>Factual:</b> What are the technical breakdowns of (specific) Athletics events?  <b>Conceptual:</b> How does an analysis lead to improved performance?  <b>Debatable:</b> Does a top athlete always demonstrate the ideal technique?	Thinking skills: <i>critical thinking</i> , Understanding how to adapt techniques based on the underlying science.  Self management: analysis and reflection of physical performance.	The Student - develops personal skills in throwing events: javelin, discus, shot put (slide) with flow, fluency, control, power and accuracy - develops personal skills in jumping events: high jump with a fosbury technique and long jump with a squat technique and running with flow, fluency, control, power and accuracy - develops personal skills in running events: 100m sprint start, 4x100 relay with a downsweep technique, 60m hurdles(12m, 6 hurdles every 7 meters, 13m run out) with flow, fluency, control, power and accuracy - understands basic warm up activities and stretching techniques - understands technical aspects, rules of the various events - understands and applies pacing - identifies principles for warming up and preparing safely and effectively - select appropriate exercises to put into their warm-up and cool-down activities to suit the event - shows understanding for basic Biomechanics - understands how Biomechanics is an important factor in developing and improving athletic techniques, specifically Javelin.	A -written analysis using technical comparison(s) between their personal javelin throw and olympic javelin throw (app photo burst / dartfish)  C -students perform a throw, jump and/or running event (¾)

8	<b>Unit 2</b> Invasion Games (Ultimate frisbee)	<b>Relationships</b> <b>Function</b> <b>Interaction</b>	Identities and Relationship: <b>Teams</b>	<b>Relationships</b> and <b>interactions</b> between <b>team</b> members are the criteria for a <b>team</b> to <b>function</b> successfully.	<b>Factual</b> - What are the characteristics of an effective <b>team</b> performance? <b>Factual</b> - What <b>interpersonal</b> skills are present in an effective <b>team</b> ?  <b>Conceptual</b> - How do <b>interactions</b> affect <b>team</b> strategies?  <b>Debatable</b> - Are <b>interactions</b> and <b>relationships</b> equal between players?	<i>Social:</i> Collaboration. Communication: give and receive meaningful feedback,  <i>Critical thinking:</i> observing, interpret data, solutions	The Student: - will review frisbee throwing and catching skills: forehand, backhand and hammerhead throw, pancake catch as well as one handed catch - is able to apply Pivot, 2 step landing and positional play - is able to demonstrate throwing and catching the ball, jump shot, blocking of the shots, pivot technique - understands and applies a defensive circle, 5+1 defensive strategy. - understands and applies full rules for both games (handball and frisbee) - is able to apply various offensive and defensive strategies - can demonstrate movement on the field and positional play. - will understand their position in open space and apply strategic decision making - will understand what interpersonal skills are and how they influence their peers in a positive way - use passing, dribbling, and control skills consistently, accurately and fluently while playing small-sided games - use the skills listed above in isolation and a small-sided game situation - organise themselves as a team to attack and defend and play in different positions - select and use a range of tactics and strategies including principles of overload, support, and opening space which can be transferred to different games - can explain the similarities between the different invasion games played - can identify their own and others' strengths and weaknesses and use that information in developing drills and activities to aid in game play - can implement practices to improve their performance - identify aspects of technique that require practice and improvement - students will understand the various positions in the game played - students will play at various positions - students will use positive interpersonal skills to support classmates - students will learn how to present a drill to their peers, giving clear explanations and direction	C: a performance observation in both games: Ultimate Frisbee.  D: audio recording on their strengths and weaknesses related to relationships and interactions and how that relates to team strategies.
8	<b>Unit 3</b> Movement Composition (Line dancing)	<b>Aesthetics</b> <b>Energy</b> <b>Function</b>	Personal and Cultural Expression: <b>Creation</b>	<b>Functions</b> and <b>energy</b> support the <b>aesthetic</b> and <b>cultural</b> intent of a performance.	<b>Factual:</b> What are the elements of (a) dance? <b>Factual</b> - What are the characteristics of line dances?  <b>Conceptual</b> - How does art as a dance form help us to learn about other people? <b>Conceptual</b> - Can you create a cultural dance?  <b>Debatable</b> - Does a dance represent a culture?	Self management: Organisation skills, affective skills and reflective skills  Social: practise empathy, delegate and share responsibility, help others succeed, negotiate ideas and knowledge with peers and teachers.	The Student: - can perform the basic steps of a line dance: grapevine, heel/toe, polka, side step, chasse - works well with a small group to practise and refine their skills - can apply the basic elements of line dancing: the use of walls, repetition, synchronization, canon and the power of a group dance. - can dance the watermelon crawl, Men in black, Macerana and shake it, as line dance(s) <b>Line dance</b> - can choreograph a 2 min, creative, movement sequence with attention to speed, level, time and flow, applying various patterns - incorporates creative movements into a routine - shows understanding about patterns, beat and rhythm and BASTE - shows understanding of beat and rhythm - understands that dances can express emotions and culture	B: students plan a 2 minute line dance routine, collaboratively.  C: students perform the 2 minute line dance routine  D: students reflect on their planning and performing skills of the group dance.
8	<b>Unit 4</b> Athletics	Change Movement Refinement	Scientific and Technical Innovation: Adaptations	Analyzing movement patterns allows for adaptation and refined technique(s) to maximise performance results.	<b>Factual:</b> What is a biomechanical analysis of a movement? <b>Factual:</b> What are the technical breakdowns of (specific) Athletics events?  <b>Conceptual:</b> How does an analysis lead to improved performance?  <b>Debatable:</b> Does a top athlete always demonstrate the ideal technique?	Thinking skills: <i>critical thinking,</i> Understanding how to adapt techniques based on the underlying science.  Self management: analysis and reflection of physical performance.	The Student - develops personal skills in throwing events: javelin, discus, shot put (slide) with flow, fluency, control, power and accuracy - develops personal skills in jumping events: high jump with a fosbury technique and long jump with a squat technique and running with flow, fluency, control, power and accuracy - develops personal skills in running events: 100m sprint start, 4x100 relay with a downsweep technique, 60m hurdles(12m, 6 hurdles every 7 meters, 13m run out) with flow, fluency, control, power and accuracy - understands basic warm up activities and stretching techniques - understands technical aspects, rules of the various events - understands and applies pacing	A -written analysis using technical comparison(s) between their personal javelin throw and olympic javelin throw (app photo burst / dartfish)  C -students perform a throw, jump and/or running event (%)

							<ul style="list-style-type: none"> <li>- identifies principles for warming up and preparing safely and effectively</li> <li>- select appropriate exercises to put into their warm-up and cool-down activities to suit the event</li> <li>- shows understanding for basic Biomechanics</li> <li>- understands how Biomechanics is an important factor in developing and improving athletic techniques, specifically Javelin.</li> </ul>	
8	<b>Unit 5</b> Aquatics (Water polo)	Perspective, Interactions	Identities and Relationships. Adaptations	Participants in sport can exchange different perspectives to help the development and application of rules.	<p><b>Factual:</b> What games and skills can we effectively transfer to an aquatic environment?  <b>Factual:</b> What are the skills needed to become effective in Water polo?</p> <p><b>Conceptual:</b> How can specific body characteristics aid in aquatic activities?</p> <p><b>Debatable:</b> Does choice lead to a higher level of commitment for improvement?</p>	<p>Thinking skills:  <i>Critical thinking.</i>            Strategy during game play.            Planning for specific improvements.</p> <p>Self management:            Research and planning.</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- further develops treading water and sculling</li> <li>- develops freestyle swim with head above the water and with a ball</li> <li>- develops backstroke swim with head and ball above the water</li> <li>- develops eggbeater kick to raise body out of the water</li> <li>- develops skills to pick the ball up out of the water: side sweep, flick, scoop</li> <li>- develops passing skills in the water</li> <li>- understands the water polo rules</li> <li>- understands basic water polo strategies</li> <li>- develops swimming endurance</li> <li>- develops techniques/drills for improving specific aspects of the Water polo game</li> <li>- Develops skills for communicating and running activities for their peers.</li> <li>- develops greater understanding of how to analyse a game of water polo and introduce game improvements.</li> </ul>	C - performance in both small and large sided water polo games.
8	<b>Unit 6</b> Netgames (Volleyball)	Change Adaptation, Systems	Fairness and development - Difference and inclusion	Effective Teams accept each member with their differences and use systems to include, respond and adapt to change.	<p><b>Factual:</b> What are the basic rules, regulations and skills of volleyball?  <b>Factual:</b> What are the basic systems in volleyball and why do we change them?  <b>Conceptual:</b> Why do we adapt and change our systems and responses?  <b>Conceptual:</b> How do we benefit from each member on our team?  <b>Debatable:</b> Does the strongest team always include all team members?</p>	<p>Collaboration skills:            - Working effectively with others</p> <p>Organization skills:            - Set goals that are effective and realistic</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>• develops the basic skills required for the volleyball game in a 4v4 situation</li> <li>• develops systems and tactics required for the game</li> <li>• develops an understanding of the rules and regulations of the game</li> <li>• develops strategies to work with all team members</li> <li>• develops an understanding how to provide positive peer feedback</li> <li>• develops a plan for self improvement</li> <li>• develops an understanding how to adapt to changing situations</li> </ul>	<p>B -after a formative performance for which peer feedback has been received the students will make a plan for improvement looking at one aspect of the game.</p> <p>C - volleyball performance in a 4v4 situation.</p>
<b>Grade</b>	<b>Unit Number and Title</b>	<b>Key and Related Concepts</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>Inquiry Questions</b>	<b>Approaches To Learning Skills taught / learnt / developed in this unit</b>	<b>Content (topics / knowledge/ subject specific skills)</b>	<b>Summative Assessment and MYP Criteria Assessed</b>
9	Health Related Fitness (Stress, anxiety and motivation)	Change Environment Systems	Identities and Relationships: Healthy and balanced lifestyle	There is a connection between stress and performance, influenced by the environment .	<p><b>Factual:</b> What are stress factors?  <b>Conceptual:</b> What strategies help to deal with stress?  <b>Conceptual:</b> How is stress, anxiety and performance connected?</p> <p><b>Debatable:</b> Is it possible to perform at your best without stress or anxiety?</p>	<p><i>Critical thinking skills:</i>            Analysing and evaluating issues and ideas.</p> <p><i>Transfer skills:</i> Utilizing skills and knowledge in multiple contexts</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>-Understand what a balanced lifestyle means and can act and reflect on their own well being</li> <li>-Understands the different types of stress - Acute/Chronic</li> <li>-Understands and how to recognise physical, mental and emotional signs of stress.</li> <li>-Develops a techniques for managing personal stress and well being</li> <li>-Understands and applies learnt stress strategies to a range of situations, both physical and mental</li> <li>-Develops an understanding of the different types of motivation. Intrinsic/extrinsic</li> </ul>	<p>A: a written test showing understanding of the concepts and studies associated with stress and motivation.</p> <p>D: students reflect on their understanding and ability to use different forms of stress management, using a 90 sec audio commentary.</p>
9	<b>Unit 1</b> Invasion Games (Touch)  Ultimate Frisbee	Environment Function Systems	Scientific and Technical innovation Adaption	Depending on the environment, we can adapt our systems to function effectively and successfully.	<p><b>Factual:</b> What are the different offensive and defensive systems used in Ultimate Frisbee?  <b>Factual:</b> What are transferable strategies or systems of play?</p> <p><b>Conceptual:</b> How can the environment influence the way we adapt our strategies to different systems of play?</p> <p><b>Debatable:</b> When is it acceptable to break the team strategy?</p>	<p>Communication:            Verbal, Non verbal</p> <p>Thinking: critical thinking skills            - when to use certain game strategies</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- can apply and follow Ultimate Frisbee rules - turnover, knock downs, foul play, touchdown, two step rule, 10 second rule, penalties.</li> <li>- can make and anticipate a catch, catch with either hand, pass forehand and backhand, passing on the move, run into space</li> <li>- can demonstrate offensive and defensive strategies, and movements on the field, marking a player, drawing a player, placing pressure on the offensive team.</li> </ul>	<p>B: Students will plan a sports specific skill/drill for Ultimate Frisbee, including delivery and coaching of drill to peers.</p> <p>C: a performance test in actual Ultimate Frisbee games.</p>
9	<b>Unit 3.1</b> Aquatics - Survival skills	Relationships Choice Environment	Identities and Relationships: Consciousness	There is a relationship between the conscious choices we make and the environment we are in.	<p><b>Factual:</b> What basic techniques are used in water survival? What related conscious decisions do we have to make when confronted with a survival situation.</p>	<p><i>Thinking:</i> Critical Thinking            Analysing and evaluating risks when in water.</p>	<p>The Student:</p>	<b>Formative assessment: Only</b> Kayak performance through an obstacle course in water.



	related to kayaking All done on Outdoor Ed				<p><b>Conceptual:</b> How can various objects be used for water survival?</p> <p><b>Debatable:</b> To what extent is our selected response related to our ability?</p>		<ul style="list-style-type: none"> <li>- Knows how to perform survival strokes- Can enter and exit the boat from the water, with aid</li> <li>- Can use clothing as a floatation device</li> <li>- Can tread water for an extended period of time</li> <li>- Can perform basic survival signals associated with water activities</li> <li>- Can perform basic rescue techniques</li> </ul>	Showing survival actions and signs associated with water activities.
9	<b>Unit 3</b> Invasion Games Football	Development Refinement Function	Scientific and Technical Innovation processes	Teams develop and function through refinement of technical skills and processes	<p><b>Factual:</b> What scientific and technical innovations develop and refine our skills?</p> <p><b>Conceptual:</b> How are the underlying principles of invasion games connected?</p> <p><b>Debatable:</b> Is it important for teams to use the latest technologies for improved performance?</p>	<p>Communication: Verbal, Non verbal</p> <p>Thinking: critical thinking skills - when to use certain game strategies</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- can apply and follow soccer rules - offside, handball, free kicks, corner, back pass to goalie, penalty kick, throw ins</li> <li>- can pass left and right and trap, passing on the move, dribbling and shooting, control the ball - head the ball with technique, chest the ball for control</li> <li>- can demonstrate offensive and defensive strategies, and movements on the field - marking a player, drawing a player, placing pressure on the offensive team.</li> <li>- can be effective in small sided games.</li> <li>- understands the skills and abilities needed to play in different positions and their roles in these positions.</li> </ul>	<p>C Students will be assessed on their skills and knowledge in game situations.</p> <p>D Student will reflect either through an audio recording or written piece, on their performance and skill acquisition in football</p>
9	<b>Unit 4</b> Badminton (singles and doubles)	Development Adaptation Space	Scientific and Technical Innovation: Adaptations	Development of skills allows for creative thinking and adaptation of game play.	<p><b>Factual:</b> What is the technique for the basic Badminton strokes?</p> <p><b>Factual:</b>What are the rules for both singles and doubles badminton games?</p> <p><b>Conceptual:</b> How can we attack space? How can we defend space?</p> <p><b>Debatable:</b> Can creativity be trained?</p>	<p>Communication: Students are able to collaborate with a doubles partner during game play, by focusing on both verbal and non verbal communication skills</p> <p>Thinking: <i>Critical thinking</i> Students are able to use their understanding of game play tactics in Badminton, to outplay/outsmart their opponents.</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- Develops more advanced skills required for badminton – singles game (clear, drop shot, serve, smash)</li> <li>- Review of the rules and regulations of the Badminton singles and doubles game</li> <li>- Develops the concept and the strategies for both singles and doubles Badminton Games.</li> <li>- Understand how creativity and adaptation supports their game play.</li> <li>- Understands and applies interaction (verbal/nonverbal) skills during game play</li> <li>- Understand how a reaction follows an action.</li> <li>- Understand how creativity and adaptation supports their game play.</li> </ul>	<p>C: performance of skill in a 1v1 or 2v2 setting</p> <p>A</p>
9	<b>Unit 5</b> Movement (Muay Thai)	Culture Energy Interaction Perspectives	Personal and Cultural Expression: Creation	A cultural movement sequence is an effective combination of energy and interaction, helping to demonstrate rituals and beliefs.	<p><b>Factual:</b> What are the specific movement elements of Muay Thai?</p> <p><b>Conceptual:</b>How do we use energy and movement to our advantage in Muay Thai training and fighting?</p> <p><b>Conceptual:</b>How is Muay Thai a cultural expression of Thai beliefs?</p> <p><b>Debatable:</b> Is skill more important than strength in Muay Thai?</p> <p><b>Debatable:</b> Can you be a skilled trainer in Muay Thai, if you are not a skilled fighter?</p>	<p>Self management: Organisation and Reflection.</p> <p>The student: - can plan and organize a warm up sequence for a partner, to show-case research and understanding, of strategies used in Muay Thai fighting.</p> <p>- reflects and analyses personal performance from different view-points. Trainer and Fighter</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- Understands the cultural significance of Muay Thai in Thailand.</li> <li>-Understands the role of the trainer/fighter/gym</li> <li>-Develops basic attacking moves in Muay Thai -Punching, kicking, knee and elbow strikes.</li> <li>Develops basic defending moves in Muay Thai -Blocking, push, turn/dodge.</li> <li>- Develops the elements of Muay Thai: body, action, space, time and energy effectively</li> <li>- can demonstrate clean transitions when demonstrating a sequence</li> <li>-Can use the equipment in training for Muay Thai sparring, Bag, gloves and pads.</li> <li>- will choreograph movement sequences with attention to speed, level, time and flow applying various patterns</li> <li>- can research ideas for a movement sequence and improvise freely using different Muay Thai actions and techniques</li> <li>- can select appropriate movements and ideas to structure combinations which convey the trainers intention</li> </ul>	<p>B: students are to plan a 1-2 minute, warm up sequence as a trainer, for a fighter/partner - videoed sequence</p> <p>C: students have to perform the 2 minute combination with a partner - videoed sequence</p> <p>D: students reflect on both: their warm up sequence (plan) and their performing skills as a fighter (physical skills).</p>
9	<b>Unit 6</b> International Games (Gaelic football)	Change Environment Systems	Identities and Relationships: Attitudes.	Environments help shape the sports and activities played by different countries and cultures.	<p><b>Factual:</b> What are the rules of Gaelic football?</p> <p><b>Conceptual:</b> How can we better understand the cultural significance of International games e.g AFL, Gaelic, E Sok?</p> <p><b>Debatable:</b> Is it important for countries/cultures to continue to play their national sports?</p>	<p><i>Transfer skills:</i> Utilizing skills and knowledge from multiple sports. Such as Volleyball, soccer and AFL.</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- Develops basic Gaelic football skills: bouncing, scooping, hand passing, shooting and kicking.</li> <li>- Develops basic strategic positioning for Gaelic, in relation to the size of the field and movement rules.</li> <li>- Develops spatial awareness and runs into space</li> <li>- Develops skills to run and pass the ball, from both on and off the ground.</li> <li>- Develops small sided game play.</li> <li>- Develops defensive skills</li> <li>- Develops attacking skills</li> <li>- Develops the main concepts and tactics of the games and can apply them accordingly</li> <li>- Is able to transfer and apply skills, concepts and strategies between games</li> </ul>	C: Students will perform in the game of Gaelic football, using modified numbers and game rules.

Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To Learning Skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)	Summative Assessment and MYP Criteria Assessed
10	Unit 1 - Personal Exercise Programme	Perspective Adaptation Balance	Identities and Relationships; healthy and balanced lifestyle	A different perspective requires us to adapt our routines to ensure we maintain a balanced and healthy lifestyle.	<p><b>Factual:</b> What is a healthy and balanced lifestyle? <b>Factual:</b> How do you set iSMART goals? <b>Factual:</b> What are the training principles (FITT and SPORT) and how to apply these in different settings?</p> <p><b>Conceptual:</b> How do you structure a safe and effective training programme to meet your SMART goals?</p> <p><b>Debatable:</b> Is your programme sustainable?</p>	<p>Self management: Organisation. - plan long and short term goals - set goals that are challenging</p> <p>Thinking: creative thinking: - apply existing knowledge to generate new ideas</p> <p>Critical thinking: - draw conclusions and generalizations - propose and evaluate a variety of solutions</p>	<p>The student: - Understand what a balanced lifestyle means and can act and reflect on their own well being - Analyses and reflects on personal fitness - Understands and applies Heart Rate Training zones, FITT and SPORT principles - Understand how nutrition, sleep has an effect on our well being - Develops a Physical Improvement Plan aimed at CVE or muscular endurance. - Understands and applies training methods (continuous, interval, fartlek and weight training), use of training zones - what does it feel like, what is it for?</p> <p>- Is able to name the various parts of the mountainbike - Is able to apply gear changes in various settings - Understands the link between cardiovascular fitness and biking - Understands and applies road safety rules</p>	<p>A: through a written test with the GRASP method the students will share their understanding of this unit.</p> <p>D: through an audio recording students will look back on their plan and effect on their health and well-being during online learning.</p>
10	Unit 1 Invasion Games (Basketball)	Development Adaptation Perspectives	Fairness and Development: - inclusion	Understanding another person's perspective allows for adaptation of a game to include as well as suit everybody's developmental needs.	<p><b>Factual:</b> What are different perspectives to play a game? <b>Factual:</b> How can a game be adapted? What does differentiation of sports mean?</p> <p><b>Conceptual:</b> How does differentiation affect our performance?</p> <p><b>Debatable:</b> Does everybody refine their skills through differentiation?</p>	<p>Communication: negotiating ideas Critical thinking, observing carefully, interpret data, solutions, consider ideas from multiple perspectives, identify obstacles and challenges</p> <ul style="list-style-type: none"> <li>- <a href="#">See think wonder</a></li> <li>- <a href="#">What makes you say that</a></li> </ul>	<p>The Student: - will revise sport specific throwing, catching and passing skills - is able to transfer skills, strategies and tactics between sports - applies game play strategic defense and attacking knowledge: zone defense and one to one defense - applies complex basketball skills: dribbling, passing, shooting, lay up in game situations - applies strategic positioning - develops strategic play for basketball 3v3 or 5v5 (point guard, posts)</p>	<p>A: a written test showing understanding about the concepts of the unit as well as the rules and strategies of the games played.</p> <p>C: a performance test in both sports</p>
10	Unit 2 Volleyball	Communication Interaction Function	Identities and relationships : -leadership	Appreciation of leadership roles is developed by effective interaction, understanding and accepting various roles within an organisation.	<p><b>Factual:</b> What does a team require to function well? <b>Factual:</b> What creates a strong leader?</p> <p><b>Conceptual:</b> How are communication skills and leadership skills connected? <b>Conceptual:</b> How do our interaction skills contribute to the functioning of our team?</p> <p><b>Debatable:</b> Can everybody become an effective leader?</p>	<p>Social: Collaboration skills: delegate and share responsibility, manage and resolve conflict and work collaboratively in teams, make fair and equitable decisions, exercise leadership Communication: interpret and use effectively modes of non-verbal communication, Give and receive meaningful feedback, use a variety of speaking techniques to communicate with a variety of audiences.</p>	<p>The student: - Further develops more skills required for volleyball games, bump/dig, set, spike, smash - Further develops an understanding of the rules and regulations of the games - Develops an understanding for more complex strategies and concepts of the games: "W", rotation, anticipation of attack, "free ball" movement, attacking formations - Is able to transfer and apply skills, concepts and strategies between games - Develops the main concepts and tactics of the games and can apply them accordingly - Develops leadership skills, communication and team working skills and applies them accordingly - Understands safety on the field and acts accordingly - Understands the "spirit of the game" and acts accordingly - Understands how recreational games differ from competitive games - Can take on leadership roles, such as coach, manager and referee - Develops non-verbal communication skills</p>	<p>C: Students will perform the game of volleyball in a 4v4 or 6v6 setting (depending on ability)"</p> <p>B: plan for improvement D: reflection on improvement / game play</p>
10	Unit 3 Personal Exercise Programme / Mountain Biking	Perspective Adaptation Balance	Identities and Relationships; healthy and balanced lifestyle	Depending on our interests and motivation we select and modify activities to meet the needs for a healthy and balanced lifestyle.	<p><b>Factual:</b> What is a healthy and balanced lifestyle? <b>Factual:</b> How do you set iSMART goals? <b>Factual:</b> What are the training principles (FITT and SPORT) and how to apply these in different settings? <b>Factual:</b> What are the different parts on a mountainbike, what means roadsafety, How do ride effectively in various terrains (gear switching)</p> <p><b>Conceptual:</b> How do you structure a safe and effective training programme to meet your SMART goals?</p> <p><b>Debatable:</b> Is your programme sustainable?</p>	<p>Self management: Organisation. - plan long and short term goals - set goals that are challenging - take action to achieve personal goals</p> <p>Thinking: creative thinking: - apply existing knowledge to generate new ideas</p>	<p>The student: - Understand what a balanced lifestyle means and can act and reflect on their own well being - Analyses and reflects on personal fitness - Understands and applies Heart Rate Training zones, FITT and SPORT principles - Understand how nutrition, sleep has an effect on our well being - Develops a Physical Improvement Plan aimed at CVE or muscular endurance. - Understands and applies training methods (continuous, interval, fartlek and weight training), use of training zones - what does it feel like, what is it for?</p>	<p>A: through a written test with the GRASP method the students will share their understanding of this unit.</p>

						<p>Critical thinking:          - draw conclusions and generalizations          - propose and evaluate a variety of solutions</p>	<p>- Is able to name the various parts of the mountainbike          - Is able to apply gear changes in various settings          - Understands the link between cardiovascular fitness and biking          - Understands and applies road safety rules</p>	
10	<b>Unit 3.1</b> Badminton	<b>Change</b> <b>Adaptation</b> <b>Choice</b>	Orientation in Space and Time	Where we are on the court creates opportunities for <b>choice</b> and <b>adaptation</b> of shots in a badminton game.	<p><b>Factual:</b> What is the technique for the basic Badminton strokes?  <b>Factual:</b> What are the rules for both singles and doubles badminton games?  <b>Conceptual:</b> How can we attack space? How can we defend space?  <b>Debatable:</b> The best shot makers are always the best badminton players?</p>	<p>Communication:          Students are able to collaborate with a doubles partner during game play, by focusing on both verbal and non verbal communication skills          Thinking: <i>Critical thinking</i>          Students are able to use their understanding of game play tactics in Badminton, to outplay/outsmart their opponents.</p>	<p>The Student:          - Develops more advanced skills required for badminton – singles game (clear, drop shot, serve, smash)          - Review of the rules and regulations of the Badminton singles and doubles game          - Develops the concept and the strategies for both singles and doubles Badminton Games.          - Understand how creativity and adaptation supports their game play.          - Understands and applies interaction (verbal/nonverbal) skills during game play          - Understand how a reaction follows an action.          - Understand how creativity and adaptation supports their game play.</p>	C: performance of skill in a game situation in both singles and doubles.
10	<b>Unit 4</b> Movement (Ballroom dancing)	<b>Development,</b> Energy, Interaction,	Personal and cultural expression, - Creation	To develop a successful, creative performance you require positive interactions and energetic movements between partners.	<p><b>Factual</b> What are specific choreographic elements?  <b>Factual</b> How do you create an engaging routine?  <b>Conceptual</b> How do we adapt ourselves to our partners to reach our maximum group potential?  <b>Conceptual</b> How does the combination of space, energy and interaction support aesthetics?  <b>Debatable</b> Are friends more likely to create an engaging routine?</p>	<p>Social: practise empathy, delegate and share responsibility, help others succeed, and          Communication: give and receive meaningful feedback, negotiate ideas and knowledge with peers and teachers.</p>	<p>The student:          - can apply the elements of dance: body, action, space, time and energy effectively (BASTE)          - can demonstrate, to a high technical level, the use of flow and flair, fluid transitions when demonstrating a dance.          - can perform with technical competence, demonstrating clarity of action, shape, and dynamics and showing an understanding of patterns, beat, rhythm, phrasing, and sensitivity to the accompaniment          - will choreograph movement sequences with attention to speed, level, time and flow applying various patterns          - can research ideas for dance and improvise freely using different dance styles and techniques          - develops the basic skills of ballroom dancing in cha-cha cha, rumba and quick step          - incorporates creative movement into personal choreographed routine          - appreciates the norms and values of ballroom dancing          - is able to choreograph a 2 minute ballroom dance routine</p>	<p>B: student are to set goals and plan lessons to create a 2 minute ballroom dance routine          C: students have to perform the 2 minute cultural dance routine          D: students reflect on their planning and performing skills</p>
10	<b>Unit 5</b> Floorball	<b>Change</b> <b>Environment</b> <b>Systems</b>	Scientific and Technical innovation - <b>Opportunity</b>	<b>Opportunities</b> can be created when you <b>adapt</b> your <b>systems</b> to the needs of the <b>environment</b> .	<p><b>Factual:</b> What are various <b>strategies</b> in Floorball?  <b>Factual:</b> What is effective movement and interaction on the <b>court</b>?  <b>Conceptual:</b> How do our <b>decisions</b> impact our team and performance?  <b>Conceptual:</b> How can you create <b>opportunities</b> for your team?  <b>Debatable:</b> Do good players make good team <b>decisions</b>?</p>	<p>Thinking skills: critical thinking          Communication skills</p>	<p>The Student:          • Develops and refines skills, passing, stopping, dribble, shooting, required for Floorball games          • Further develops an understanding of the rules and regulations of the floorball game          • Further develops an understanding for more complex strategies and concepts of floorball          • Is able to transfer and apply skills, concepts and strategies between games          • Develops leadership skills, communication and team working skills and applies them accordingly          • Applies various defensive and offensive strategies          • Applies safety on the field and acts accordingly</p>	C: performance in a 6v6 situation D: reflection on growth and understanding of the game