



THE DEMOCRATIC SCHOOL

# **Physical and Health Education Subject Overview**

## **MYP Years I-V**

# MYP-I

Unit Title	Key concept	Related concepts	Global Context	Statement of inquiry	Objectives	ATL Skills	Content	Assessment
<p><b>Unit 1</b></p> <p><b>Territory games</b></p> <p><b>(handball)</b></p>	<p><b>Communication</b></p>	<p><b>Energy</b></p> <p><b>Balanced</b></p>	<p>Orientation in space and time</p> <p><b>Focus exploration:</b></p> <p>The interconnect edness of individuals and perspectives Interactions in gameplay</p>	<p>Teams that understand the game well and communicate effectively have an advantage. Learners can be a valuable team member by working together and communicating effectively.</p>	<p><b>Objective A. Knowing and understanding</b></p> <p>ii. apply physical and health education knowledge to analyze 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>Objective C. Applying and performing</b></p> <p>demonstrate and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and</p>	<p><b>Thinking skills:</b></p> <p>1. Evaluate the benefits and limitations of set players.</p> <p>2. Consider factors such as predictability, adaptability, and the element of surprise to evaluate their overall impact on team performance.</p> <p><b>Social skills</b></p> <p>1. Give specific feedback on techniques that will improve the performance of others.</p> <p>2. Identify areas for improvement and communicate them in a way that fosters a positive</p>	<p>1.Learners will acquire essential skills like passing (chest, bounce, overhead), dribbling (speed, height, technique, with dominant/non-dominant hand, transitioning from stationary to moving), ball handling (focusing on hand-eye coordination and fine motor skills), and shooting (including set shot and jump shot).</p> <p>2. The curriculum covers specific techniques, movement concepts, and strategies such as rebounding, close-range shooting, creating space, and</p>	<p><b>Task (a):</b></p> <p>Learners are engaged in a handball game, showcasing their proficiency in passing, shooting, and defensive strategies based on understanding of team dynamics.</p> <p><b>Criterion;</b></p> <p><b>Objective A</b></p> <p>Knowing and understanding</p> <p><b>Objective B</b></p> <p>Planning and performance</p>

					<p>movement concepts effectively</p> <p><b>Objective D. Reflecting and improving performance</b></p> <p>i. explain and demonstrate strategies to enhance interpersonal skills</p> <p>iii. analyze and evaluate performance.</p>	<p>and collaborative team environment.</p> <p><b>Communication skills</b></p> <p>1. Develop systems of non-verbal communication to execute team movement effectively.</p> <p>2. Explore signals, gestures, and other non-verbal cues to streamline communication during fast-paced or noise-filled situations, ensuring seamless coordination.</p> <p><b>Self-management skills:</b></p> <p>1. Practice positive thinking to improve mental strength.</p> <p>2. Strengthen your mental resilience by actively practicing positive thinking.</p>	<p>understanding rules and regulations. Additionally, attention will be given to communication skills, encompassing both verbal and non-verbal aspects.</p>	
<b>Unit 2</b>	Relationship	interaction Perspective	Identities and relationships	For a team to function, all team members	Objective A i. explain physical	Communication skills	1. Demonstrating a comprehensive grasp of football	Summative Assessment:

<p><b>Maneuver games</b> <b>(Football)</b></p>			<p><b>Focus Exploration:</b></p> <p>Physical, psychological and social development</p>	<p>must communicate efficiently and clearly</p>	<p>and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations</p> <p>Objective C: i. Effectively showcase and utilize a variety of skills and techniques. ii. Display and employ an array of strategies and movement concepts. iii. Evaluate and employ information for performance. Objective D: iii. analyze and evaluate performance.</p>	<p>i. Demonstrate effective verbal communication during the football match. ii. Engage in clear and concise verbal communication with teammates to convey intentions, strategies, and coordinate movements on the field.</p> <p>Social Skills</p> <p>Social Skills:</p> <p>a. Teamwork: i. Collaborate effectively with teammates to achieve common goals. ii. Actively contribute to team discussions, support teammates, and engage in cooperative strategies to enhance team</p>	<p>rules, tactics, and strategies. 2.Executing precise and synchronized movements to showcase technical proficiency. 3.Reflecting critically on personal and team achievements. Displaying positive attitudes and behaviors to enhance relationships with others on and off the field. 4.Actively participating in continuous assessment and improvement of skills, strategies, and tactics. Adapting to changing situations in attack and defense. Understanding and applying the laws of the game while officiating matches fairly.</p>	<p><b>Task(a):</b> Engage in a football match, Learners demonstrate the technical prowess skills, strategic acumen, showed the techniques to choose service and side to pass football and collaborative teamwork.</p> <p><b>Criterion:</b></p> <p><b>Objective C:</b> Applying and performing <b>Objective D:</b> Reflecting and improving performance</p>
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						<p>performance.</p> <p>b. Sportsmanship:</p> <p>i. Display sportsmanship and respect towards opponents and teammates.</p> <p>ii. Exhibit fair play, shake hands with opponents, and acknowledge both success and challenges during the match.</p>	<p>5. Knowing and implementing stretches for major muscles, specifically tailored to football, and recognizing the benefits of exercise on the body.</p> <p>6. Understanding the roles and responsibilities of each player in defensive and attacking situations.</p>	
<p><b>Unit 3</b></p> <p><b>badminton</b></p>	<p><b>Development</b></p>	<p>Movement Interaction</p>	<p>Fairness and development.</p> <p><b>Focus Exploration:</b></p> <p>Democracy, politics, government and civil society</p>	<p>Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance.</p>	<p>Objective B:</p> <p>identify goals to enhance performance ii. construct and outline a plan for improving physical activity and health.</p> <p>Objective C:</p> <p>recall and apply a range of skills and techniques ii. recall and apply a range of strategies and movement concepts iii. recall and apply</p>	<p>Self management skills:</p> <p>Practice positive thinking to improve mental strength.</p> <p>Cultivate a positive mindset to enhance mental resilience.</p> <p>Social Skills:</p> <p>Give specific feedback on techniques that</p>	<p>Badminton Skills:</p> <p>- Develop proficiency in serving, executing forehand and backhand techniques.</p> <p>Adaptations for Table Tennis:</p> <p>- Modify rules, equipment, and facilities to suit the dynamics of table tennis.</p> <p>Teaching Strategies and</p>	<p><b>Summative Assessment:</b></p> <p>Look at your own and others' performances. During game play demonstrate an understanding of tactics and planning, showing the ability to adapt and change and fill the reflection sheet.</p> <p>A: Knowing and</p>

					information to perform effectively.	will improve the performance of others.  1. Collaborative Skills: Actively listen to different perspectives and ideas. Engage in a live game, applying fundamental skills.	Movement Concepts: - Instruct strategic footwork, clarify rules and regulations, elaborate on scoring methods, and emphasize correct positioning.  Goal-Setting Framework: - Apply the SMART framework for goal-setting in both badminton and table tennis: Specific, Measurable, Attainable, Realistic, and Time-oriented.	understanding C: Applying and performing
<b>Unit 4</b>  <b>Athletic</b>	<b>Development</b>	<b>Adaption energy</b>	scientific and technical innovation  <b>Focus Exploration:</b>  Digital life, virtual environment	The use of technology can impact the function of body systems that support physical and mental well-being.	Objective A:  i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to	Thinking Skills  Evaluate the benefits and limitations of set plays  Thinking (critical thinking): observing tactics in order to	Learners will exhibit mastery in physical and health education by expressing factual, procedural, and conceptual knowledge. They will adeptly apply this	Give a summary of your own performance in each of the events for instance (Races).  <b>Task (b):</b> Describe accurately your own and

			s and the Information Age		analyze issues and solve problems set in familiar and unfamiliar situations  Objective D:  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	recognize personal and team strengths and weaknesses.  Self management skills:  Practice positive thinking to improve mental strength.	knowledge to analyze and resolve intricate problems, addressing challenges in both familiar and unfamiliar situations.  Furthermore, learners will consistently utilize PHE terminology to effectively communicate their understanding.	others' performances in an interview with your teacher.  C: Applying and performing D: Reflecting and improving Performance
<b>Unit 5</b>  <b>Gymnastic</b>	Development	Refinements Balance	Personal and Cultural Expression  <b>Focus Exploration:</b>  Learners will explore expressing ideas, feelings, nature, culture, beliefs, and	Aesthetic routines involve precise movements to express culture and personal feelings in a balanced way.	Objective B:  i. develop goals to enhance performance ii. design, explain and justify a plan to improve physical performance and health  Objective C: i. demonstrate and apply a range of skills and techniques effectively ii.	Communication Skills:  Proficiently convey ideas through clear and effective verbal and written communication.  Thinking Skills: - Apply critical thinking and problem-solving abilities to analyze and assess	Learners will collaboratively create, articulate, and defend a group movement sequence, guided by the statement of inquiry.  They will design and justify a routine that emphasizes balance and refinement for aesthetic appeal.	<b>Summative Assessment:</b>  Work on individual skills, demonstrate how skills can combine smoothly. Produce a gymnastics routine that has rolls, jumps, balances and traveling movements

			values, reflecting on and enjoying creativity and aesthetics)		<p>demonstrate and apply a range of strategies and movement concepts effectively</p> <p>iii. analyze and apply information to perform effectively.</p> <p>Objective D:</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>information.</p> <p>Transfer Skills: - Apply knowledge and skills learned in one context to new and different situations.</p> <p>Evaluation Reflective Skills: - Reflect on experiences and information, assessing their significance and considering potential improvements.</p>	<p>After the performance, learners will assess their plan by reflecting on self-feedback and analyzing a video of their presentation.</p> <p>Assessment criteria include proficiency in basic and complex gymnastic skills, composition, and the ability to link movements cohesively for balance.</p> <p>Reflections should underscore the importance of refining movements for enhanced aesthetic appeal in their routine.</p>	<p>Combine and make a flip journal related to it.</p> <p>B: Planning for performance</p> <p>C: Applying and performing</p>
<b>Unit 6</b>  <b>Golf</b>	Change	Adaptation Environment	<p>Globalization and sustainability</p> <p><b>Focus Exploration:</b></p>	Performers respond and adapt to changing environments, challenges and situations	<p>Objective A:</p> <p>i. explain physical and health education factual, procedural and conceptual knowledge</p>	<p>Thinking Skills: Evaluate the benefits and limitations of set plays.</p> <p>Social Skills:</p>	Learners in physical and health education, our unit on golf will be a comprehensive journey blending	<b>Task (a):</b> Demonstrate outstanding technique in swing mechanics, putting, and other



			<p>Learners will explore that ways of Data-driven and decision-making in diverse situation</p>		<p>Objective C:</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>Give specific feedback on techniques that will improve the performance of others.</p> <p>Self management skills:</p> <p>Practice positive thinking to improve mental strength.</p>	<p>theory, practical skill development, and reflection.</p> <p>We'll kick off by exploring the history and fundamental rules of golf, with a keen focus on the sport's etiquette.</p> <p>Our initial sessions will dive into the basics of golf techniques, where we'll get hands-on experience with grip, stance, and various swings.</p> <p>Understanding the gear we use is crucial, so we'll delve into selecting the right clubs and recognizing different golf ball characteristics.</p>	<p>fundamental golf skills.</p> <p><b>Task (b):</b> write a reflective piece on their golf journey sheet, highlighting areas of improvement, strategies for ongoing development, and personal goals for future golf endeavors.</p> <p><b>Objective A</b> Knowing and understanding</p> <p><b>Objective C</b></p>
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## MYP-II

Unit Title	Key concept	Related concepts	Global Context	Statement of inquiry	Objectives	ATL Skills	Content	Summative Assessment
<p><b>Unit 1 Invasion games</b></p> <p><b>basketball</b></p>	<p><b>Communication</b></p>	<p><b>Movement</b></p> <p><b>Balanced</b></p>	<p>Personal and Cultural Expression</p> <p><b>Focus Exploration:</b></p> <p>Cultural Differences in Basketball Description: Students will explore how different cultures around the world express themselves through the sport of basketball. Through research and discussion, students will gain an appreciation for the diverse</p>	<p>Through developing skills and knowledge related to basketball, and exploring cultural differences in the sport, students will understand the role of communication and empathy in building teamwork and relationships both on and off the court.</p>	<p>Develop skills and knowledge related to basketball, including dribbling, passing, shooting, and defense</p> <p>Understand the rules and strategies of basketball</p> <p>Apply communication and collaboration skills in the context of basketball</p> <p>Demonstrate empathy towards teammates and opponents</p>	<p><b>Communication skills:</b></p> <p>Active listening, effective speaking, giving and receiving feedback</p> <p>Social skills: collaboration, empathy, teamwork</p> <p><b>Thinking skills:</b></p> <p>analyzing, evaluating, problem-solving</p>	<p>Week 1: Introduction to Basketball Key skills: dribbling and passing Rules and basic strategies of basketball Communication and collaboration skills: working with teammates, giving and receiving feedback.</p> <p>Week 2: Shooting and Scoring Key skills: shooting, layups, and scoring strategies Rules and advanced offensive strategies Communication and collaboration skills: working with teammates to create scoring opportunities.</p> <p>Week 3: Defense and Rebounding Key skills: defensive positioning,</p>	<p>Actively participate in a basketball match, demonstrate their skills in passing, shooting, and employing both offensive and defensive strategies rooted in a comprehension of team dynamics. Subsequently analyze your team's improvement and write it on the reflection board.</p> <p><b>Objective A:</b> Knowing and understanding</p> <p><b>Objective C:</b> Applying and performing</p>

			ways that people engage with the sport, as well as the cultural influences that shape these expressions.				blocking shots, and rebounding Rules and advanced defensive strategies  Week 4: Review and Teamwork Review of key skills and strategies Teamwork and collaboration activities Friendly scrimmage or tournament to practice skills and strategies	
Unit 2  <b>Health:</b> Body system	Development	Adaptation System	Identities and relationships  <b>Focus Exploration:</b>  Human nature and human dignity	Through understanding the systems of the body and how they interact, we can better communicate our needs and support our physical and emotional well-being.	The use of technology can impact the function of body systems that support physical and mental well-being	Thinking skills Evaluate the benefits and limitations of set plays  Self-management skills: Practice positive thinking to improve mental strength.  Research skills Make connections between the various aspects of	Week 1:  1. Session Participants receive an overview of the human body's major systems, including skeletal, muscular, cardiovascular, respiratory, digestive, nervous, and endocrine systems.  2. Session : The focus shifts to an exploration of nutrients and their roles in supporting the body systems,	Summative Assessment:  Prepare a deep and thorough understanding of the chosen body system, providing comprehensive and accurate information by using visual presentation on powerpoint. (Including videos and instructional exercise pictures)  <b>Objective A:</b> Knowing and understanding

						health and how they impact well-being	followed by an analysis of nutrient sources in food during Session  3. Session: The week concludes with a collaborative research project where participants delve into the importance of proper nutrition for maintaining both physical and emotional well-being.	<b>Objective D:</b> Reflecting and improving performance
<b>Unit 3</b> <b>Health and fitness</b>	<b>Development</b>	Change Refinement	Scientific and Technical Innovation  <b>Focus Exploration:</b>  Commonality, diversity and interconnection. Human impact on the environment	Participants in sport can bring different perspectives to the development and application of rules.	Objective A: i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding.  Objective C: . demonstrate and	Communication skills Develop systems of non-verbal communication to execute team movement effectively. Self-management skills: Practice positive thinking to improve mental strength.	Week 1: Participants start by understanding the significance of personal fitness and health goals, followed by self-assessment and active engagement in setting personalized fitness objectives.  Week 2: The role of physical activity in maintaining a healthy lifestyle is explored, along with an	<b>Summative Assessment:</b>  A test to assess knowledge and understanding of different muscle groups in the body.  A: Knowledge and understanding C: Applying and performing

					<p>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.</p> <p>Objective D: 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</p>	<p>Research skills Make connections between the various aspects of health and how they impact well-being</p>	<p>examination of various physical activities and their specific benefits. Participants work on crafting their personal fitness plans.</p> <p>Week 3: Focus shifts to monitoring and evaluating progress toward fitness goals, introducing scientific and technical innovations for progress tracking, and emphasizing the importance of adjusting fitness plans as needed.</p> <p>Week 4: The week introduces nutrition's relationship to physical well-being, covering understanding food groups, their nutritional value, and developing nutrition plans to support personal fitness goals.</p> <p>Week 5:</p>	
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							<p>Participants assess the effectiveness of different nutrition plans in achieving fitness goals, understand how nutrition impacts physical performance, and develop strategies to overcome nutrition-related challenges.</p> <p>Week 6: The program concludes with a reflective session, allowing participants to share successes and challenges, fostering a supportive environment. Participants engage in a collaborative discussion, developing a sustainable plan for maintaining personal fitness and health goals beyond the structured curriculum.</p>	
<b>Unit 4</b>	<b>Change</b>	Movemen t Space	Fairness and developmen	Soccer enables us to enhance both	<b>Objective A:</b>	Communicati on: Using	Week 1: Soccer Introduction	<b>Summative Assessment:</b>

<p><b>Soccer 6 Weeks</b></p>			<p>t</p> <p><b>Focus Exploration:</b></p> <p>Practicing mindfulness can help you stay focused and alert on the soccer field. It can also help learners to manage stress and anxiety, which are common challenges in competitive sports. To practice mindfulness , focus on your breath and bring your attention to the present.</p>	<p>our physical and mental capabilities, adapt to dynamic situations, and leverage technology to optimize our performance.</p>	<p>i. explain physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to analyze 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>Objective B:</b></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><b>Objective C:</b></p> <p>i. demonstrate and apply a range of skills and techniques effectively</p> <p>ii. demonstrate and apply a range of strategies and</p>	<p>technology to communicate and share information about soccer skills, strategies, and performance.</p> <p>Self-Management: Using technology to monitor and enhance our physical fitness, as well as manage time and resources effectively to practice and play soccer games.</p> <p>Research Skills: Investigating and evaluating the use of technology in soccer, as well as its benefits and</p>	<p>Covering essential rules and safety measures</p> <p>Teaching fundamental soccer skills (dribbling, passing, shooting)</p> <p>Engaging in small-sided games to reinforce skills and teamwork</p> <p>Week 2: Offense and Defense</p> <p>Exploring basic attacking and defending strategies</p> <p>Conducting drills to hone these strategies</p> <p>Participating in small-sided games for skill reinforcement and teamwork</p> <p>Week 3: Transition and Midfield Play</p> <p>Understanding transitions between attack and defense</p> <p>Introducing midfield play and positioning</p> <p>Engaging in small-sided games to strengthen skills and teamwork</p>	<p>Task (a): Follow the outstanding technical skills in ball control, passing, dribbling, and shooting with precision and consistency.</p> <p>Show solid technical proficiency, executing soccer skills accurately and with a good level of control.</p> <p>Objective A:</p> <p>Objective B:</p>
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					<p>movement concepts effectively</p> <p>iii. analyse and apply information to perform effectively</p> <p><b>Objective D:</b></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>Week 4: Game Analysis Analyzing and assessing gameplay, including strategies and teamwork Encouraging self-reflection and establishing personal improvement goals</p> <p>Week 5: Strategies and Tournament Readiness Delving into advanced game strategies, such as set pieces and counter-attacks Preparing for tournaments through practice games</p> <p>Week 6: Tournament and Reflective Closure Concluding with an end-of-unit tournament to apply learned skills and strategies Reflecting on personal and team performance, setting goals for</p>	
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							future improvement	
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**MYP-III**

Unit Title	Key concept	Related concepts	Global Context	Statement of inquiry	Objectives	ATL Skills	Content	Summative Assessment
<b>Unit 1</b>  <b>Health: Fitness and Conditioning</b>	<b>Development</b>	<b>Health, Wellness</b>	Identities and Relationships  <b>Focus Exploration:</b>  Physical, psychological and social development	How does physical fitness and conditioning contribute to personal well-being.	<b>Planning for Performance Description: Students will develop goals to enhance their physical performance and design, explain, and justify a plan to improve fitness and conditioning. They will apply principles of training and develop personalized fitness programs. Applying and Performing Description: Students will demonstrate and apply practical fitness and conditioning skills and techniques effectively. They will analyze and apply information related to fitness and conditioning</b>	Self-Management Skills  Research Skills  Communication Skills	Week 1: Introduction to fitness and conditioning concepts. Assessing personal fitness levels. Warm-up exercises and stretches. Cardiovascular endurance activities. Introduction to strength and resistance training.  Week 2: Strength training exercises and techniques. Flexibility training and stretching routines. Circuit training workouts. Principles of muscular endurance. Goal-setting for personal fitness improvement.  Week 3: High-intensity interval	Create a structured circuit training regiment and then guide your fellows through the session, providing detailed instructions and demonstrations for each exercise and prepare poster presentation for awareness walk.  A: Knowing and understanding B: Planning for performance

					<p><b>to enhance their physical performance and health.</b></p>		<p>training workouts. Core strength and stability exercises. Plyometric exercises for power and explosiveness. Designing a personal fitness program. Tracking and monitoring fitness progress.</p> <p>Week 4: Cross-training activities and their benefits. Flexibility training methods (e.g., yoga, Pilates). Incorporating functional movements in workouts. Developing mental resilience in fitness training. Reflecting on the impact of fitness on overall well-being.</p> <p>Final fitness assessments and</p>	
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							<p>evaluations. Personal fitness reflections and goal adjustments. Exploring new fitness trends and technologies. Integration of fitness principles in daily life. Culminating activity or fitness event.</p>	
<p><b>Unit 2 Sportsmanship and Fair Play</b></p>	Relationship	Communities	<p>Personal and Cultural Expression</p> <p><b>Focus Exploration</b></p> <p>rituals and play</p>	<p>For a team to function effectively, all team members must communicate efficiently and clearly</p>	<p>Objectives: Objectives</p> <p>A: Knowing and understanding</p> <p>D: Planning and performance</p> <p>Description: Students will develop goals to enhance their physical performance and design, explain, and justify a plan to improve fitness and conditioning. They will apply principles of training and</p>	<p>Social skills Give specific feedback on techniques that will improve the performance of others. Communication skills Develop systems of non-verbal communication to execute team movement effectively. Self-management skills Practice positive thinking to improve mental strength</p>	<p>Week 1: Introduce sportsmanship and fair play, emphasizing the significance of ethics in sports. Explore various sports codes of conduct, engage in role-playing scenarios depicting ethical dilemmas, and foster fair play through team-building activities.</p> <p>Week 2: Cultivate respect for opponents, officials, and</p>	<p><b>Summative Assessment:</b> Creating a sportsmanship pledge or charter. Peer evaluations on sportsmanship behaviors. Celebrating acts of sportsmanship within the class. Planning and organizing a fair play event.</p> <p>Learners are provided with the scenario and situation to access sportsmanship</p>

					<p>develop personalized fitness programs. Applying and Performing Description: Students will demonstrate and apply practical fitness and conditioning skills and techniques effectively.</p>		<p>teammates. Enhance understanding of rules and their role in fair play. Emphasize sportsmanship in both victory and defeat, and encourage fairness in decision-making during games. Analyze renowned sportsmanship examples.</p> <p>Week 3: Explore fair play in individual sports, emphasizing understanding and adhering to the spirit of the game. Discuss the significance of honesty and integrity in sports, and develop conflict resolution skills within sports settings.</p> <p>Week 4: Focus on fair play in team sports, fostering</p>	<p>and fair play. They focused the following points and play "football"</p> <p><b>Content of Sportsmanship:</b></p> <ol style="list-style-type: none"> <li>1. Respect for Opponents</li> <li>3. Respect for Officials</li> <li>4. Teamwork and Collaboration</li> <li>6. Fair Play</li> <li>7. Graceful</li> <li>8. Winning and Losing</li> <li>10. Positive Body Language</li> </ol> <p><b>Highlights of Sportsmanship:</b></p> <ol style="list-style-type: none"> <li>1. Integrity and Honesty Mutual Respect</li> <li>2. Fair</li> </ol>
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							<p>positive team dynamics and sportsmanship. Emphasize effective communication during games, highlight the importance of respecting diversity and inclusion in sports, and promote collaborative problem-solving in sports scenarios.</p>	<p>Competition</p> <p>3.Role Modeling</p> <p>4.Learning from Mistakes</p> <p>5.Building Character</p>
<p><b>Unit 3</b></p> <p><b>Health and Wellness</b></p>	<p><b>Development</b></p>	<p>Fitness, Nutrition</p>	<p>Identities and Relationships</p> <p><b>Focus Exploration</b></p> <p>Physical, psychological and social development</p>	<p>The use of technology can impact the function of body systems that support physical and mental well being.</p>	<p><b>Objective C:</b></p> <p>Learners will showcase proficiency in practical skills, techniques, and strategies concerning health and wellness. They will analyze information to make informed choices and actively participate in behaviors that enhance their</p>	<p><b>Thinking Skills:</b></p> <p>Critical Thinking: Students can critically evaluate health information, distinguishing between reliable and unreliable sources. They can analyze the impact of lifestyle choices on their well-being and make informed decisions.</p>	<p>Week 1: Introduce health and wellness concepts, exploring components of physical fitness. Conduct personal fitness assessments, practice warm-up exercises, and discuss healthy lifestyle habits.</p> <p>Week 2: Engage in cardiovascular fitness activities</p>	<p><b>Summative Assessment:</b></p> <p>Students will wrap up the program by conducting final fitness assessments and evaluations. They'll engage in personal reflection, adjusting their fitness goals accordingly. The task includes exploring</p>

					<p>well-being and overall health.</p> <p><b>Objective D:</b></p> <p>Describe and demonstrate strategies to enhance interpersonal skills</p> <p>ii. explain the effectiveness of a plan based on the outcome</p> <p>iii. explain and evaluate performance</p>	<p><b>Creative Thinking:</b> Encouraging creative thinking can lead to innovative solutions for health challenges. Students can explore and propose alternative approaches to physical activity or nutrition that suit their individual preferences.</p> <p><b>Self-Management Skills</b></p> <p><b>Goal Setting:</b> Students can use goal-setting skills to establish SMART (Specific, Measurable, Achievable, Relevant, Time-bound) health and wellness goals. This could include personal fitness targets, dietary changes, or establishing a</p>	<p>and endurance training. Learn flexibility exercises and routines. Discuss healthy nutrition and maintaining a balanced diet. Conclude the week by designing individualized fitness and nutrition plans.</p> <p>Week 3: Explore strength training techniques, resistance exercises, and core strength and stability training. Engage in bodyweight exercises and functional movements. Learn to track progress and set fitness goals.</p> <p>Week 4: Focus on the mind-body connection and mental well-being. Practice stress management</p>	<p>emerging fitness trends and technologies, fostering an understanding of their relevance. To conclude, learners will actively participate in crafting a personalized wellness action plan, applying the knowledge and skills gained throughout the program.</p>
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					<p>regular sleep routine.</p> <p><b>Time Management:</b></p> <p><b>Learning to balance academic commitments with physical activity and self-care is crucial. Students can develop schedules that prioritize time for exercise, healthy meals, and sufficient rest.</b></p> <p><b>Research Skill Information Literacy:</b></p> <p>Students can enhance their ability to find, evaluate, and use health information from various sources. This includes understanding the credibility of online health resources and distinguishing between evidence-based</p>	<p>techniques, relaxation exercises, and mindfulness. Discuss rest and recovery strategies, emphasizing the importance of holistic health through reflection.</p>	
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						information and opinions.		
<b>Unit 4 Sports and Culture</b>	<b>Relationship</b>	<b>Cultural Social interaction</b>	Personal and Cultural Expression  <b>Focus Exploration</b>  Social constructions of reality	Participants in sport can bring different perspectives to the development and application of rules.	<b>Objective A:</b>  i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding.  <b>Objective D:</b> i. explain and	Thinking skills Evaluate the benefits and limitations of set plays.  Social skills Give specific feedback on techniques that will improve the performance of others.  Communication skills Develop systems of non-verbal communication to execute team movement effectively.	Week 1: Explore sports as a cultural phenomenon, delving into traditional and indigenous sports. Understand the role of sports in different cultures, emphasizing the connection between sports and identity. Discuss cultural values and sportsmanship.  Week 2: Examine cultural adaptations of popular sports, traditional games, and their significance.	Summative Assessment:  Learners curate a cultural sports exhibition that explores the symbiotic relationship between sports and culture. They will present their exhibition to the class and submit a reflective essay.

					<p>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>Explore cultural variations in sports rules and equipment. Engage in team-building activities inspired by diverse cultures, promoting an appreciation for cultural diversity in sports.</p> <p>Week 3: Actively participate in cultural exploration through sports activities. Welcome guest speakers to share their sports and cultural experiences. Explore the integration of traditional dance and music in sports. Discuss cultural sports attire and symbols, concluding with reflections on the cultural dimensions of sports.</p>	
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							<p>Week 5</p> <p>Week 4: Celebrate cultural sports festivals, organizing multicultural sports events to showcase traditional sports and games. Emphasize inclusivity and respect in sports, fostering collaborative learning about cultural sports practices.</p> <p>Week 5: Engage in cultural sports research and presentations, exploring the history and traditions of sports. Understand how cultural influences impact sports performance,</p>	
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							<p>adapting sports activities to different cultural contexts. Appreciate the richness of global sports cultures.</p> <p>Week 6: Culminate the program with a multicultural sports event. Encourage participants to share personal cultural sports experiences. Reflect on cultural awareness and understanding, celebrating the diversity of sports and cultures. Showcase the importance of cultural exchange in sports.</p>	
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## MYP-IV

Unit Title	Key concept	Related concepts	Global Context	Statement of inquiry	Objectives	ATL Skills	Content	Summative Assessment
Unit 1 <b>PE:</b> Swimming	Change	Adaptation, Refinement	Scientific and Technical Innovation  <b>Focus Exploration:</b>  Swimming - warmups, cool downs, effective and efficient use of all 4 strokes, diving, pool rescue, production of training programmes for themselves and others	Athletes and performers describe different movements patterns.	<b>A: Knowing and understanding</b> i. explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding	<b>Communication:</b> Use and interpret a range of discipline specific terms and symbols.  <b>Self- Management:</b> (Reflective skills): Identify strengths and weaknesses of personal learning strategies (self assessment) Consider personal learning strategies – What can I do to become a more efficient and effective learner (or athlete)? – How can I become more flexible in my choice of learning strategies? – What factors are	This unit will focus on enhancing skills, water safety, and fitness. Sessions cover stroke basics, refinement, water safety, rescue simulations, fitness drills, and water games. Which will include continuous skill evaluation, theoretical discussions, group assessments, and a fitness challenge.	1. Do coaching of peers, Give reflection on your own performance.  2. Performance of self management skill plus attempt the interview conducted by the swimming trainer by including life examples.

					<p><b>D: Reflecting and improving performance.</b></p> <p>i. explain and demonstrate strategies to enhance interpersonal skills</p> <p>ii. analyze and evaluate the effectiveness of a plan based on the outcome</p> <p>iii. analyze and evaluate performance</p>	important for helping me learn well? Learner Profile Reflective		
<p>Unit 2 <b>PE:</b> Invasion Games</p> <p>6 week</p>	Communication	Function, Interaction	Identities and Relationships	The level of communication and interaction between a coach and their team impacts function and relationships.	<p><b>B: Planning for performance</b></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><b>D: Reflecting</b></p>	<p><b>Thinking – Transfer Skills:</b> Apply skills and knowledge in unfamiliar situations.</p> <p><b>Social – Collaboration skills:</b> Exercise leadership and take on a variety of roles within groups</p>	<p><b>Weeks 1-2:</b> Introduction - Overview, basic rules, teamwork emphasis.</p> <p><b>Weeks 3-4:</b> Skills Development - Individual training, small-sided games.</p> <p><b>Weeks 5-6:</b> Tactical</p>	<p><b>Summative Assessment</b></p> <p>Teams design and execute a unique small-sided game that combines multiple sports.</p> <p>Emphasize strategic collaboration, creativity in rule modification,</p>

					<p><b>and improving performance.</b></p> <p>i. explain and demonstrate strategies to enhance interpersonal skills</p> <p>ii. analyze and evaluate the effectiveness of a plan based on the outcome</p> <p>iii. analyze and evaluate performance</p>		<p>Understanding - Game strategies, team-based drills.</p>	<p>and dynamic gameplay.</p> <p>Evaluation based on innovation, teamwork, and overall enjoyment factor.</p>
<p>Unit 3 – <b>PE:</b> Rounders &amp; cricket 6 weeks</p>	Change	Perspective	Fairness and development	Striking and Fielding games give an opportunity for problem solving	<p><b>B: Planning for performance</b></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><b>C: Applying and performing</b></p>	<p><b>Self-management – Organizational</b> skills Set goals that are challenging and realistic.</p> <p><b>Social – Collaboration skills:</b> Exercise leadership and take on a variety of roles within groups.</p>	<p>Tactics, specific sports such as cricket, bowling types, batting technique, fielding situations, technical names of positions, effective communication whilst playing, leadership, designing drills, strategies for chasing a game,</p>	<p><b>Task:</b> Create a concise cricket strategy guide covering bowling types, batting techniques, fielding, positions, communication , leadership, drills, and game strategies. Present the guide using a mix of written, visual, and practical</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. analyze and apply information to perform effectively.</p>		strategies for playing safe.	elements.
Unit 4 Athletics 6 weeks	Relationships	Energy, Refinement	Scientific and technical innovation	Athletics is varied enough to allow for everyone to find success	<p><b>C: Applying and performing</b></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><b>Self-Management – Affective skills:</b> Practice being aware of body-mind connections.</p> <p><b>Self-Management – Reflective skills:</b> Identify strengths and weaknesses of personal learning</p>	Running - hurdles, how to run bends, correct starts, pick up, transition, dip, training principles, drills, warmups jumps- hang and hitch kick plus development, Fosbury flop, western roll. Correct run up showing	Give a summary of your own performance in each of the events. Describe accurately your own and others' performances in an interview with your teacher.

					<p>iii. analyze and apply information to perform effectively.</p> <p><b>D: Reflecting and improving Performance</b></p> <p>i. explain and demonstrate strategies to enhance interpersonal skills</p> <p>ii. analyze and evaluate the effectiveness of a plan based on the outcome</p> <p>iii. analyze and evaluate performance</p>	<p>strategies (self-assessment)</p> <p>Consider personal learning strategies –</p> <p>What can I do to become a more efficient and effective learner (or athlete)?</p> <p>– How can I become more flexible in my choice of learning strategies?</p> <p>– What factors are important for helping</p>	<p>power speed and strength, stretches.</p> <p>Throws - grip, hook and claw in javelin, glide in shot and rotation in discussion. flight and how to officiate.</p>	
Unit 5 – Football 6 weeks	Communication	Function, Systems	Personal and cultural expression	Relationships and roles are key to maintaining high performing teams whilst adapting to change	<p><b>B: Planning for performance</b></p> <p>i. develop goals to enhance performance</p> <p>ii. design, explain and justify a plan to improve physical performance</p>	<p><b>Self-management – Affective skills:</b> Practice being aware of body-mind connections</p> <p><b>Self-management – Reflective skills:</b> Identify strengths and weaknesses of personal learning strategies (self</p>	<p>Students will learn about a range of passing skills and how to apply them in competitive situations. They will practice and refine controlling and</p>	<p>Work on individual skills, demonstrate how skills can combine smoothly and fill the reflection according to the instructions</p>

					<p>and health</p> <p><b>C: Applying and performing</b></p> <p>i. demonstrate and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and movement concepts effectively iii. analyze and apply information to perform effectively</p>	<p>assessment) Consider personal learning strategies – What can I do to become a more efficient and effective learner (or athlete)?</p>	<p>turning with the ball. They will use different attacking and defensive formations and discuss this with their peers. Students will develop understanding of how to shoot in basketball and football and <b>analyze the technique</b> to improve their performance. They will practice and refine the set shot, lay up in basketball and use different parts of the foot to shoot in football. Explore different patterns and phases of play and how movement concepts affect the quality of phases of play.</p>	
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							Learn about different court violations and types of marking in Football. Learn about different positions and formations in football and demonstrate knowledge of the rules.	
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## MYP-V

Unit Title	Key concept	Related concepts	Global Context	Statement of inquiry	Objectives	ATL Skills	Content	Summative Assessment
Unit - 1  <b>PE:</b> Growth and Development	Change	Choices	<b>Identities and Relationship</b>  <b>Focus of Exploration:</b> learners explore their identity. - Physical, mental, social and emotional health. -Looking at relationships with family, friends and	Each new phase of life presents new choices.	<b>Objective A:</b> knowing and understanding  i. explain physical and health education factual, procedural and conceptual knowledge	<b>Communication skills</b>  Use and interpret a range of discipline specific terms and symbols.	1. Body Systems:  Dive into the human body's intricacies, combining anatomy and physiology with interactive activities for a comprehensive	Practical Application (Health Triangle):  Task: Develop a wellness plan considering physical, mental, and social aspects. Include realistic goals and strategies to

			community		<p>ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to communicate <b>understanding</b></p>		<p>understanding of organ functions and the importance of maintaining a healthy lifestyle.</p> <p>2. Health Triangle:</p> <p>Embrace a holistic health approach, exploring physical, mental, and social well-being. Encourage balanced decision-making to foster overall student health.</p> <p>3. Brain Breaks:</p> <p>Prioritize mental well-being with brief, rejuvenating brain breaks.</p>	<p>achieve balance.</p> <p>Criteria: Demonstrated understanding of the interconnectedness between physical, mental, and social well-being.</p>
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								Integrate quick activities to reduce stress, enhance focus.	
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<p><b>Unit -2</b></p> <p><b>Health:</b> First Aid</p>	<p>communication</p>	<p>Choices, consequences</p>	<p>Scientific and technical information</p> <p><b>Focus Exploration:</b></p> <p>What it means to be human</p>	<p>Choosing to act and communicate determines consequences and focus on vitamins</p>	<p><b>Objective A: Knowing and understanding</b></p> <p>i. explain physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to analyze 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>Communication Skills</b></p> <p>Use and interpret a range of discipline specific terms and symbols.</p> <p><b>Research skills</b></p> <p>Research skills enable individuals to stay updated on the latest first aid techniques, guidelines, and recommendations. Regularly checking reputable sources, such as medical journals and official health organizations, ensures that first aid practices align with the most current and evidence-based information.</p>	<p><b>Objective:</b></p> <p>Learn and demonstrate CPR skills in emergency situations.</p> <p><b>Activities:</b></p> <p>Hands-on simulations, discussion on early intervention, and analysis of real-life scenarios.</p> <p><b>Abdominal Thrusts:</b></p> <p><b>Objective:</b></p> <p>Master abdominal thrusts for choking emergencies.</p> <p><b>Activities:</b></p> <p>Practical workshops, case studies, and discussions on risks and benefits.</p>	<p><b>Summative Assessment</b></p> <p>This summative assessment will evaluate learners proficiency in key aspects of Physical and Health Education. It encompasses practical demonstrations of emergency response skills, research and presentation abilities, theoretical understanding of safety principles, interpersonal skills through role-play, and reflective <b>self-assessment.</b> The diverse components aim to provide a holistic measurement of learners'</p>
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							<p><b>Research and Presentations:</b></p> <p><b>Objective:</b> Develop research and presentation skills in health education.</p> <p><b>Activities:</b> Research projects on health issues, multimedia presentations, and peer evaluations.</p> <p><b>Safety:</b></p> <p><b>Objective:</b> Understand safety principles in physical activities.</p> <p><b>Activities:</b> Explore safety guidelines, conduct risk assessments, and discuss preventive measures and emergency</p>	<p>knowledge, practical application, and personal growth in the context of health and physical education.</p>
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							<p>procedures.</p> <p>Three Cs (Communication, Cooperation, Conflict Resolution):</p> <p><b>Objective:</b> Cultivate interpersonal skills through the Three Cs framework.</p> <p><b>activities:</b> Team-building exercises, case studies on conflict situations, and role-playing for conflict resolution.</p>	
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<p>Unit 3 <b>Health:</b> Risky Behaviors</p>	<p>Relationships</p>	<p>Choice</p>	<p><u>Identities and Relationships:</u></p> <p>Focus exploration: Lifestyle Choices</p>	<p>Relationships impact our choices.</p>	<p><b>Objective A: Knowing and Understanding</b></p> <p>i. explain physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to analyze 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>Thinking skills (Critical thinking):</b> Foster critical thinking by helping individuals identify alternative actions or choices that are less risky. This promotes problem-solving and decision-making skills</p> <p><b>Self management skills:</b> Develop action plans to help individuals navigate challenging situations. Having a plan in place increases self-management and reduces impulsive decision-making.</p>	<p>This unit will focus on issues related to alcohol, tobacco, drugs. Students will have the opportunity to analyze the influence of family, peers, culture, and the media on personal choices and behaviors.</p>	<p><b>Task:</b> Create a multimedia presentation exploring the impact of family, peer groups, cultural norms, and media representations on individual decisions. Illustrate connections between these influences and societal trends, emphasizing the potential consequences on health and community well-being.</p>
<p>Unit 4: <b>Health:</b> Nutrition</p>	<p>Change</p>	<p>Balance, Choice</p>	<p>Globalization and sustainability:</p>	<p>Balanced choices promote a</p>	<p><b>Objective A: Knowing and understanding</b></p>	<p><b>Communication skills (Collaborative</b></p>	<p>Students will analyze their food choices</p>	<p>Students will assess their</p>

			<p><b>Focus Exploration:</b> Consumption, conservation, natural resources and public goods</p>	<p>healthy lifestyle.</p>	<p><b>g</b></p> <p>i. explain physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to analyze 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>Objective B: Planning for performance</b></p> <p>i. demonstrate</p>	<p><b>skills):</b></p> <p>Students will analyze nutrient labels on food items. This activity requires critical thinking to interpret the information and communicate their understanding. Discuss the findings as a class.</p> <p><b>Thinking skills: (Critical thinking):</b></p> <p>Learners will explore media messages related to nutrition, such as advertisements or articles. Ask students to critically analyze the information, identify potential biases, and communicate their insights.</p>	<p>as well as the choices of the general population in the US and around the world. They will compare nutritional philosophies and evaluate which ones they think are healthy.</p>	<p>own food choices and those of the wider population in the US and globally. They'll compare nutritional philosophies, deciding which ones they consider healthy.</p>
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					and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and movement concepts effectively iii. analyze and apply information to perform effectively.			
Unit 5 <b>PE:</b> Team Building through Sport	Communication	Perspectives and Interaction	Identities and relationships:  Focus Exploration:  Competition and cooperation; teams, affiliation and leadership.	Through communication and interactions, individuals will gain multiple perspectives that will improve team success.	<b>Objective A: Knowing and Understanding</b>  Explain physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to	<b>Communication skills.</b>  Use and interpret a range of discipline specific terms and symbols.	Learners will learn lifelong skills such as communication and collaboration through a variety of activities such as Lacrosse, Speedball, Football, Soccer, and Dance. They will also be evaluating how looking at things through others'	"Demonstrate your acquired communication and collaboration skills in Lacrosse, Speedball, Football, Soccer, and Dance, emphasizing teamwork. Additionally, evaluate how considering others' perspectives impacts overall

					<p>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>Objective B: Planning for Performance,</b></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><b>Objective C: Applying and performing.</b></p> <p>i. demonstrate</p>		<p>perspectives can impact the team performance.</p>	<p>team performance in a written reflection (300-500 words)."</p>
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					<p>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><b>Objective D: Reflecting and improving performance</b></p> <p>i. explain and demonstrate strategies to enhance interpersonal skills</p> <p>ii. analyze and evaluate the effectiveness of a plan based on the outcome</p>			
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					iii. analyze and evaluate performance.			
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