

Subject group and year

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Intro to fitness and goal setting	development	Choice Movement	Identities and relationships; Health, well-being, lifestyle choices	Purposeful movement and lifestyle choices help with development of goals and plans.	A i. ii. iii. B i. ii. D i. ii. iii.	<p>Communication: *use appropriate forms of writing for different purposes and audiences. * participate in and contribute to digital social media networks *read critically and for comprehension *negotiate ideas and knowledge with peers and teachers *organize and depict information logically</p> <p>Thinking: *revise understanding based on new information or evidence *interpret data</p> <p>Research * present information in a variety of platforms and formats</p>	<ul style="list-style-type: none"> • Goal setting • Program planning • Soccer • Football
Health related fitness components	development	Choice Movement	Identities and relationships; Health, well-being, lifestyle choices	Movement and healthy choices lead to the development	A i. ii. iii B ii. C i. ii. iii.	<p>Communication: *negotiate ideas and knowledge with peers and teachers *give and receive meaningful feedback</p>	<ul style="list-style-type: none"> • Cardio • Muscles • Flexibility

				of a healthy lifestyle.		<p>Social :</p> <ul style="list-style-type: none"> * listen actively to other perspectives and ideas * help others succeed * exercise leadership and take on a variety of roles within groups <p>Thinking:</p> <ul style="list-style-type: none"> * apply existing knowledge to generate ideas, products, or processes 	<ul style="list-style-type: none"> • Body composition • Handball • Cross Country <p>Hockey</p>
Injury Prevention	Development	Perspective Movement	Identities and relationships; Health, well-being, lifestyle choices	Different perspectives when analyzing health, well-being, and lifestyle choices allow for the development of different movement and recovery plans.	<p>A i. ii. iii.</p> <p>B i. ii.</p> <p>C i. ii. iii.</p>	<p>Research:</p> <ul style="list-style-type: none"> * access information to be informed and inform others <p>Thinking:</p> <ul style="list-style-type: none"> * evaluate evidence and arguments <p>Communication:</p> <ul style="list-style-type: none"> *use appropriate forms of writing for different purposes and audiences *make inferences and draw conclusions 	<p>Extension,</p> <p>Flexion,</p> <p>Ligament,</p> <p>Micro-trauma,</p> <p>Overuse Injury,</p> <p>RICE,</p> <p>Side Stitch,</p> <p>Sprain,</p> <p>Strain,</p> <p>Tendon</p> <p>Injury types</p> <p>Basic anatomy</p>

Nutrition and activity	Relationships	Balance Perspective	Identities and relationships; Health, well-being, lifestyle choices	Analysing perspectives and relationships between activity and nutrition allow for a deeper understanding of balanced diets and health, well-being, lifestyle choices.	A i. ii. iii. D i. ii. iii.	<p>Communication</p> <ul style="list-style-type: none"> *give and receive meaningful feedback *negotiate ideas and knowledge with peers and teachers *organize and depict information logically <p>Research</p> <ul style="list-style-type: none"> * make connections between various sources of information <p>Thinking</p> <ul style="list-style-type: none"> * apply skills and knowledge in unfamiliar situations <p>Social</p> <ul style="list-style-type: none"> * manage and resolve conflict, and work collaboratively in teams 	<p>National Standards and Outcomes for Physical Education (High School)</p>
							<p>S3 - Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness</p>
							<p>S3.H04 - Physical activity knowledge</p>
							<p>S3.H01 - Physical activity knowledge</p>
							<p>S3.H01.L1 - Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.</p>
							<p>S3.H04.L1 - Evaluates activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements.</p>

							S5 - Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
							S5.H1 - Health
							S5.H1.L1 - Analyzes the health benefits of a self-selected physical activity.