

Year	Unit Title	Key Concept	Related Concepts	Global Contexts	Statement of Inquiry	MYP Assessment Criteria	ATL
3	Principles of fitness	Change	Energy, Function.	Scientific and technical innovation	Knowledge of physiology will help me train better.	A: Knowing and understanding, B: Planning for performance	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills, VIII. Critical thinking skills, IX. Creative thinking skills
3	Safety, Body and Mind	Communication	Environment, Movement, Refinement	Orientation in space and time	Refining my movements and communicating my orientation in space and time can help keep my environment safe	A: Knowing and understanding B: Planning for performance C: Applying and performing	I. Communication skills II. Collaboration skills IV. Affective skills, V. Reflection skills
3	Immune System and Emergency Preparedness (Outdoor School)	Relationships	Sciences: Consequences, Environment, Evidence. Physical and health education: Adaptation, Environment.	Identities and relationships	The natural environment challenges the human body to adapt in ways that minimize consequences to individuals.	Interdisciplinary A: Disciplinary grounding B: Synthesizing C: Communicating D: Reflecting	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills
3	Striking	Development	Function, Refinement.	Orientation in space and time	Developing the function of striking to locate and track a moving object in space and react accordingly.	A: Knowing and understanding C: Applying and performing	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills, VI. Information literacy skills, VII. Media literacy skills, VIII. Critical thinking skills
3	Throwing and Passing	Time, place and space	Function, Interaction, Movement.	Orientation in space and time	The interaction of time, place and space will determine the functional success of my throwing movements	C: Applying and performing	I. Communication skills, III. Organization skills, V. Reflection skills
3	Lifelong Health	Connections	Environment, Interaction.	Identities and relationships	Developing an understanding of identities, interpersonal relationships and how they enhance interaction in the physical education environment and can lead to greater satisfaction.	D: Reflecting and improving performance	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills
3	Creating and Using Space through Invasive Games	Change	Adaptation, Refinement, Space, Systems.	Orientation in space and time	Refining my skills will help me create space and time.	A: Knowing and understanding C: Applying and performing	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills
3	Social Dance	Relationships	Interaction, Movement.	Personal and cultural expression	Through Personal and cultural expression students will develop relationships through interaction while performing various forms of choreographed movement.	B: Planning for performance, C: Applying and performing	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills
4	Outdoor Preparedness and Survival	Connections	Mathematics: Measurement. Language and literature: Purpose. Sciences: Environment. Physical and health education: Choice.	Identities and relationships	Nature-based learning can lead to purposeful connections that deepens knowledge and promotes individual readiness to pursue outdoor adventures.	Interdisciplinary A: Disciplinary grounding B: Synthesizing C: Communicating D: Reflecting	I. Communication skills, II. Collaboration skills, VIII. Critical thinking skills, X. Transfer skills
4	Principles of Fitness	Change	Energy, Function.	Scientific and technical innovation	Technical application of physiology and fitness principles can enhance my energy and functional performance.	A: Knowing and understanding, B: Planning for performance	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills, VI. Information literacy skills, VIII. Critical thinking skills, IX. Creative thinking skills, X. Transfer skills

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4	Safety, Body and Mind	Connections	Choice, Energy, Movement, Refinement.	Orientation in space and time	Recognizing the connection between channelling energy with refining technique will help students make smart choices to orient themselves in space and time in a safe and effective manner.	B: Planning for performance C: Applying and performing	I. Communication skills, II. Collaboration skills, IV. Affective skills, V. Reflection skills
4	Striking	Change	Adaptation, Function, Refinement.	Orientation in space and time	Refine the function of striking to locate and track a moving object in space, and adapt and change accordingly to create a strategic advantage during game play.	A: Knowing and understanding, B: Planning for performance, C: Applying and performing	I. Communication skills, II. Collaboration skills, IV. Affective skills, V. Reflection skills, VI. Information literacy skills, VII. Media literacy skills, VIII. Critical thinking skills, IX. Creative thinking skills
4	Throwing and Passing	Time, place and space	Choice, Function, Interaction, Movement.	Orientation in space and time	We can develop the function of a movement to increase choice when interacting at certain time, place and space.	C: Applying and performing	I. Communication skills, II. Collaboration skills, IV. Affective skills, V. Reflection skills
4	Let's Play	Creativity	Adaptation, Environment.	Personal and cultural expression	Creating new games through adaptations to environments can enhance a game.	B: Planning for performance	I. Communication skills, II. Collaboration skills, IV. Affective skills, V. Reflection skills, VIII. Critical thinking skills
4	Lifelong Health	Development	Choice, Environment, Interaction.	Identities and relationships	Making connections between identities, relationships and interpersonal skills will help students choose effective ways to enhance their interaction within a physical education environment.	D: Reflecting and improving performance	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills
4	Creating and Using Space through Invasive Games	Change, Creativity	Space, Systems.	Orientation in space and time	Creating and changing our orientation in space and time through systems can create an advantage offensively in a game.	A: Knowing and understanding C: Applying and performing	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills
4	Social Dance	Culture, Relationships	Adaptation, Interaction, Movement.	Personal and cultural expression	Through personal and cultural expression, students will develop relationships through interaction while adapting various forms of movement.	B: Planning for performance C: Applying and performing	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills
5	Lifelong Health	Development, Perspective	Balance, Choice, Environment.	Identities and relationships	Developing a clear perspective of engagement in our active environment can influence our understanding of choices we make to enhance our performance and to maximize the benefits of a physically active lifestyle.	D: Reflecting and improving performance	I. Communication skills, II. Collaboration skills, IV. Affective skills, V. Reflection skills
5	Principles of Fitness	Change	Energy, Function.	Scientific and technical innovation	Through scientific principles we can focus our energy to enhance function Creating a sport specific program can change my performance in sport	A: Knowing and understanding B: Planning for performance	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills, VI. Information literacy skills, VIII. Critical thinking skills, IX. Creative thinking skills, X. Transfer skills
5	Throwing to Passing	Communication, Time, place and space	Choice, Function, Interaction, Systems.	Fairness and development	Defensive movement dictates where and when an Offensive player should choose to deliver a pass within the time, place and space available.	C: Applying and performing	I. Communication skills, VIII. Critical thinking skills

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5	Safety, Body, Mind	Communication	Balance, Environment, Movement.	Orientation in space and time	Communication and spacial awareness will help students move sequentially through their environment safely.	A: Knowing and understanding B: Planning for performance C: Applying and performing	I. Communication skills, III. Organization skills, IV. Affective skills, V. Reflection skills
5	Striking	Creativity	Choice, Function, Refinement.	Orientation in space and time	Refining the function of striking, can increase choice for creating a strategic change during a game.	A: Knowing and understanding C: Applying and performing	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills, VII. Media literacy skills, VIII. Critical thinking skills
5	Let's Play	Creativity	Choice, Environment, Interaction.	Identities and relationships	Looking at identities and relationships of a class, students will choose and create an activity or game that requires students to interact within a variety of environments.	B: Planning for performance	I. Communication skills, II. Collaboration skills, IV. Affective skills, V. Reflection skills, IX. Creative thinking skills
5	Creating and Using Space through Invasive Games	Systems	Space.	Identities and relationships	Using systems can create space and time to enhance a teams advantage in competitive situations.	B: Planning for performance C: Applying and performing D: Reflecting and improving performance	I. Communication skills, II. Collaboration skills
5	Social Dance 10	Aesthetics	Movement.	Personal and cultural expression	Personal and cultural expression can be demonstrated through the creation of sequence of aesthetic movements.	B: Planning for performance D: Reflecting and improving performance	I. Communication skills, II. Collaboration skills, IV. Affective skills