

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Beginning Weight Training	CHANGE	Refinement	Identities and Relationships	A purposeful process of simplification and refinement can help people improve and change a person's health and well-being as part of their identity.	<p>Criterion A: Knowing and Understanding</p> <p>i. describe the four components of physical fitness, FITT principle, completing a personal fitness plan and reasons for setting personal fitness goals.</p> <p>ii. Apply physical and health education knowledge to explain issues when setting personal fitness goals and designing a fitness plan.</p> <p>iii. Apply fitness terminology effectively to communicate understanding.</p> <p>Criterion B: Planning for Performance</p> <p>i. Design and explain a personal fitness plan for improving physical performance and health</p> <p>ii. Explain the effectiveness of a personal fitness plan and personal fitness goal based on the outcome.</p>	SELF-MANAGEMENT- Students will take personal responsibility for developing personal fitness plan to impart change on one's self. Students will also be able to conduct themselves in an appropriate manner while exercising in the weight room.	<p>Standard I: Exercise Physiology</p> <p>1.9.1: Analyze the effects of physical activity on the body systems Explain and discuss how muscular, skeletal, and nervous systems respond and adapt to the concept of progression and the overload principle.</p> <p>1.9.2: Analyze and adapt components of the FITT principle to adjust levels of physical activity</p> <p>a. Establish individual fitness goals that reflect the importance of maintaining a healthy level of fitness.</p> <p>1.9.3: Analyze the components necessary to design a fitness plan.</p> <p>a. Justify the selection of activities that improve or maintain health related fitness</p> <p>Standard III Social Psychological principles</p> <p>III.9.1 Recognize the relationship between effort and improvement</p> <p>a. Create a challenging, attainable personal physical activity goal</p> <p>b. participate in activities to attain the goal</p> <p>III.9.4 Establish and modify personal physical activity goals while monitoring progress towards achievement</p> <p>a. Establish a long-term physical activity goal for the school year</p> <p>Standard V: Physical Activity</p> <p>V.9.1 Assess and analyze individual aerobic capacity/cardio/respiratory endurance</p> <p>a. Perform a series of activities to enhance circulatory fitness</p> <p>c. Calculate target heart rate to reflect personal activity goals</p> <p>d. Assess personal level of aerobic capacity/cardio/respiratory fitness using a standardized test</p> <p>V.9.2 Assess and analyze individual muscular strength and muscular endurance</p>

							<p>c. assess your personal level of muscular strength and muscular endurance using a standardized test</p> <p>V.9.3 Assess and analyze individual flexibility</p> <p>a. perform a variety of activities to enhance flexibility for various muscle groups</p> <p>b. assess personal level of flexibility</p>
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IB Subject Group: Physical Education and Health

Course: Health

Year: 5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Tobacco, Alcohol, and other Drugs	Relationships	Environment and choice	Orientation in space and time	Individual relationships and conditions generate different choices and perspectives.	<p>A: Knowing and understand</p> <p>i. explain physical and health education factual, procedural and conceptual</p> <p>iii. Apply physical and health terminology effectively to communicate understand.</p>	<p>Self management - Organization skills</p> <p>Research - Information Literacy Skill</p>	<p>Alcohol and other drugs</p> <p>Legal Consequence</p> <p>Effects on personal well being,</p> <p>Effects on others</p> <p>Statistics</p> <p>Influences through media and peers</p>
Mental Health	Communication	Perspective and interaction	Personal and cultural expression	The perspective of others communicates the personal effects of mental illness.	<p>A: Knowing and Understanding</p> <p>ii. Apply mental illness knowledge to analyse issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. Apply mental illness research terminology effectively to communicate understanding.</p>	<p>Research skills - Information and literacy</p> <p>Self- Management - Organization Skills</p> <p>Thinking - Critical Thinking Skills</p>	<ul style="list-style-type: none"> • Mental Illnesses • Effects on personal well being, • Effects on others • Statistics • Influences through media and peers
Safety and Injury Prevention	Logic	Environment and Systems	Scientific and technical innovation	Individuals will respond and adapt to changing environments, challenges and situations.	<p>C Applying and Performing</p> <p>i. Demonstrate and apply a range of skills and techniques effectively when administering first aid.</p>	<p>Research skills - Information Literacy Skills</p> <p>Communication - Communication skills</p> <p>Thinking - Critical Thinking Skills</p>	<ul style="list-style-type: none"> • Responding to Emergencies • Care steps for each emergency • Bystander Effect • Good Samaritan Law • Check, Call, Care

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IB Subject Group: Physical Education and Health Course: Foundations of Personal Fitness and Sport Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Lifelong Fitness	Change	Balance, Choice	Identities and Relationships	An individual's choice and a logical process of simplification can impact their health and well-being	Criterion D: i-iv	ATL Cluster: Self-management Skills: Organization	
Badminton Doubles	Relationships	Development, movement, patterns, balance	Orientation in space and time	Team members must utilize collaboration skills to develop, apply, and demonstrate interconnected, responsive movement patterns when choosing from a variety of offensive and defensive badminton strategies	<p>A. Knowing and Understanding</p> <ul style="list-style-type: none"> Apply Physical and health terminology effectively to communicate understanding <p>B. Applying and Performing</p> <ul style="list-style-type: none"> Demonstrate and apply a range of skills and techniques effectively Demonstrate and apply a range of strategies and movement concepts Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of 	<p>THINKING:</p> <p>Critical Thinking/Creativity/Innovation and Transfer</p>	<p>Equipment set up, take down, proper use</p> <p>History of the Sport</p> <p>Academic Language</p> <p>Basic Skills and Shots</p> <p>Basic Rules</p> <p>Concepts and Strategies</p> <p>Sportsmanship</p> <p>Badminton Handouts and Google Classroom Resources</p> <p>Modified Games</p> <p>Games</p>

					physical activities and one written activity. C. Reflecting and Improving Performance <ul style="list-style-type: none"> Identify and demonstrate strategies to enhance interpersonal skills and performance 		
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IB Subject Group: Physical Education and Health Course: Basketball

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Basketball	Relationships	Interaction and Refinement	Fairness and Development	Students will develop basketball skills that are related to strategies to improve knowledge and gameplay.	Criterion B ii. develop goals and apply strategies to enhance performance Criterion C All strands	Communicating – Communication skills Self-Management – Reflection skills	<ul style="list-style-type: none"> Various basketball related skills <ul style="list-style-type: none"> Shooting Passing Dribbling Offensive and Defensive positioning Academic Language specific to basketball <ul style="list-style-type: none"> Traveling, Turnover, Jump Shot, Lay-up, Pick, Foul Shot, Box Out, Rebound, Block, Foul, Man to Man, Zone, Full Court, Half Court, Back Court In game strategy <ul style="list-style-type: none"> Offense-Move without ball, Pick and Roll, Give and Go, Catch and Shoot, Spacing, screens Defense-Stance, on the ball, off the ball, boxing out, help
Basketball 2	Communication	Choice, Interaction	Orientation in Time and Space	Team members must utilize collaboration skills to communicate with teammates when choosing from a variety of	A. Knowing and Understanding 3. Apply Physical and health terminology effectively to communicate understanding	1. Thinking Skills- evaluate the benefit and limitations of set plays (tactics) 2. Critical Thinking/Creati	VI.10.1 Develop fundamental movement skills and apply them to a variety of recreational and daily life experiences VI.10.4 Develop the ability to solve tactical game problems (scoring and preventing scoring) using on-the-ball and off-the-ball movements. III.10.1 Recognize the relationship between effort and

				offensive and defensive formations.	B. Planning for Performance 2. Describe the effectiveness of a plan based on the outcome C. Applying and Performing 2. Recall and apply a range of strategies and movement concepts	3. vity/Innovation and Transfer Students will be applying knowledge and concepts in game play and small group practice. Students will be identifying problems and evaluating solutions to those problems. Students will also be inquiring in different contexts by gaining various team members' perspectives	Improvement
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IB Subject Group: Physical Education and Health Course: Volleyball

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Volleyball	Relationships	Interaction	Identities and Relationships	By learning and adapting individual skills and team strategies, you will be able to interact positively on the court.	Criterion A (i-iv) Criterion C (i-iii)	Self Management: Reflection Skills Social: Collaborative Skills Communicating: Communication Skills	<p>Various volleyball related skills</p> <ul style="list-style-type: none"> ● Bump ● Set ● Spike ● Defensive and offensive positioning <p>Academic Language specific to volleyball</p> <ul style="list-style-type: none"> ● 10 foot line, service line, W - formation, side out, in vs out, foot fault, carry, lift, double, floater serve <p>In game strategies</p> <ul style="list-style-type: none"> ● Offense <ul style="list-style-type: none"> ○ 5-1 formation vs 6-2 formation ● Defense

							<ul style="list-style-type: none"> ○ W formation ○ Blocking
Volleyball 2	Change	Movement Form	Personal and Cultural Expression	Athletes and performers analyse current movement patterns so that they can refine technique and maximize performance energy	<p>Criterion A: iii. apply physical and health terminology effectively to communicate understanding</p> <p>Criterion B: ii. analyse and evaluate the effectiveness of a plan based on the outcome</p> <p>Criterion C: ii. demonstrate and apply a range of strategies and movement concepts</p> <p>Criterion D: iii. analyse and evaluate performance</p>	<p>COMMUNICATION: Communication Skills</p> <p>SOCIAL: Collaboration Skills</p> <p>SELF-MANAGEMENT: Reflection skills</p>	<ul style="list-style-type: none"> ● Pass ● Side/side defense (pairs) ● Communication ● Floor positions ● Serve receive (3v3) and (6v6)

IB Subject Group: Physical Education and Health Course: Soccer

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Soccer	Communication	Interaction Movement	Personal and Cultural Expression	For a team to function effectively, all team members must communicate efficiently and clearly	<p>OBJECTIVE A: KNOWING AND UNDERSTANDING</p> <p>iii. apply physical and health terminology effectively to communicate understanding</p>	COMMUNICATION: Communication Skills	<p>Secondary Physical Education Skills and Concepts</p> <p>Ball fakes</p> <p>Drawing a defender</p> <p>Offensive plays</p> <p>Feed the cutter</p> <p>Changing the field</p> <p>Team defence</p> <p>Team offense</p>

					<p>OBJECTIVE B: PLANNING FOR PERFORMANCE</p> <p>i. design, explain and justify plans to improve physical performance and health</p> <p>ii. analyse and evaluate the effectiveness of a plan based on the outcome</p> <p>OBJECTIVE 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</p>		<p>Verbal communication</p> <p>Covering passing lanes</p>
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IB Subject Group: Physical Education and Health Course: Yoga

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Yoga	Change	Movement Form	Personal and Cultural Expression	Athletes and performers analyse current movement patterns so that they can refine technique and maximize performance energy	<p>Criterion A:</p> <p>iii. apply physical and health terminology effectively to communicate understanding</p> <p>Criterion B:</p> <p>ii. analyse and evaluate the effectiveness of a</p>	<p>COMMUNICATION: Communication Skills</p> <p>SOCIAL: Collaboration Skills</p> <p>SELF-MANAGEMENT: Reflection skills</p>	<p>Progressive movements</p> <p>Communication</p> <p>Floor positions</p>

					plan based on the outcome Criterion C: ii. demonstrate and apply a range of strategies and movement concepts Criterion D: iii. analyse and evaluate performance		
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IB Subject Group: Physical Education and Health Course: Flag Football

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Flag Football	Communication	Choice, Interaction	Orientation in Time and Space	Team members must utilize collaboration skills to communicate with teammates when choosing from a variety of offensive and defensive formations.	A. Knowing and Understanding 3. Apply Physical and health terminology effectively to communicate understanding B. Planning for Performance 2. Describe the effectiveness of a plan based on the outcome C. Applying and Performing 2. Recall and apply a range of strategies and movement concepts	COMMUNICATION: Communication Skills	VI.10.1 Develop fundamental movement skills and apply them to a variety of recreational and daily life experiences VI.10.4 Develop the ability to solve tactical game problems (scoring and preventing scoring) using on-the-ball and off-the-ball movements. III.10.1 Recognize the relationship between effort and improvement