

Subject Group Overview

Physical and health education (MYP 1)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
MYP1to5-PHE-PERFORMANCE TEST- UNIT1	Change Development	Adaptation Energy Movement	Identities and relationships	athletes and performers analyse current movement patterns so they can refine technique and maximize performance energy	<p>B: Planning for performance</p> <ul style="list-style-type: none"> - design, explain and justify plans to improve physical performance and health. - analyse and evaluate the effectiveness of a plan based on the outcome. <p>C: 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. - analyse and apply information to perform effectively. 	<p>Communication</p> <p>I. Communication skills</p> <p>Research</p> <p>VI. Information literacy skills</p>	<p>Content:</p> <p>students will be tested on their level of fitness, one test will be on their endurance, one on their speed and one on their coordination.</p> <p>these tests are to be done in the first period of the year and then again at the end to see if there are any improvements</p> <p>Skills:</p> <p>Knowledge & Skills TBD</p>
MYP1-PHE-BEACH VOLLEY- UNIT 2	Communities Connections	Adaptation Movement	Identities and relationships	playing beach volley students will learn how to move in unusual environment	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations. <p>B: Planning for performance</p> <ul style="list-style-type: none"> - design and explain a plan for improving physical performance and health. <p>C: Applying and performing</p> <ul style="list-style-type: none"> - outline and apply information to perform effectively. <p>D: Reflecting and improving performance</p> <ul style="list-style-type: none"> - explain and evaluate performance. 	<p>Communication</p> <p>I. Communication skills</p> <p>Social</p> <p>II. Collaboration skills</p> <p>Self-management</p> <p>III. Organization skills IV. Affective skills</p>	<p>Skills:</p> <p>practice skills, fundamentals of volleyball and beach volley: set, bagher, serve</p> <p>students will learn new movement skills, moving on sand is difficult if you are not used to it, students have to learn new skills</p>
MYP1-PHE-LIFESAVING SKILLS-UNIT 3	Communication Perspective	Adaptation Choice Perspectives	Identities and relationships Fairness and development	Certain techniques can save lives better	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - apply physical and health terminology effectively to communicate understanding. - describe physical health education factual, procedural and conceptual knowledge. - apply physical and health education knowledge to explain 	<p>Communication</p> <p>I. Communication skills</p> <p>Social</p> <p>II. Collaboration skills</p> <p>Self-management</p> <p>III. Organization skills V. Reflection skills</p>	<p>Content:</p> <p>1 lesson in the pool: how to be safe in the water, how to float better, breathing exercises</p> <p>2 lesson in the pool: different strokes: freestyle, breaststroke, backstroke, butterfly, survival</p>

Subject Group Overview

					<p>issues and solve problems set in familiar and unfamiliar situations.</p> <p>B: Planning for performance</p> <ul style="list-style-type: none"> - design and explain a plan for improving physical performance and health. <p>C: Applying and performing</p> <ul style="list-style-type: none"> - demonstrate and apply a range of skills and techniques. - outline and apply information to perform effectively. <p>D: Reflecting and improving performance</p> <ul style="list-style-type: none"> - outline goals and apply strategies to enhance performance. - explain and evaluate performance. - describe and demonstrate strategies to enhance interpersonal skills. 	<p>backstroke, sidestroke</p> <p>3 lesson in the pool: how to save someone, how to recognize people struggling in the water, how to save with the right priority</p> <p>Theory Lessons of first aid, learning how to give the first help to people in danger, learning how to perform the cpr.</p> <p>Skills:</p> <p>Knowledge & Skills TBD</p>	
MYP1-PHE-SKIPPING ROPE-UNIT 4	Change Connections Development	Choice Movement	Identities and relationships		<p>C: Applying and performing</p> <ul style="list-style-type: none"> - recall and apply a range of skills and techniques effectively. <p>D: Reflecting and improving performance</p> <ul style="list-style-type: none"> - describe and summarize performance. 	<p>Content:</p> <p>As practical test students have to perform different types of skipping rope exercises: individual exercises, 1min feet together forward , 1 min alternate feet forward, 1 min backward, 30" crouch down, then in couples they have to find the better way to skip the rope together and do the higher number of jumps.</p>	
First Aid							
MYP1-PHE-CRICKET-UNIT 5	Communication Communities Global interaction Identity	Interaction Movement	Identities and relationships Personal and cultural expression	playing cricket to discover different worlds	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - apply physical and health terminology to communicate understanding. <p>B: Planning for performance</p> <ul style="list-style-type: none"> - construct and outline a plan for improving health or physical activity. <p>C: Applying and performing</p>	<p>Social</p> <p>II. Collaboration skills</p> <p>Self-management</p> <p>III. Organization skills IV. Affective skills</p> <p>Thinking</p>	<p>Skills:</p> <p>underarm throwing is built on to develop overarm ability and bowling</p> <p>catching ability is developed on, especially hand-eye coordination and high</p>

Subject Group Overview

- recall and apply information to perform effectively.

catches

D: Social skills and personal engagement

- show enthusiasm and commitment when taking part in the activity.
- show respect and sensitivity to their own and different cultures.

A: Use of knowledge

- demonstrate some knowledge of physical education terminology in context.
- demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in simplified contexts.

C: Performance

- demonstrate the basic skills and techniques necessary for active participation in modified performance situations in a variety of physical activities.
- apply basic tactics, strategies and rules in modified performance environments in both individual and group situations.

Physical and health education (MYP 2)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
MYP1to5-PHE-PERFORMANCE TEST- UNIT1	Change Development	Adaptation Energy Movement	Identities and relationships	athletes and performers analyse current movement patterns so they can refine technique and maximize performance energy	B: Planning for performance <ul style="list-style-type: none"> - design, explain and justify plans to improve physical performance and health. - analyse and evaluate the effectiveness of a plan based on the outcome. C: Applying and performing <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. 	Communication I. Communication skills Research VI. Information literacy skills	Content: students will be tested on their level of fitness, one test will be on their endurance, one on their speed and one on their coordination. these tests are to be done in the first period of the year and then again at the end to see if there are any improvements

Subject Group Overview

					- analyse and apply information to perform effectively.		Skills: Knowledge & Skills TBD
MYP2- UNIT 3- Beach volley							
MYP2 - Physical Education - Unit 1 - Handball	Culture Global interaction	Balance Energy Interaction Movement		Students will learn how to play the sport of handball. They will study the rules of the game, strategy and techniques as well as its international and cultural significance.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - describe physical health education factual, procedural and conceptual knowledge. <p>B: Planning for performance</p> <ul style="list-style-type: none"> - explain the effectiveness of a plan based on the outcome. <p>C: Applying and performing</p> <ul style="list-style-type: none"> - demonstrate and apply a range of skills and techniques. - demonstrate and apply a range of strategies and movement concepts. <p>D: Reflecting and improving performance</p> <ul style="list-style-type: none"> - explain and evaluate performance. 		
MYP 2 IDU Science-PHE: How does smoking affect people's lives?	Systems	Consequences Physical and health education: Balance	Identities and relationships	The study of the human body systems, their functions and their interactions leads to a better awareness of the consequences that smoking could cause directly and indirectly on the human body and the society, contributing to the formation of balanced and respectful young adults.	<p>Sciences - Sciences</p> <p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. describe scientific knowledge - ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations - iii. analyse information to make scientifically supported judgments - describe physical health education factual, procedural and conceptual knowledge. - apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations. - apply physical and health terminology effectively to communicate understanding. <p>C: Processing and evaluating</p> <ul style="list-style-type: none"> - i. present collected and transformed data 	<p>Self-management</p> <p>III. Organization skills</p> <p>Research</p> <p>VI. Information literacy skills VII. Media literacy skills</p>	<p>Skills:</p> <p>Human transportation system, heart and blood vessels. Blood, function, blood cells. Gas exchanges. Keeping fit: good diet, regular exercise, no cigarettes. Human respiratory system, breathing in and out. Respiration in plants and cells: aerobic respiration. Yeast: respiration without oxygen.</p>
Interdisciplinary Unit Physical and health education							

Subject Group Overview

					<ul style="list-style-type: none"> - ii. interpret data and describe results using scientific reasoning - iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation - iv. discuss the validity of the method - v. describe improvements or extensions to the method <p>D: Reflecting on the impacts of science</p> <ul style="list-style-type: none"> - iii. apply scientific language effectively - iv. document the work of others and sources of information used - i. describe the ways in which science is applied and used to address a specific problem or issue - ii. discuss and analyse the various implications of the use of science and its application in solving a specific problem or issue <p>D: Reflecting and improving performance</p> <ul style="list-style-type: none"> - describe and demonstrate strategies to enhance interpersonal skills. - outline goals and apply strategies to enhance performance. - explain and evaluate performance. 		
MYP2-UNIT 4- OLYMPIC GAMES	Change Global interaction Identity Relationships	Interaction Movement	Identities and relationships Fairness and development	nowadays, being a paralympic athlete can be hard, knowing better the sports' world can help us to find a way to put olympics and paralympics athlete on the same level	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - describe physical health education factual, procedural and conceptual knowledge. <p>C: Applying and performing</p> <ul style="list-style-type: none"> - outline and apply information to perform effectively. 	<p>Communication</p> <p>I. Communication skills</p> <p>Social</p> <p>II. Collaboration skills</p> <p>Self-management</p> <p>III. Organization skills IV. Affective skills</p> <p>Research</p> <p>VI. Information literacy skills VII. Media literacy skills</p>	<p>Skills:</p> <p>the student will be able to play a game, and he will know facts about olympics and paralympics games trying to find real solutions to get paralympics and olympics athletes at the same level</p>

Subject Group Overview

Thinking

VIII. Critical thinking skills

X. Transfer skills

MYP2 - Physical Education - Unit 3 - Volleyball	Communication Time, place and space	Interaction Movement Space	Students will learn how to play the sport of volleyball. They will study the rules of the sport as well as gameplay strategy and techniques in order to conduct a tournament comprised of short matches.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - apply physical and health terminology effectively to communicate understanding. <p>B: Planning for performance</p> <ul style="list-style-type: none"> - explain the effectiveness of a plan based on the outcome. <p>C: Applying and performing</p> <ul style="list-style-type: none"> - demonstrate and apply a range of skills and techniques. <p>D: Reflecting and improving performance</p> <ul style="list-style-type: none"> - explain and evaluate performance.
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Physical and health education (MYP 3)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
MYP1to5-PHE-PERFORMANCE TEST- UNIT1	Change Development	Adaptation Energy Movement	Identities and relationships	athletes and performers analyse current movement patterns so they can refine technique and maximize performance energy	<p>B: Planning for performance</p> <ul style="list-style-type: none"> - design, explain and justify plans to improve physical performance and health. - analyse and evaluate the effectiveness of a plan based on the outcome. <p>C: 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. - analyse and apply information to perform effectively. 	<p>Communication</p> <p>I. Communication skills</p> <p>Research</p> <p>VI. Information literacy skills</p>	<p>Content:</p> <p>students will be tested on their level of fitness, one test will be on their endurance, one on their speed and one on their coordination.</p> <p>these tests are to be done in the first period of the year and then again at the end to see if there are any improvements</p> <p>Skills:</p> <p>Knowledge & Skills TBD</p>
MYP3-PHE - THE ANATOMY OF MOVEMENT- UNIT2	Change Connections	Adaptation Energy Movement	Identities and relationships	KNOWING THE HUMAN BODY THROUGH MOVEMENT	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - describe physical health education factual, procedural and conceptual knowledge. <p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - apply physical and health 	<p>Communication</p> <p>I. Communication skills</p> <p>Self-management</p> <p>III. Organization skills IV. Affective skills</p>	<p>Content:</p> <p>LESSON 1-2: researches on origin insertion and action of muscles using copies given by the teacher and body</p>

Subject Group Overview

				terminology effectively to communicate understanding.	V. Reflection skills	map
				B: Planning for performance <ul style="list-style-type: none"> - design and explain a plan for improving physical performance and health. - explain the effectiveness of a plan based on the outcome. 	Thinking VIII. Critical thinking skills IX. Creative thinking skills	LESSON 3: how to create a plan of a workout routine using muscles previously studied LESSON 4: quiz in order to keep a track on their studies LESSON 5: test
				B: Planning for performance <ul style="list-style-type: none"> - design, explain and justify plans to improve physical performance and health. 		
				C: Applying and performing <ul style="list-style-type: none"> - demonstrate and apply a range of skills and techniques. - demonstrate and apply a range of strategies and movement concepts. 		Skills: knowing muscles and bones and how they work together students will understand better how to move their bodies and how to work out at their best
				C: Applying and performing <ul style="list-style-type: none"> - analyse and apply information to perform effectively. 		
				D: Reflecting and improving performance <ul style="list-style-type: none"> - explain and evaluate performance. 		
				D: Reflecting and improving performance <ul style="list-style-type: none"> - analyse and evaluate performance. 		

MYP3-UNIT3-TEAM' SPORTS	Communities Relationships	Adaptation Energy Movement	Fairness and development
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A: Knowing and understanding <ul style="list-style-type: none"> - apply physical and health terminology effectively to communicate understanding.
C: Applying and performing <ul style="list-style-type: none"> - outline and apply information to perform effectively.

Physical and health education (MYP 4)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
MYP1to5-PHE-PERFORMANCE TEST- UNIT1	Change Development	Adaptation Energy Movement	Identities and relationships	athletes and performers analyse current movement patterns so they can refine	B: Planning for performance <ul style="list-style-type: none"> - design, explain and justify plans to improve physical performance and health. - analyse and evaluate the effectiveness of a plan based on 	Communication I. Communication skills Research VI. Information literacy skills	Content: students will be tested on their level of fitness, one test will be on their endurance,

Subject Group Overview

				technique and maximize performance energy	the outcome. C: Applying and performing - demonstrate and apply a range of skills and techniques effectively. - demonstrate and apply a range of strategies and movement concepts. - analyse and apply information to perform effectively.	one on their speed and one on their coordination. these tests are to be done in the first period of the year and then again at the end to see if there are any improvements Skills: Knowledge & Skills TBD
MYP4- UNIT 2-PHE- The anatomy of movement(LOWER LIMBS)	Change Development	Energy Movement	Identities and relationships Scientific and technical innovation	KNOWING THE HUMAN BODY THROUGH MOVEMENT	A: Knowing and understanding - explain physical health education factual, procedural and conceptual knowledge - apply physical and health terminology effectively to communicate understanding. B: Planning for performance - design, explain and justify plans to improve physical performance and health. C: Applying and performing - demonstrate and apply a range of strategies and movement concepts. D: Reflecting and improving performance - analyse and evaluate performance.	Content: LESSON 1-2: researches on origin insertion and action of muscles using copies given by the teacher and body map LESSON 3: how to create a plan of a workout routine using muscles previously studied LESSON 4: quiz in order to keep a track on their studies LESSON 5: test
MYP4 - UNIT 4 how to prevent bullying	Communities Identity Perspective	Interaction Perspectives			A: Knowing and understanding - apply physical and health terminology effectively to communicate understanding. C: Applying and performing - demonstrate and apply a range of skills and techniques effectively. D: Reflecting and improving performance - explain and demonstrate strategies to enhance interpersonal skills.	

Subject Group Overview

MYP4 - UNIT 3-migration and sports	Global interaction	Interaction Perspectives	Personal and cultural expression	sports help us knowing different cultures	Physical and health education - Physical and health education A: Knowing and understanding <ul style="list-style-type: none"> - apply physical and health terminology effectively to communicate understanding. D: Reflecting and improving performance <ul style="list-style-type: none"> - develop goals and apply strategies to enhance performance. 	Communication I. Communication skills Social II. Collaboration skills Self-management III. Organization skills Research VI. Information literacy skills VII. Media literacy skills Thinking IX. Creative thinking skills X. Transfer skills	Skills: the student will learn different sports and cultures by playing uncommon sports
Interdisciplinary Unit							

Physical and health education (MYP 5)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
MYP1to5-PHE-PERFORMANCE TEST- UNIT1	Change Development	Adaptation Energy Movement	Identities and relationships	athletes and performers analyse current movement patterns so they can refine technique and maximize performance energy	B: Planning for performance <ul style="list-style-type: none"> - design, explain and justify plans to improve physical performance and health. - analyse and evaluate the effectiveness of a plan based on the outcome. C: Applying and performing <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. - analyse and apply information to perform effectively. 	Communication I. Communication skills Research VI. Information literacy skills	Content: students will be tested on their level of fitness, one test will be on their endurance, one on their speed and one on their coordination. these tests are to be done in the first period of the year and then again at the end to see if there are any improvements Skills: Knowledge & Skills TBD
MYP5 - UNIT 1- Team'sports	Communication	Function Systems	Personal and cultural expression		A: Knowing and understanding <ul style="list-style-type: none"> - Apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations B: Planning for performance <ul style="list-style-type: none"> - design, explain and justify plans to 		

Subject Group Overview

improve physical performance and health.

C: Applying and performing

- demonstrate and apply a range of strategies and movement concepts.

D: Reflecting and improving performance

- analyse and evaluate performance.
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MYP5- UNIT 2-
The anatomy of
movement
(UPPER LIMBS)

Identity

Energy
Movement

Scientific and
technical
innovation