

Subject Group Overview

Physical and health education (MYP 1)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Fitness: FIT for Life	Change	Energy, Movement Other: Students will be made aware of aerobic and anaerobic exercises and activities.	Identities and relationships Happiness and the good life, Physical, psychological and social development, Health and well-being, Lifestyle choices, Self-esteem, Motivation	Our overall health and well-being can positively change when we improve/increase our movement and energy levels.	A: Knowing and understanding i. outline physical and health education-related factual, procedural and conceptual knowledge iii. apply physical and health terminology to communicate understanding B: Planning for performance i. identify goals to enhance performance	Self-management • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Set goals that are challenging and realistic • IV. Affective skills • Managing state of mind • Mindfulness • Practise being aware of body–mind connections • V. Reflection skills • (Re-)considering the process of learning; choosing and using ATL skills • Identify strengths and weaknesses of personal learning strategies (self-assessment)	proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills movement concepts and strategies ways to monitor and adjust physical exertion levels how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games training principles to enhance personal fitness levels, including the FITT principle and the SAID principle influences on food choices
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Invasion Games - (Ultimate Frisbee, Soccer, Floor Hockey, Turbo Touch, Basketball, Rugby)	Communication	Space, Systems, Choice	Orientation in space and time Indigenous understanding	Teams with strong game sense and effective communication gain a competitive advantage	C: Applying and performing i. recall and apply a range of skills and techniques effectively ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively D: Reflecting and	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback	proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills movement concepts and strategies

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	improving performance i. identify and demonstrate strategies to enhance interpersonal skills ii. describe the effectiveness of a plan based on the outcome iii. describe and summarize performance MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Teamwork: Cooperative Team Sports	Communication	Interaction, Adaptation, Environment	Identities and relationships Competition and cooperation, Teams	Effective communication is essential, especially in an environment where adapting and interacting with others are needed in order to achieve a common goal.	A: Knowing and understanding i. outline physical and health education-related factual, procedural and conceptual knowledge iii. apply physical and health terminology to communicate understanding C: Applying and performing i. recall and apply a range of skills and techniques effectively ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Interpret and use effectively modes of non-verbal communication Social • II. Collaboration skills • Working effectively with others • Help others to succeed • Manage and resolve conflict and work collaboratively in teams • Encourage others to	proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills and strategies ways to monitor and adjust physical exertion levels how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Volleyball	Change	Movement, Space, Interaction	Other	People adapt their movement method based on interactions in space	<p>B: Planning for performance i. identify goals to enhance performance</p> <p>C: Applying and performing i. recall and apply a range of skills and techniques effectively</p>	<p>contribute</p> <p>Subject specific skills, knowledge and understandings</p> <ul style="list-style-type: none"> • XI. Subject specific skills • Custom ATL skills • Other <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback 	<p>CONTENT ANALYSIS - They will break content down progressively for tactical understanding and skill development (Hooper, 1998). The relationship will be the basic skill play, then from game play to skill development and back to more challenging game play (Thorpe and Bunker, 1989). They will break skills down into off-the-ball skills (Griffen, Mitchell & Olsin, 1997)</p>
Health assignments							
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Health & Mental Wellness:	Development	Balance, Choice, Perspectives	<p>Identities and relationships</p> <p>Physical, psychological and social development,</p>	The development of new perspectives about our health can help us make better choices so we can	<p>A: Knowing and understanding i. outline physical and health education-related factual, procedural and conceptual knowledge</p>	<p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging 	<p>influences on food choices practices that reduce the risk of contracting sexually transmitted infections and life-</p>

Subject Group Overview

Health and well-being,
Lifestyle choices,
Consciousness and
mind, Self-esteem

achieve greater balance
in our lives,

ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
iii. apply physical and health terminology to communicate understanding

D: Reflecting and improving performance

i. identify and demonstrate strategies to enhance interpersonal skills
ii. describe the effectiveness of a plan based on the outcome
iii. describe and summarize performance

thoughts, messages and information effectively through interaction

- Use a variety of media to communicate with a range of audiences
- Negotiate ideas and knowledge with peers and teachers
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media
- Reading, writing and using language to gather and communicate information
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

Social

threatening communicable diseases sources of health information strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings consequences of bullying, stereotyping, and discrimination strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours physical, emotional, and social changes that occur during puberty and adolescence influences on individual identity, including sexual identity, gender, values, and beliefs

Subject Group Overview

- II. Collaboration skills
- Working effectively with others
- Practise empathy
- Help others to succeed
- Build consensus
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups

Self-management

- III. Organization skills
- Managing time and tasks effectively
- Plan short- and long-term assignments; meet deadlines
- IV. Affective skills
- Managing state of mind
- Mindfulness
- Practise strategies to develop mental focus
- Practise being aware of body–mind connections
- Emotional management
- Practise strategies to reduce stress and anxiety
- Self-motivation
- Practise positive thinking

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Design your own game						<ul style="list-style-type: none"> Collect, record and verify data Access information to be informed and inform others Present information in a variety of formats and platforms Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions VII. Media literacy skills Interacting with media to use and create ideas and information Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks) Thinking	
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Aesthetic Movement: Dancing through the Decades	Relationships	Movement, Refinement	Identities and relationships Orientation in space and time	Understanding the relationship between refined aesthetic movement and personal/cultural	C: Applying and performing i. recall and apply a range of skills and techniques effectively ii. recall and apply a	Description Communication • I. Communication skills • Exchanging	proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills movement concepts

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group	ATL skills	Content (topics,
	Personal and cultural expression Artistry, Creation, Beauty	expression can enhance our overall well-being and our connection with others.		range of strategies and movement concepts iii. recall and apply information to perform effectively D: Reflecting and improving performance ii. describe the effectiveness of a plan based on the outcome iii. describe and summarize performance		thoughts, messages and information effectively through interaction <ul style="list-style-type: none"> Use a variety of speaking techniques to communicate with a variety of audiences Interpret and use effectively modes of non-verbal communication Reading, writing and using language to gather and communicate information Find information for disciplinary and interdisciplinary inquiries, using a variety of media Organize and depict information logically Structure information in summaries, essays and reports Social <ul style="list-style-type: none"> II. Collaboration skills Working effectively with others Practise empathy Help others to succeed Research <ul style="list-style-type: none"> VI. Information literacy skills Finding, interpreting, judging and creating information Access information to be informed and inform others 	and strategies ways to monitor and adjust physical exertion levels how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games

Subject Group Overview

					objective(s)	knowledge, skills)
Lifestyle choices and Teambuilding	Change Development	Refinement	Identities and relationships	Through applying research on how to lead a healthy lifestyle, I will improve the quality of my life.	<p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Share ideas with multiple audiences using a variety of digital environments and media <p>Self-management</p> <ul style="list-style-type: none"> V. Reflection skills (Re-)considering the process of learning; choosing and using ATL skills Identify strengths and weaknesses of personal learning strategies (self-assessment) <p>Thinking</p> <ul style="list-style-type: none"> X. Transfer skills Utilizing skills and knowledge in multiple contexts Combine knowledge, understanding and skills to create products or solutions Transfer current knowledge to learning of new technologies 	ways to monitor and adjust physical exertion levels training principles to enhance personal fitness levels, including the FITT principle and the SAID principle influences on food choices sources of health information

Physical and health education (MYP 2)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
PHE - Health and Fitness	Change	Balance, Energy, Interaction	Identities and relationships	Lifestyle influences our health and wellbeing.	<p>A: Knowing and understanding</p> <p>i. describe physical and</p>	<p>Description</p> <p>Communication</p>	ways to monitor and adjust physical exertion levels

Subject Group Overview

<p>health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding</p> <p>B: Planning for performance i. outline goals to enhance performance ii. design and explain a plan for improving physical performance and health</p> <p>C: Applying and performing i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. outline and apply information to perform effectively</p> <p>D: Reflecting and improving performance i. describe and demonstrate strategies to enhance interpersonal skills ii. explain the effectiveness of a plan based on the outcome iii. explain and evaluate</p>	<ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Select and use technology effectively and productively • IV. Affective skills • Managing state of mind • Mindfulness • Practise being aware of body–mind 	<p>training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity sources of health information</p>
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Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Invasion Games - (Ultimate Frisbee,	Communication	Space, Systems,	Orientation in space and	Teams with strong game sense and effective	C: Applying and performing	Description	proper technique for fundamental movement

performance

- connections
- Perseverance
 - Demonstrate persistence and perseverance
 - Practise delaying gratification
 - V. Reflection skills
 - (Re-)considering the process of learning; choosing and using ATL skills
 - Develop new skills, techniques and strategies for effective learning
 - Identify strengths and weaknesses of personal learning strategies (self-assessment)

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Identify primary and secondary sources

Subject Group Overview

Soccer, Floor Hockey, Turbo Touch, Basketball, Rugby)	Choice	time Indigenous understanding	communication gain a competitive advantage	i. recall and apply a range of skills and techniques effectively ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively D: Reflecting and improving performance i. identify and demonstrate strategies to enhance interpersonal skills ii. describe the effectiveness of a plan based on the outcome iii. describe and summarize performance	Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback	skills, including non-locomotor, locomotor, and manipulative skills and strategies	
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Volleyball	Change	Movement, Space, Interaction	Other	People adapt their movement method based on interactions in space	B: Planning for performance i. identify goals to enhance performance C: Applying and performing i. recall and apply a range of skills and techniques effectively	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback	CONTENT ANALYSIS - They will break content down progressively for tactical understanding and skill development (Hooper, 1998). The relationship will be the basic skill play, then from game play to skill development and back to more challenging game play (Thorpe and Bunker, 1989). They will break skills down into off-the-ball skills (Griffen, Mitchell & Olsin, 1997)

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Health assignments							
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Target Games (Archery, Low Organized Games)	Communication Form	Balance, Movement, Refinement	Identities and relationships Competition and cooperation, Self-esteem	How does participation in archery activities enhance my physical, emotional and social well-being?	A: Knowing and understanding iii. apply physical and health terminology effectively to communicate understanding C: Applying and performing i. demonstrate and apply a range of skills and techniques iii. outline and apply information to perform effectively D: Reflecting and improving performance iii. explain and evaluate performance	Description Self-management • IV. Affective skills • Managing state of mind • Mindfulness • Practise focus and concentration • Practise strategies to overcome distractions • Practise being aware of body–mind connections	proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Badminton	Communication	Balance, Movement	Identities and relationships	Winning games requires cooperation and communication, along with good movement, balance, tactical understanding and the right shot selection.	A: Knowing and understanding i. explain physical and health education factual, procedural and conceptual knowledge iii. apply physical and health terminology effectively to communicate understanding B: Planning for performance i. develop goals to enhance performance C: Applying and performing	Description Learning Experiences: Communication: Interactions - always looking and listening for verbal calls and noting nonverbal cues to help develop tactical strategies offensively and defensively. Self-management: Maintaining a positive	

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Design your own game							
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Turbo touch	Relationships Systems	Choice, Movement, Adaptation	Globalization and sustainability	By transferring and adapting individual skills and team strategies from other invasion sports you will be able to outplay your opponent.	A: Knowing and understanding i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding	Learning Experiences: Other: Transfer - Make connections between different invasion sports Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Negotiate ideas and knowledge with peers and teachers	proper technique for movement skills movement concepts and strategies

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Aesthetic Movements	Relationships	Movement, Refinement	Identities and relationships Orientation in space and time Personal and cultural expression Other	Understanding the relationship between refined aesthetic movement and personal/ cultural expression can enhance our overall well-being and our connection with others.	C: Applying and performing i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. outline and apply information to perform effectively D: Reflecting and improving performance ii. explain the effectiveness of a plan based on the outcome iii. explain and evaluate performance	<p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Plan strategies and take action to achieve personal and academic goals <p>Research</p> <p>Subject specific skills, knowledge and understandings</p> <ul style="list-style-type: none"> • XI. Subject specific skills • Custom ATL skills • Other <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Interpret and use 	<p>Description</p> <p>movement concepts and strategies</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Game Design	Change	Adaptation	Fairness and development	Change is a process of adaptation	<p>B: Planning for performance</p> <ul style="list-style-type: none"> i. develop goals to enhance performance ii. design, explain and justify a plan to improve physical performance and health <p>C: Applying and performing</p> <ul style="list-style-type: none"> i. demonstrate and apply a range of skills and techniques 	<p>effectively modes of non-verbal communication</p> <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Practise empathy • Delegate and share responsibility for decision-making • Listen actively to other perspectives and ideas • Encourage others to contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback <p>Research</p> <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Access information to be informed and inform others 	<p>Description</p> <p>Learning Experiences:</p> <p>Social:</p> <p>Skill Clusters:</p> <p>X. Collaboration and transfer skills</p> <p>Utilizing skills and</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Lifestyle choices and Teambuilding	Change Development	Refinement	Identities and relationships	Through applying research on how to lead a healthy lifestyle, I will improve the quality of my life.	effectively ii. demonstrate and apply a range of strategies and movement concepts effectively iii. analyse and apply information to perform effectively D: Reflecting and improving performance ii. analyse and evaluate the effectiveness of a plan based on the outcome iii. analyse and evaluate performance	<p>knowledge in multiple contexts</p> <p>Make fair and equitable decisions Apply skills and knowledge in unfamiliar situations Inquire in different contexts to gain a different perspective</p> <p>Social</p>	ways to monitor and adjust physical exertion levels training principles to enhance personal fitness levels, including the FITT principle and the SAID principle influences on food choices sources of health information
						<p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Share ideas with multiple audiences using a variety of digital environments and media <p>Self-management</p> <ul style="list-style-type: none"> V. Reflection skills (Re-)considering the process of learning; choosing and using ATL skills Identify strengths and weaknesses of personal learning strategies (self-assessment) <p>Thinking</p>	

Subject Group Overview

- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies

Physical and health education (MYP 3)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
PHE - Health and Fitness	Change	Balance, Energy, Interaction	Identities and relationships	Lifestyle influences our health and wellbeing.	<p>A: Knowing and understanding</p> <p>i. describe physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to communicate understanding</p> <p>B: Planning for performance</p> <p>i. outline goals to enhance performance</p> <p>ii. design and explain a plan for improving physical performance and health</p> <p>C: Applying and performing</p> <p>i. demonstrate and apply a range of skills</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Set goals that are 	<p>ways to monitor and adjust physical exertion levels</p> <p>training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity</p> <p>sources of health information</p>

Subject Group Overview

- and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively
- D: Reflecting and improving performance**
- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. explain the effectiveness of a plan based on the outcome
- iii. explain and evaluate performance
- challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
 - Bring necessary equipment and supplies to class
 - Select and use technology effectively and productively
 - IV. Affective skills
 - Managing state of mind
 - Mindfulness
 - Practise being aware of body–mind connections
 - Perseverance
 - Demonstrate persistence and perseverance
 - Practise delaying gratification
 - V. Reflection skills
 - (Re-)considering the process of learning; choosing and using ATL skills
 - Develop new skills, techniques and strategies for effective learning
 - Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Research**
- VI. Information literacy skills
 - Finding, interpreting, judging and creating

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Invasion Games - (Ultimate Frisbee, Soccer, Floor Hockey, Turbo Touch, Basketball, Rugby)	Communication	Space, Systems, Choice	Orientation in space and time Indigenous understanding	Teams with strong game sense and effective communication gain a competitive advantage	C: Applying and performing i. recall and apply a range of skills and techniques effectively ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively D: Reflecting and improving performance i. identify and demonstrate strategies to enhance interpersonal skills ii. describe the effectiveness of a plan based on the outcome iii. describe and summarize performance	information <ul style="list-style-type: none"> Make connections between various sources of information Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information Identify primary and secondary sources 	proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills and strategies
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Volleyball	Change	Movement, Space,	Other	People adapt their movement method	B: Planning for performance	Description	CONTENT ANALYSIS

Subject Group Overview

		Interaction		based on interactions in space	<ul style="list-style-type: none"> i. identify goals to enhance performance <p>C: Applying and performing</p> <ul style="list-style-type: none"> i. recall and apply a range of skills and techniques effectively 	<p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback 	<ul style="list-style-type: none"> - They will break content down progressively for tactical understanding and skill development (Hooper, 1998). The relationship will be the basic skill play, then from game play to skill development and back to more challenging game play (Thorpe and Bunker, 1989). They will break skills down into off-the-ball skills (Griffen, Mitchell & Olsin, 1997)
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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
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Health assignments

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
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Personal Development	Relationships	Interaction	Identities and relationships	Individuals are responsible for their lifestyle choices	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding 		
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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group	ATL skills	Content (topics,
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Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	objective(s) MYP subject group objective(s)	ATL skills	knowledge, skills) Content (topics, knowledge, skills)
Target Games (Archery, Low Organized Games)	Communication Form	Balance, Movement, Refinement	Identities and relationships Competition and cooperation, Self-esteem	How does participation in archery activities enhance my physical, emotional and social well-being?	A: Knowing and understanding iii. apply physical and health terminology effectively to communicate understanding C: Applying and performing i. demonstrate and apply a range of skills and techniques iii. outline and apply information to perform effectively D: Reflecting and improving performance iii. explain and evaluate performance	Description Self-management <ul style="list-style-type: none"> IV. Affective skills Managing state of mind Mindfulness Practise focus and concentration Practise strategies to overcome distractions Practise being aware of body–mind connections 	proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
Badminton	Communication	Balance, Movement	Identities and relationships	Winning games requires cooperation and communication, along with good movement, balance, tactical understanding and the right shot selection.	A: Knowing and understanding i. explain physical and health education factual, procedural and conceptual knowledge iii. apply physical and health terminology effectively to communicate understanding B: Planning for performance i. develop goals to enhance performance C: Applying and performing i. demonstrate and apply a range of skills and techniques effectively	Description Learning Experiences: Communication: Interactions - always looking and listening for verbal calls and noting nonverbal cues to help develop tactical strategies offensively and defensively. Self-management: Maintaining a positive attitude to assist in focus, teamwork, and perseverance in challenging games.	

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Design your own game					ii. demonstrate and apply a range of strategies and movement concepts effectively iii. analyse and apply information to perform effectively D: Reflecting and improving performance iii. analyse and evaluate performance	Thinking: Watching and understanding tactics learning to recognize each player's ability Communication Self-management Thinking	
Design your own game							
Design your own game							
Health & Fitness for Life	Relationships	Energy, Interaction, Perspectives	Fairness and development Other	Positive relationships help promote healthy lifestyle choices	A: Knowing and understanding i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding B: Planning for performance i. develop goals to enhance performance	Description Communication <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Self-management <ul style="list-style-type: none"> IV. Affective skills Managing state of mind Emotional management Practise strategies to overcome impulsiveness and 	

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Turbo touch	Relationships Systems	Choice, Movement, Adaptation	Globalization and sustainability	By transferring and adapting individual skills and team strategies from other invasion sports you will be able to outplay your opponent.	<p>A: Knowing and understanding</p> <p>i. explain physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations</p>	<p>Description</p> <p>Learning Experiences:</p> <p>Other:</p> <p>Transfer - Make connections between different invasion sports</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication 	<p>proper technique for movement skills</p> <p>movement concepts and strategies</p>
					<p>ii. design, explain and justify a plan to improve physical performance and health</p> <p>C: Applying and performing</p> <p>i. demonstrate and apply a range of skills and techniques effectively</p> <p>ii. demonstrate and apply a range of strategies and movement concepts effectively</p> <p>iii. analyse and apply information to perform effectively</p> <p>D: Reflecting and improving performance</p> <p>i. explain and demonstrate strategies to enhance interpersonal skills</p> <p>ii. analyse and evaluate the effectiveness of a plan based on the outcome</p> <p>iii. analyse and evaluate performance</p>	<p>anger</p> <ul style="list-style-type: none"> Practise strategies to prevent and eliminate bullying Practise strategies to reduce stress and anxiety 	

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Aesthetic Movements	Relationships	Movement, Refinement	Identities and relationships Orientation in space and time Personal and cultural expression Other	Understanding the relationship between refined aesthetic movement and personal/ cultural expression can enhance our overall well-being and our connection with others.	<p>iii. apply physical and health terminology effectively to communicate understanding</p> <p>C: Applying and performing i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. outline and apply information to perform effectively</p> <p>D: Reflecting and improving performance ii. explain the effectiveness of a plan</p>	<p>skills</p> <ul style="list-style-type: none"> Exchanging thoughts, messages and information effectively through interaction Negotiate ideas and knowledge with peers and teachers <p>Self-management</p> <ul style="list-style-type: none"> III. Organization skills Managing time and tasks effectively Plan strategies and take action to achieve personal and academic goals <p>Research</p> <p>Subject specific skills, knowledge and understandings</p> <ul style="list-style-type: none"> XI. Subject specific skills Custom ATL skills Other 	<p>movement concepts and strategies</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use intercultural understanding to interpret communication Use a variety of

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Communication and Movement	Communication	Movement, Function	Scientific and technical innovation	Effective communication improves the development of	based on the outcome iii. explain and evaluate performance	speaking techniques to communicate with a variety of audiences <ul style="list-style-type: none"> Use appropriate forms of writing for different purposes and audiences Interpret and use effectively modes of non-verbal communication Social <ul style="list-style-type: none"> II. Collaboration skills Working effectively with others Practise empathy Delegate and share responsibility for decision-making Listen actively to other perspectives and ideas Encourage others to contribute Exercise leadership and take on a variety of roles within groups Give and receive meaningful feedback Research <ul style="list-style-type: none"> VI. Information literacy skills Finding, interpreting, judging and creating information Access information to be informed and inform others 	Description Communication <ul style="list-style-type: none"> I. Communication

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Game Design	Change	Adaptation	Fairness and development	Change is a process of adaptation	<p>B: Planning for performance</p> <p>i. develop goals to enhance performance</p> <p>ii. design, explain and justify a plan to improve physical performance and health</p> <p>C: Applying and performing</p> <p>i. demonstrate and apply a range of skills and techniques effectively</p> <p>ii. demonstrate and apply a range of strategies and movement concepts effectively</p> <p>iii. analyse and apply information to perform effectively</p> <p>D: Reflecting and improving performance</p> <p>ii. analyse and evaluate the effectiveness of a plan based on the outcome</p> <p>iii. analyse and evaluate</p>	<p>skills</p> <ul style="list-style-type: none"> Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences <p>Description</p> <p>Learning Experiences:</p> <p>Social:</p> <p>Skill Clusters:</p> <p>X. Collaboration and transfer skills</p> <p>Utilizing skills and knowledge in multiple contexts</p> <p>Make fair and equitable decisions</p> <p>Apply skills and knowledge in unfamiliar situations</p> <p>Inquire in different contexts to gain a different perspective</p> <p>Social</p>	<p>Systems, Models, Methods</p> <p>individual and team movement.</p>

Subject Group Overview

performance

Physical and health education (MYP 4)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
PHE - Health and Fitness	Change	Balance, Energy, Interaction	Identities and relationships	Lifestyle influences our health and wellbeing.	<p>A: Knowing and understanding</p> <p>i. describe physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to communicate understanding</p> <p>B: Planning for performance</p> <p>i. outline goals to enhance performance</p> <p>ii. design and explain a plan for improving physical performance and health</p> <p>C: Applying and performing</p> <p>i. demonstrate and apply a range of skills and techniques</p> <p>ii. demonstrate and apply a range of strategies and movement concepts</p> <p>iii. outline and apply information to perform effectively</p> <p>D: Reflecting and improving performance</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences <p>Self-management</p> <ul style="list-style-type: none"> III. Organization skills Managing time and tasks effectively Plan short- and long-term assignments; meet deadlines Set goals that are challenging and realistic Plan strategies and take action to achieve personal and academic goals Bring necessary equipment and supplies to class Select and use technology 	<p>ways to monitor and adjust physical exertion levels</p> <p>training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity</p> <p>sources of health information</p>

Subject Group Overview

- i. describe and demonstrate strategies to enhance interpersonal skills
 - ii. explain the effectiveness of a plan based on the outcome
 - iii. explain and evaluate performance
- effectively and productively
 - IV. Affective skills
 - Managing state of mind
 - Mindfulness
 - Practise being aware of body–mind connections
 - Perseverance
 - Demonstrate persistence and perseverance
 - Practise delaying gratification
 - V. Reflection skills
 - (Re-)considering the process of learning; choosing and using ATL skills
 - Develop new skills, techniques and strategies for effective learning
 - Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Research**
- VI. Information literacy skills
 - Finding, interpreting, judging and creating information
 - Make connections between various sources of information
 - Understand the benefits and limitations of personal sensory learning preferences when accessing,

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Invasion Games - (Ultimate Frisbee, Soccer, Floor Hockey, Turbo Touch, Basketball, Rugby)	Communication	Space, Systems, Choice	Orientation in space and time Indigenous understanding	Teams with strong game sense and effective communication gain a competitive advantage	C: Applying and performing i. recall and apply a range of skills and techniques effectively ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively D: Reflecting and improving performance i. identify and demonstrate strategies to enhance interpersonal skills ii. describe the effectiveness of a plan based on the outcome iii. describe and summarize performance	processing and recalling information • Identify primary and secondary sources Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback	proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills and strategies
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Volleyball	Change	Movement, Space, Interaction	Other	People adapt their movement method based on interactions in space	B: Planning for performance i. identify goals to enhance performance C: Applying and performing i. recall and apply a range of skills and techniques effectively	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback	CONTENT ANALYSIS - They will break content down progressively for tactical understanding and skill development (Hooper, 1998). The relationship will be the basic skill play, then from game play to skill development and back to more challenging

Subject Group Overview

game play (Thorpe and Bunker, 1989). They will break skills down into off-the-ball skills (Griffen, Mitchell & Olsin, 1997)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Health assignments							
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Personal Development	Relationships	Interaction	Identities and relationships	Individuals are responsible for their lifestyle choices	A: Knowing and understanding i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding		
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Target Games (Archery, Low Organized Games)	Communication Form	Balance, Movement, Refinement	Identities and relationships Competition and cooperation, Self-esteem	How does participation in archery activities enhance my physical, emotional and social well-being?	A: Knowing and understanding iii. apply physical and health terminology effectively to communicate understanding C: Applying and performing i. demonstrate and	Description Self-management • IV. Affective skills • Managing state of mind • Mindfulness • Practise focus and concentration • Practise strategies to	proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Badminton	Communication	Balance, Movement	Identities and relationships	Winning games requires cooperation and communication, along with good movement, balance, tactical understanding and the right shot selection.	<p>apply a range of skills and techniques</p> <p>iii. outline and apply information to perform effectively</p> <p>D: Reflecting and improving performance</p> <p>iii. explain and evaluate performance</p> <p>A: Knowing and understanding</p> <p>i. explain physical and health education factual, procedural and conceptual knowledge</p> <p>iii. apply physical and health terminology effectively to communicate understanding</p> <p>B: Planning for performance</p> <p>i. develop goals to enhance performance</p> <p>C: Applying and performing</p> <p>i. demonstrate and apply a range of skills and techniques effectively</p> <p>ii. demonstrate and apply a range of strategies and movement concepts effectively</p> <p>iii. analyse and apply information to perform effectively</p> <p>D: Reflecting and improving performance</p> <p>iii. analyse and evaluate</p>	<p>overcome distractions</p> <ul style="list-style-type: none"> Practise being aware of body–mind connections <p>Description</p> <p>Learning Experiences:</p> <p>Communication:</p> <p>Interactions - always looking and listening for verbal calls and noting nonverbal cues to help develop tactical strategies offensively and defensively.</p> <p>Self-management:</p> <p>Maintaining a positive attitude to assist in focus, teamwork, and perseverance in challenging games.</p> <p>Thinking:</p> <p>Watching and understanding tactics learning to recognize each player's ability</p> <p>Communication Self-management Thinking</p>	

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	performance MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Health & Fitness for Life	Relationships	Energy, Interaction, Perspectives	Fairness and development Other	Positive relationships help promote healthy lifestyle choices	<p>A: Knowing and understanding</p> <p>i. explain physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to communicate understanding</p> <p>B: Planning for performance</p> <p>i. develop goals to enhance performance</p> <p>ii. design, explain and justify a plan to improve physical performance and health</p> <p>C: Applying and performing</p> <p>i. demonstrate and apply a range of skills and techniques effectively</p> <p>ii. demonstrate and apply a range of strategies and movement concepts effectively</p> <p>iii. analyse and apply information to perform effectively</p> <p>D: Reflecting and improving performance</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback <p>Self-management</p> <ul style="list-style-type: none"> • IV. Affective skills • Managing state of mind • Emotional management • Practise strategies to overcome impulsiveness and anger • Practise strategies to prevent and eliminate bullying • Practise strategies to reduce stress and anxiety 	

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Turbo touch	Relationships Systems	Choice, Movement, Adaptation	Globalization and sustainability	By transferring and adapting individual skills and team strategies from other invasion sports you will be able to outplay your opponent.	<p>i. explain and demonstrate strategies to enhance interpersonal skills</p> <p>ii. analyse and evaluate the effectiveness of a plan based on the outcome</p> <p>iii. analyse and evaluate performance</p> <p>A: Knowing and understanding</p> <p>i. explain physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to communicate understanding</p>	<p>Description</p> <p>Learning Experiences:</p> <p>Other:</p> <p>Transfer - Make connections between different invasion sports</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Negotiate ideas and knowledge with peers and teachers <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Plan strategies and take action to achieve personal and academic goals <p>Research</p> <p>Subject specific skills, knowledge and</p>	<p>proper technique for movement skills</p> <p>movement concepts and strategies</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Aesthetic Movements	Relationships	Movement, Refinement	<p>Identities and relationships</p> <p>Orientation in space and time</p> <p>Personal and cultural expression</p> <p>Other</p>	<p>Understanding the relationship between refined aesthetic movement and personal/ cultural expression can enhance our overall well-being and our connection with others.</p>	<p>C: Applying and performing</p> <p>i. demonstrate and apply a range of skills and techniques</p> <p>ii. demonstrate and apply a range of strategies and movement concepts</p> <p>iii. outline and apply information to perform effectively</p> <p>D: Reflecting and improving performance</p> <p>ii. explain the effectiveness of a plan based on the outcome</p> <p>iii. explain and evaluate performance</p>	<p>understandings</p> <ul style="list-style-type: none"> • XI. Subject specific skills • Custom ATL skills • Other <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Interpret and use effectively modes of non-verbal communication <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Practise empathy • Delegate and share responsibility for decision-making • Listen actively to 	<p>movement concepts and strategies</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Communication and Movement	Communication	Movement, Function	<p>Scientific and technical innovation</p> <p>Systems, Models, Methods</p>	Effective communication improves the development of individual and team movement.		<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences 	<p>other perspectives and ideas</p> <ul style="list-style-type: none"> Encourage others to contribute Exercise leadership and take on a variety of roles within groups Give and receive meaningful feedback <p>Research</p> <ul style="list-style-type: none"> VI. Information literacy skills Finding, interpreting, judging and creating information Access information to be informed and inform others
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Game Design	Change	Adaptation	Fairness and development	Change is a process of adaptation	B: Planning for performance i. develop goals to enhance performance ii. design, explain and	Description	

Subject Group Overview

justify a plan to improve physical performance and health

C: Applying and performing

i. demonstrate and apply a range of skills and techniques effectively

ii. demonstrate and apply a range of strategies and movement concepts effectively

iii. analyse and apply information to perform effectively

D: Reflecting and improving performance

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

iii. analyse and evaluate performance

Learning Experiences:

Social:

Skill Clusters:

X. Collaboration and transfer skills

Utilizing skills and knowledge in multiple contexts

Make fair and equitable decisions

Apply skills and knowledge in unfamiliar situations

Inquire in different contexts to gain a different perspective

Social

Physical and health education (MYP 5)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
PHE - Health and Fitness	Change	Balance, Energy, Interaction	Identities and relationships	Lifestyle influences our health and wellbeing.	<p>A: Knowing and understanding</p> <p>i. describe physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with 	<p>ways to monitor and adjust physical exertion levels</p> <p>training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity</p> <p>sources of health information</p>

Subject Group Overview

communicate understanding

B: Planning for performance

- i. outline goals to enhance performance
- ii. design and explain a plan for improving physical performance and health

C: Applying and performing

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

D: Reflecting and improving performance

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

a variety of audiences

- Use appropriate forms of writing for different purposes and audiences
- ### **Self-management**
- III. Organization skills
 - Managing time and tasks effectively
 - Plan short- and long-term assignments; meet deadlines
 - Set goals that are challenging and realistic
 - Plan strategies and take action to achieve personal and academic goals
 - Bring necessary equipment and supplies to class
 - Select and use technology effectively and productively
 - IV. Affective skills
 - Managing state of mind
 - Mindfulness
 - Practise being aware of body–mind connections
 - Perseverance
 - Demonstrate persistence and perseverance
 - Practise delaying gratification
 - V. Reflection skills
 - (Re-)considering the process of learning; choosing and using ATL skills

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Invasion Games - (Ultimate Frisbee, Soccer, Floor Hockey, Turbo Touch, Basketball, Rugby)	Communication	Space, Systems, Choice	Orientation in space and time Indigenous understanding	Teams with strong game sense and effective communication gain a competitive advantage	C: Applying and performing i. recall and apply a range of skills and techniques effectively ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively D: Reflecting and improving performance	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback	proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills and strategies

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Identify primary and secondary sources

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Volleyball	Change	Movement, Space, Interaction	Other	People adapt their movement method based on interactions in space	<p>i. identify and demonstrate strategies to enhance interpersonal skills</p> <p>ii. describe the effectiveness of a plan based on the outcome</p> <p>iii. describe and summarize performance</p> <p>B: Planning for performance</p> <p>i. identify goals to enhance performance</p> <p>C: Applying and performing</p> <p>i. recall and apply a range of skills and techniques effectively</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback 	<p>CONTENT ANALYSIS</p> <p>- They will break content down progressively for tactical understanding and skill development (Hooper, 1998). The relationship will be the basic skill play, then from game play to skill development and back to more challenging game play (Thorpe and Bunker, 1989). They will break skills down into off-the-ball skills (Griffen, Mitchell & Olsin, 1997)</p>
Health assignments							
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Target Games (Archery, Low Organized Games)	Communication Form	Balance, Movement, Refinement	<p>Identities and relationships</p> <p>Competition and cooperation, Self-</p>	How does participation in archery activities enhance my physical, emotional and social	<p>A: Knowing and understanding</p> <p>iii. apply physical and health terminology effectively to communicate</p>	<p>Description</p> <p>Self-management</p> <ul style="list-style-type: none"> • IV. Affective skills • Managing state of mind 	proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Badminton	Communication	Balance, Movement	Identities and relationships	Winning games requires cooperation and communication, along with good movement, balance, tactical understanding and the right shot selection.	<p>A: Knowing and understanding</p> <p>i. explain physical and health education factual, procedural and conceptual knowledge</p> <p>iii. apply physical and health terminology effectively to communicate understanding</p> <p>B: Planning for performance</p> <p>i. develop goals to enhance performance</p> <p>C: Applying and performing</p> <p>i. demonstrate and apply a range of skills and techniques effectively</p> <p>ii. demonstrate and apply a range of strategies and movement concepts effectively</p> <p>iii. analyse and apply information to perform effectively</p>	<p>A: Knowing and understanding</p> <p>i. explain physical and health education factual, procedural and conceptual knowledge</p> <p>iii. apply physical and health terminology effectively to communicate understanding</p> <p>B: Planning for performance</p> <p>i. develop goals to enhance performance</p> <p>C: Applying and performing</p> <p>i. demonstrate and apply a range of skills and techniques effectively</p> <p>ii. demonstrate and apply a range of strategies and movement concepts effectively</p> <p>iii. analyse and apply information to perform effectively</p>	<ul style="list-style-type: none"> • Mindfulness • Practise focus and concentration • Practise strategies to overcome distractions • Practise being aware of body–mind connections <p>Learning Experiences:</p> <p>Communication:</p> <p>Interactions - always looking and listening for verbal calls and noting nonverbal cues to help develop tactical strategies offensively and defensively.</p> <p>Self-management:</p> <p>Maintaining a positive attitude to assist in focus, teamwork, and perseverance in challenging games.</p> <p>Thinking:</p> <p>Watching and understanding tactics learning to recognize each player's ability</p> <p>Communication</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Health & Fitness for Life	Relationships	Energy, Interaction, Perspectives	Fairness and development Other	Positive relationships help promote healthy lifestyle choices	<p>D: Reflecting and improving performance iii. analyse and evaluate performance</p> <p>A: Knowing and understanding i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding</p> <p>B: Planning for performance i. develop goals to enhance performance ii. design, explain and justify a plan to improve physical performance and health</p> <p>C: Applying and performing i. demonstrate and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and movement concepts effectively iii. analyse and apply information to perform</p>	<p>Self-management Thinking</p> <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback <p>Self-management</p> <ul style="list-style-type: none"> • IV. Affective skills • Managing state of mind • Emotional management • Practise strategies to overcome impulsiveness and anger • Practise strategies to prevent and eliminate bullying • Practise strategies to reduce stress and anxiety 	

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Turbo touch	Relationships Systems	Choice, Movement, Adaptation	Globalization and sustainability	By transferring and adapting individual skills and team strategies from other invasion sports you will be able to outplay your opponent.	effectively D: Reflecting and improving performance i. explain and demonstrate strategies to enhance interpersonal skills ii. analyse and evaluate the effectiveness of a plan based on the outcome iii. analyse and evaluate performance A: Knowing and understanding i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding	Learning Experiences: Other: Transfer - Make connections between different invasion sports Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Negotiate ideas and knowledge with peers and teachers Self-management • III. Organization skills • Managing time and tasks effectively • Plan strategies and take action to achieve personal and academic goals	proper technique for movement skills movement concepts and strategies

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	Research Subject specific skills, knowledge and understandings	ATL skills	Content (topics, knowledge, skills)
Aesthetic Movements	Relationships	Movement, Refinement	Identities and relationships Orientation in space and time Personal and cultural expression Other	Understanding the relationship between refined aesthetic movement and personal/ cultural expression can enhance our overall well-being and our connection with others.	C: Applying and performing i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. outline and apply information to perform effectively D: Reflecting and improving performance ii. explain the effectiveness of a plan based on the outcome iii. explain and evaluate performance	<ul style="list-style-type: none"> • XI. Subject specific skills • Custom ATL skills • Other 	Description Communication <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Interpret and use effectively modes of non-verbal communication Social <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Practise empathy 	movement concepts and strategies

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
First Aid and Life Saving						<ul style="list-style-type: none"> • Delegate and share responsibility for decision-making • Listen actively to other perspectives and ideas • Encourage others to contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback <p>Research</p> <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Access information to be informed and inform others 	<p>Description</p> <p>Safety</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Reading, writing and using language to gather and communicate information • Make inferences and draw conclusions <p>Self-management</p>