

## Course Overviews MYP Physical and Health Education, UWC Thailand 2018-2019

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Content (topics / knowledge/ subject specific skills)
6	<b>Unit 1</b> Invasion Games (Basketball and Ultimate Frisbee)	Communication Interaction Movement	Identities and relationships (competition and cooperation, team)	To function effectively a team requires positive communication and interaction skills.	<p><b>Factual:</b> What are interpersonal skills?  <b>Factual:</b> What are the basic rules, systems of basketball and ultimate?  <b>Factual:</b> What strategies can we transfer between games?</p> <p><b>Conceptual:</b> How do our interactions contribute to positive team play?</p> <p><b>Debatable:</b> Are all the learner profiles equally important to a team?</p>	<p>Invasion based games, specific sports skills, strategies, movement concepts</p> <ul style="list-style-type: none"> <li>use passing, dribbling, and control skills consistently, accurately and fluently while playing small-sided games</li> <li>use the skills listed above in isolation and a small-sided game situation</li> <li>organise themselves as a team to attack and defend and play in different positions</li> <li>select and use a range of tactics and strategies including principles of overload, support, and opening space which can be transferred to different games</li> <li>explain the similarities between the different invasion games played</li> <li>explain why these activities are important</li> <li>recognise and describe how games affect their health and fitness</li> <li>explain the range of decisions they have to make in a game</li> <li>identify their own and others' strengths and weaknesses and use that information in developing tactics and strategies</li> <li>implement practices to improve their performance</li> <li>identify aspects of technique that require practice and improvement</li> <li>assess and comment on the ways in which they can improve, eg attack and defence tactics</li> </ul>
6	<b>IN REVIEW</b>  <b>UNIT 2</b> Components of Health Related Fitness/ Outdoor Education	Systems Function Adaptation	Scientific and technical innovation	Understanding the five components of physical fitness will help you be a better performer.	<p><b>Factual</b> - What is health and fitness</p> <p><b>Conceptual</b> - Why is it important to address all components of fitness as a performer.</p> <p><b>Debatable</b> - Are all components of equal importance in sport.</p>	<p>The five areas of health related fitness.</p> <ul style="list-style-type: none"> <li>cardiovascular endurance,</li> <li>muscular strength,</li> <li>muscular endurance,</li> <li>flexibility,</li> <li>body composition.</li> </ul> <p>Developing understanding through practical application</p> <ul style="list-style-type: none"> <li>explain what they need to do to improve their own fitness level</li> <li>identify areas of fitness most needed in the games, and explain how involvement in these games contributes to their fitness, health and wellbeing</li> <li>carry out warm-up and cool-down routines safely</li> <li>select and incorporate stretching exercises which are suitable for the game and their own needs</li> </ul>
6	<b>Unit 3 :</b> Movement Composition	Aesthetic Energy Movement Culture	Identities and Relationships Exploration to Develop: Physical, psychological, and social development; transitions; health and wellbeing; lifestyle choices	Planning an aerobics dance performance requires refinement of skills and choreography	<p><b>Factual</b> - Aerobic and Anaerobic exercises differ due to impact and intensity  <b>Factual</b> - What makes a performance or presentation good?</p> <p><b>Conceptual</b> - Why is it important to have fitness for a lifetime?  <b>Conceptual</b> - What is required of me and my partner to make an aesthetically pleasing / good routine</p> <p><b>Debatable</b> - Can peers affect and/or change our energy and choices in terms of our personal goals?</p>	<p>Define aerobic exercise  Describe examples of aerobic fitness  Discuss the benefits of aerobic fitness  Demonstrate understanding of how to increase aerobic endurance through the creation of a simple routine  Plan for increased aerobic fitness and endurance</p> <ul style="list-style-type: none"> <li>perform fluently and with control, even when performing difficult combination</li> <li>work well with a partner or a small group to practise and refine their work</li> <li>make up longer sequences and perform them with fluency and clarity of movement</li> <li>vary direction, levels and pathways, to improve the look of a sequence</li> <li>use planned variations and contrasts in actions and speed in their sequences</li> <li>take more responsibility for their own warm up</li> <li>watch performances and use criteria to make judgements and suggest improvements</li> <li>explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances</li> </ul>
6	<b>Unit 4</b> Athletics	Development Function Interaction	<i>scientific and technical innovation; methods, systems</i>	The development of our performance is linked to the interaction and application of various functions.	<p><b>Factual:</b> What are the various stages of performance (preparation, execution, follow through)  <b>Factual:</b> What are the rules and regulations of the various Athletics events?</p> <p><b>Conceptual:</b> How do scientific rules influence my performance?</p> <p><b>Debatable:</b> Can we all become athletes?</p>	<p>Developing an understanding of measuring, recording, analysing and applying data  Develops an understanding of effort and responsibilities related to performance</p> <ul style="list-style-type: none"> <li>perform a range of running, jumping and throwing skills with control, accuracy, power and sound technique</li> <li>show a good range of skills used over different times and distances and the ability to vary them to suit the needs of the activity or event</li> <li>pace their effort well to meet the needs of a range of activities and events perform effectively in different events by adapting their skills to meet the challenges and tasks set</li> </ul>

						<ul style="list-style-type: none"> <li>• identify what they need to do to improve their own fitness</li> <li>• explain some of the principles for warming up and preparing safely and effectively</li> <li>• select appropriate exercises to put into their warm-up and cool-down activities to suit the event</li> <li>• identify the types of fitness most needed in different events, and exercises and activities that will help to prepare them effectively</li> <li>• identify strengths and weaknesses in their own and others' performance</li> <li>• select an appropriate focus for improvement</li> <li>• explain how the practice they are using will affect their performance</li> </ul>
6	<b>Unit 5</b> Aquatics	Change Movement Refinement	Orientation in space and time	Application of Newton's laws help to develop efficient movement patterns in water.	<p><b>Factual:</b> • What are Newton's Laws?</p> <p><b>Conceptual:</b> • How do I apply Newton's Laws to improve propulsion and minimise resistance when swimming freestyle and backstroke?</p> <p><b>Debatable:</b> • Does good technique always produce greater speed.</p>	<p>Sustainable effective technique and movement in Freestyle, backstroke. Drills, stroke, and kicking drills to refine movement skills</p> <p>Starts and turns</p> <ul style="list-style-type: none"> <li>• use three strokes confidently with accuracy and fluency explain how to swim the fourth stroke over short distances</li> <li>• describe how they meet challenges and tasks set, selecting appropriate approaches and pacing their effort well</li> <li>• combine strokes well to meet the challenges, producing them at different speeds and intensities</li> <li>• record a clear view of what each challenge or task offers and work well with others to select ways to achieve targets</li> <li>• explain changes to their bodies as a result of swimming and know what type of activity they need to do in order to improve their own fitness</li> <li>• describe how to prepare themselves effectively for swimming, suggesting activities for warming up</li> <li>• identify and describe good aspects of performance</li> <li>• make informed comments on what they see and do analyse what could be improved and suggest ideas to make the improvement</li> </ul>
6	<b>Unit 6</b> Short Tennis	Change Adaptation Choice	Orientation in space and time	: Changes in circumstances requires adaptive thinking and choice-making that recognizes both constraints and opportunities.	<p><b>Factual:</b>What are the options of tennis shots to use during game play? What are some possible constraints and opportunities in tennis play?</p> <p><b>Conceptual:</b>How does variety of tennis shots impact game play? How can I adapt my strategy/game?</p> <p><b>Debatable:</b> Should you plan your game around your strengths or play to your opponent's weaknesses?</p>	<p>Know: Tennis groundstroke fundamentals: groundstrokes, rules and procedures of tennis. Understand: The use of a variety of shots makes game play harder for the opponent to prepare for; Strategy is both proactive and reactive to the choices of the opponent; Strategy occurs on many levels: force, aim, pacing, stroke choice, opponent's and one's own abilities. Do: Perform backhand and forehand groundstrokes, and serves; apply strokes in game play"</p> <ul style="list-style-type: none"> <li>• hit the ball with reasonable consistency and accuracy in cooperative and competitive rallies</li> <li>• play a range of different shots on both sides of the body with sound basic technique in backswing, contact and follow-through</li> <li>• select and implement simple shot combinations which move their opponent out of position</li> <li>• describe how to vary the strength, height and direction of their shots during a game</li> <li>• identify which shots are used most for defending and which for attacking</li> <li>• use simple game analysis techniques to evaluate their own and others' consistency and accuracy</li> <li>• understand and identify the basic principles of good technique including backswing, contact and follow-through</li> <li>• choose and implement appropriate practices to improve their own play</li> </ul>
<b>Grade</b>	<b>Unit Number and Title</b>	<b>Key and Related Concepts</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>Inquiry Questions</b>	<b>Content (topics / knowledge/ subject specific skills)</b>
7	<b>Unit 1</b> Invasion Games (touch rugby and field hockey)	Relationship Function Space	"scientific and technical innovation (systems, models, methods, products, processes and solutions. Adaptation, ingenuity and progress)"	<b>There is a relationship between how a team functions effectively and how it is adapting its use of space.</b>	<p><b>Factual:</b> What are the roles of responsibility that an effective team requires? Factual: How can we adapt space?</p> <p><b>Conceptual:</b> What strategies can we transfer between invasion games? <b>Conceptual:</b> How can we counter the opponent's strengths?</p> <p><b>Debatable:</b> Can a system compensate for a lack of skill?"</p>	<p>"TR and Hoc skills, techniques, strategies, movement concepts; Sport Education Unit: roles in sport, performance and reflections in leadership - Students will explore ways in class that they can give every class member, including themselves, the opportunity to excel and learn. The goal is for them to carry out these strategies while performing (crit C) whilst fulfilling many roles of responsibility in Sports Education (crit B)."</p> <ul style="list-style-type: none"> <li>• to improve the consistency, quality and use of skills in the games played</li> <li>• to adapt and develop their skills</li> <li>• to apply more specific techniques in the activities undertaken</li> <li>• to organise themselves as a team and select and apply strategies consistently and effectively</li> <li>• to adapt strategies and tactics used in one game and apply them to a different one to prepare for and recover from exercise safely and effectively and to know the principles used</li> <li>• to recognise the benefits to their health of regular exercise and good hygiene and the benefits of being active in games</li> </ul>

						<ul style="list-style-type: none"> <li>to make effective evaluations of strengths and weaknesses in their own and others' performance</li> <li>to make suggestions to improve play</li> </ul>
7	<b>Unit 2</b> Movement composition (Tinikling)	Change Space Movement	Personal and cultural expression	Dance are stories told through movement, why is it important to tell these stories	<p><b>Factual:</b> What is the history of tinikling?  <b>Factual</b> - What are choreographic elements?  <b>Factual</b> - What elements make a more advanced performance?</p> <p><b>Conceptual</b> - What do learn about our partner when working on a a tinikling performance?  <b>Conceptual</b> - Can we do traditional dances to modern music?</p> <p><b>Debatable</b> - Does dance make you a better games player?</p>	<p>Students will learn a dance that is frequently performed in the Philippines, as well as the legend and history surrounding the dance.</p> <ul style="list-style-type: none"> <li>Learning and performing the 6 major steps in tie with the music</li> <li>Applying choreographic skills of <ul style="list-style-type: none"> <li>Matching</li> <li>Mirroring</li> <li>Canon</li> <li>Unison</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>Students will remember, refine and repeat short dances with a growing sense of style and artistic intention;</li> <li>Students will show awareness of musical structure, rhythm, mood and phrasing; choose and develop dance material;</li> <li>Students will identify strengths and weaknesses in their own and others' work;</li> <li>Students will suggest ways to improve their performance and compositions;</li> <li>Students will talk about dance using appropriate vocabulary;</li> </ul>
7	<b>Unit 3</b> Athletics	Development Function Adaptation	scientific and technical innovation: use of mathematical understanding	"Data provides us with information that allows us to adapt our performance	<p><b>Factual</b> - What does our personal data tell us?  <b>Factual</b> - How do we structure a warm up?</p> <p><b>Conceptual</b> - How do we break the skill down effectively to aid improvement?  <b>Conceptual</b> - Does the analysis of data encourage change?</p> <p><b>Debatable</b> - Does mathematics play an important role in your improvement plan?"</p> <p><b>Debatable</b> - we use Olympic athletes to model our performance on?</p>	<p>Understands how to prepare and recover from exercise safely and effectively and to know the principles used</p> <ul style="list-style-type: none"> <li>demonstrate good technique in all phases of a run or race</li> <li>use a range of throwing and jumping techniques with precision and power, incorporating preparation and recovery phases</li> <li>select appropriate approaches for the event</li> <li>distribute their effort effectively within a competition</li> <li>choose when to use power and when to use greater control</li> <li>identify different forms of training that will improve their own personal fitness</li> <li>select exercises and training activities appropriate to an event</li> <li>explain the value of joining a club</li> <li>analyse performance accurately</li> <li>identify the key factors that underpin successful performance</li> <li>set targets and programmes to improve performance</li> </ul>
7	<b>Unit 4</b> Aquatics <b>IN REVIEW</b>	Change Movement Environment	Orientation in space and time	What do I need to do to have a calm and logical state of mind in an emergency. Through skill acquisition, knowledge and mindfulness, I can act in an appropriate manner in scenario based emergencies.	<p><b>Factual:</b>What are the risks associated with aquatic environments. What is the law of a good Samaritan?  What skills do I have to keep myself and others safe?</p> <p><b>Conceptual:</b>How do we keep ourselves and these around us safe in an aquatic environment? What strategies do I need to employ when rescuing a casualty? What is the HELP and huddle position?  • How do I increase my chances of survival in aquatic situations?</p> <p><b>Debatable:</b>Knowing CPR will increase the rate of a victims survival  • Can mindfulness training help to keep us calm and make logical decisions in life-threatening situations?</p>	<p>Sustainable effective technique and movement in Freestyle, Backstroke, Breaststroke and Fly (optional).  Refine movement skills breaking skills down stokes in to - Breathing, Legs, Arms, Body Position, Coordination, starts and Turns.  Students will learn how to break down the stroke into all the components.</p> <ul style="list-style-type: none"> <li>use strokes confidently and appropriately for either survival or lifesaving</li> <li>describe how they meet challenges and tasks set, selecting appropriate approaches and pacing their effort well</li> <li>perform a range of personal survival and lifesaving , sustaining their effort appropriately</li> <li>record a clear view of what each challenge or task offers and work well with others to select ways to achieve targets</li> <li>describe how to prepare themselves effectively for swimming, suggesting activities for warming up</li> <li>identify and describe good aspects of performance</li> <li>make informed comments on what they see and do</li> <li>analyse what could be improved and suggest ideas to make the improvement</li> </ul>
7	<b>Unit 5</b> Badminton	Change Choice Space	Personal and cultural expression	Badminton players and performers analysis current movement patterns so they can refine technique and maximise their skill outcome.	<p><b>Factual:</b> What choices of shot do I have?  • What does it mean to control the court space through shot selection?</p>	<p>"Underhand and overhead clear, forehand, backhand shots, serves both forehand and backhand, smash, court movement - lunge. Side by side court coverage.</p> <ul style="list-style-type: none"> <li>to improve consistency, quality and use of a variety of techniques in singles</li> </ul>

					<p><b>Conceptual:</b>How is the delivery height of a shuttle used to control court space? • How can a player manipulate time with effect?</p> <p><b>Debatable:</b> How can a player manipulate time with effect? - Can a player learn gameplay effectively from drills? • Should individual skills be taught and learnt in isolation?</p>	<ul style="list-style-type: none"> <li>to understand and apply strategic and tactical principles more effectively in familiar situations and anticipate and describe outcomes</li> <li>to understand the concepts of badminton and make effective evaluations of strengths and weaknesses of performance</li> <li>to adapt strategies and tactics used in one game and apply them</li> </ul>
7	<b>Unit 6</b> Health & Fitness <b>IN REVIEW</b>	Connections Function	Identities and relationships	To improve your fitness level you must know how your body works	<p><b>Factual:</b> What are the bones and muscles that make our skeletal and muscular system,</p> <p><b>Conceptual:</b> How can we develop our own endurance level</p> <p><b>Debatable:</b> Should we all use the same training methods</p>	<p>Students will learn through practical application how the major bones and muscles of the body work</p> <ul style="list-style-type: none"> <li>- Develop muscular endurance through a range of activities</li> <li>- Analyse body mechanics - muscular systems</li> <li>- Analyse the skeletal system and how it functions</li> <li>- to understand the principles used to prepare for, and recover from, these games</li> <li>- to recognize that different activities require different emphasis in types of fitness</li> </ul>
<b>Grade</b>	<b>Unit Number and Title</b>	<b>Key and Related Concepts</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>Inquiry Questions</b>	<b>Content (topics / knowledge/ subject specific skills)</b>
8	<b>Unit 1</b> Invasion Games (Touch and Basketball)	Change Environment Systems	Scientific and technical innovation	Depending on the environment we change our systems to function effectively and successfully.	<p><b>Factual:</b> What are the offensive and defensive strategies in Touch and Basketball?</p> <p><b>Factual:</b> What are transferable strategies?</p> <p><b>Factual:</b> What are reasons to change your game play?</p> <p><b>Conceptual:</b> How do we change our strategies?</p> <p><b>Debatable:</b> Should all sports review and adapt their systems of play to meet the changing needs of society?</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- can apply and follow touch rules - offside, number of touches, touch down, forward pass, backward pass, touch and pass, acting half, penalties.</li> <li>- can make and anticipate a touch, pass left and right, passing on the move, pop pass, roll ball / dump, acting half positional play.</li> <li>- can demonstrate offensive and defensive strategies, and movements on the field, marking a player, drawing a player, holding a line and placing pressure on the offensive team.</li> <li>- can apply and follow a Basketball game: modified rules for 5 aside game and 3v3.</li> <li>- can demonstrate basic shooting, dribbling, outsmarting an opponent.</li> <li>- can demonstrate offensive and defensive strategies and movement on the court.</li> </ul>
8	<b>Unit 2</b> Movement composition (Country/line dancing)	Aesthetics Energy Function	Personal and cultural expression	Functions and energy support the aesthetic appreciation of a cultural performance.	<p><b>Factual:</b> What are the elements of (a) dance?</p> <p><b>Factual -</b> What are the characteristics of country line dances?</p> <p><b>Conceptual -</b> How does art as a dance form help us to learn about other people?</p> <p><b>Conceptual -</b> Can you create a cultural dance?</p> <p><b>Debatable -</b> Does a dance represent a culture?</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- can perform the basic steps of (country) line dance:grapevine, heel/toe, polka, side step, chasse</li> <li>- can apply the basic elements of (country) line dancing: the use of walls, repetition, synchronization and the power of a group dance.</li> <li>- can dance the achy breaky, footloose as a country line dance</li> <li>- can dance the Gay Gordons and the Flying Scotsman as a Scottish Line dance</li> <li>- can choreograph a 2 min, creative, movement sequences with attention to speed, level, time and flow applying various patterns</li> <li>- incorporates creative movement into personal choreographed routine</li> <li>- shows understanding about patterns, beat and rhythm and BASTE</li> <li>- develops a country dance routines with awareness of synchronization, canon and walls</li> <li>- understands patterns, beat and rhythm</li> <li>- understands that dances can express emotions and culture</li> </ul>
8	<b>Unit 3</b> Athletics	Change Refinement Energy	Scientific and Technical innovation; adaptation, ingenuity and progress	Analyzing movement patterns allows for change and refined technique(s) to maximise performance energy.	<p><b>Factual:</b> What is a biomechanical analysis of a movement?</p> <p><b>Factual:</b> What are the technical breakdowns of (specific) Athletics events?</p> <p><b>Conceptual:</b> How does an analysis lead to improved performance?</p> <p><b>Debatable:</b> Does a top athlete always demonstrate the ideal technique?</p>	<p>The Student</p> <ul style="list-style-type: none"> <li>- develops personal skills in throwing events: javelin (5 stride), discus, shot put (slide) with flow, fluency, control, power and accuracy</li> <li>- develops personal skills in jumping events: high jump with a fosbury technique and long jump with a squat technique and running with flow, fluency, control, power and accuracy</li> <li>- develops personal skills in running events: 100m sprint from a crouch start, 4x100 relay with a downsweep technique, 60m hurdles(12m, 6 hurdles every 7 meters, 13m run out) with with flow, fluency, control, power and accuracy</li> <li>- understands basic warm up activities and stretching techniques</li> <li>- understands technical aspects, rules of the various events</li> <li>- understands and applies pacing</li> <li>- identifies principles for warming up and preparing safely and effectively</li> <li>- select appropriate exercises to put into their warm-up and cool-down activities to suit the event</li> </ul>
8	<b>Unit 4</b> Aquatics (Stroke refinement/ Water polo)	Creativity Refinement, Choice	Orientation in space and time: Peoples, boundaries, exchange and interaction	Creativity and choice allows us to develop our skills in a way that matches our interest.	<p><b>Factual:</b> What games and skills can we effectively transfer to an aquatic environment?</p> <p><b>Factual:</b> What are the the skills needed to become effective in these games?</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- further develops breaststroke, freestyle and backstroke techniques</li> <li>- further develops dive entry into the pool</li> <li>- further develops treading water and sculling</li> <li>- develops freestyle swim with head above the water and with a ball</li> <li>- develops backstroke swim with head and ball above the water</li> </ul>

					<p><b>Conceptual:</b> How can specific body characteristics aid in aquatic activities?</p> <p><b>Debatable:</b> Does choice lead to a higher level of commitment for improvement?</p>	<ul style="list-style-type: none"> <li>- develops eggbeater kick to raise body out of the water</li> <li>- develops skills to pick the ball up out of the water: side sweep, flick, scoop</li> <li>- develops passing skills in the water</li> <li>- understands the water polo rules</li> <li>- understands basic water polo strategies</li> <li>- develops swimming endurance</li> </ul>
8	<b>IN REVIEW</b> Unit 5 Health Related Fitness/Outdoor Education	Change, Adaptation, Balance	Scientific and technical innovation	A balanced lifestyle is based on making informed and responsible choices.	<p><b>Factual</b> - What makes a good physical improvement plan? <b>Factual</b> - What are the training principles (FITT / SPORT)? <b>Factual</b> - What choices do I have to make to keep a balanced lifestyle?</p> <p><b>Conceptual</b> - How can we create balance between the mind and body? How is a physical improvement plan beneficial?</p> <p><b>Debatable</b> - Can you be fit but not healthy and healthy but not fit?</p>	<ul style="list-style-type: none"> <li>- Understands and applies Heart Rate Training zones, FITT and SPORT principles</li> <li>- Understand how nutrition, sleep has an effect on our well being</li> <li>- Develops a Physical Improvement Plan aimed at CVE or muscular endurance.</li> <li>- Understands and creates a cardiovascular workout</li> <li>- Understands and creates a circuit training or tabata workout</li> <li>- Understands the aim/benefit of a beep test/ circuit training / tabata workout / endurance run</li> </ul>
8	Unit 6 Volleyball	Systems Choice Environment	Scientific and technical innovation	The systems in a game are influenced by the environment and personal choices	<p><b>Factual:</b> What are the strategies and skills in Volleyball? <b>Factual:</b> What are the systems we use in Volleyball?</p> <p><b>Conceptual:</b> How does the environment around us influence our choices?</p> <p><b>Debatable:</b> How do our personal choices affect the game? <b>Debatable:</b> Can a sense of community be developed through sport?</p>	<p>The Student</p> <ul style="list-style-type: none"> <li>- Develops the basic skills required for volleyball games (dig, bump, set, spike and underarm serve)</li> <li>- Develops the "ready position"</li> <li>- Plays 3v3 and 4v4 volleyball games</li> <li>- Develops concepts and tactics required volleyball</li> <li>- Understands the basic rules and regulations of the game</li> <li>- Understands and applies transferable strategies and concepts</li> <li>- Understands the importance of communication, use of space and systems</li> <li>- Understands basic attacking and defending positions</li> </ul>
<b>Grade</b>	<b>Unit Number and Title</b>	<b>Key and Related Concepts</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>Inquiry Questions</b>	<b>Content (topics / knowledge/ subject specific skills)</b>
9	Unit 1 Invasion Games (Handball and Ultimate frisbee)	Relationships Function Interaction	Identities and Relationship	For a team to function effectively there are different roles of responsibility that require various styles of interaction.	<p><b>Factual</b> - What skills do we require to interact in a relationship? <b>Factual</b> - What are the characteristics of an effective leader? <b>Factual</b> - What systems are present in an effective team?</p> <p><b>Conceptual</b> - Are there different types of effective leadership?</p> <p><b>Debatable</b> - Can everybody learn to become a leader?</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- will review frisbee throwing and catching skills: forehand, backhand and hammerhead throw, pancake catch as well as one handed catch</li> <li>- is able to apply Pivot, 2 step landing and positional play</li> <li>- is able to demonstrate throwing and catching of the ball, jump shot, blocking of the shots, pivot technique</li> <li>- understands and applies a defensive circle, 5+1 defensive strategy.</li> <li>- understands and applies full rules for both games (handball and frisbee)</li> <li>- is able to apply various offensive and defensive strategies</li> <li>- can demonstrate movement on the field and positional play.</li> </ul>
9	Unit 2 Athletics (Newton's Laws)	Change Energy Movement	Identities and Relationships - physical development	Science can be used to analyse the relationship of energy and movement in order to refine the form of our performance.	<p><b>Factual:</b> How are Newton's Laws related to performance (Athletics)? <b>Factual</b> - What type of energy transfer can you observe in your performance (Athletics)?</p> <p><b>Conceptual</b> - How can scientific knowledge encourage change in our performance?</p> <p><b>Debatable</b> - Do you need technology to improve your performance?</p>	<p>The student</p> <ul style="list-style-type: none"> <li>- develops personal skills/personal best in throwing events: javelin (7 stride), discus, shot put (slide) with flow, fluency, control, power and accuracy</li> <li>- develops personal skills/personal best in jumping events: high jump with a fosbury technique and long jump with a squat technique and running with flow, fluency, control, power and accuracy</li> <li>- develops personal skills/personal best in running events: 100m sprint from a crouch start, 4x100 relay with a downsweep technique, 60m hurdles (12m, 6 hurdles every 7 meters, 13m run out) with with flow, fluency, control, power and accuracy</li> <li>- understands technical aspects, rules of the various events</li> <li>- understands and applies pacing</li> <li>- identifies principles for warming up and preparing safely and effectively</li> <li>- select appropriate exercises to put into their warm-up and cool-down activities to suit the event</li> <li>- understands and applies Newton Laws to personal performance</li> </ul>
9	Unit 3 Aquatics - Kayaking	Relationships Environment Systems	Scientific and Technical innovation	There is a relationship between the environment and the systems we use in kayaking.	<p><b>Factual:</b> What basic kayaking skills are needed to propel the kayak forward effectively? <b>Factual:</b> What are the various parts on the kayak ?</p> <p><b>Conceptual:</b> How can you use your environment most efficiently?</p> <p><b>Debatable:</b> What is the best way to manage your energy level (mentally and physically) when you are kayaking over an extended period of time?</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- Understands and can describe the various parts of a kayak</li> <li>- Can enter and exit the boat from several platforms and from the water</li> <li>- Can paddle forward, backwards</li> <li>- Can paddle sideways: draw</li> <li>- Can rotate around its own axis and cones</li> <li>- Can perform basic rescue techniques</li> <li>- Can set course and maintain a course</li> <li>- Understands how to paddle energy efficiently</li> </ul>

						<ul style="list-style-type: none"> <li>- Can maneuver across a parkour</li> <li>- Continues to develop the basic swimming strokes and lifesaving techniques from G7</li> </ul>
9	<b>Unit 4</b> Personal Exercise Programme	Change Environment Systems	Identities and Relationships	There is a connection between stress and performance, influenced by the environment which can be managed through the use of systems.	<p><b>Factual:</b> What are various strategies to deal with stress? What are stress factors? What are different types of motivation?</p> <p><b>Conceptual:</b> How is stress, anxiety and performance connected?</p> <p><b>Debatable:</b> Is it possible to perform at your best without stress or anxiety?</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- Develops basic basketball skills: dribbling, passing, shooting (lay-up/set shot)</li> <li>- Develops basic strategic positioning (point guard, post players)</li> <li>- Develops spatial awareness and runs into space</li> <li>- Develops V-cut, L-cut and basic rotations during game play</li> <li>- Develops 3v3 game play</li> <li>- Develops defensive skills (footwork and positioning)</li> </ul>
9	<b>Unit 5</b> Badminton (singles and doubles)	Creativity Adaptation Space	Scientific and Technical innovation	Development of skills allows for creative thinking and adaptation of game play	<p><b>Factual:</b> What is the technique for the basic Badminton strokes? What are the rules for a single and double badminton game?</p> <p><b>Conceptual:</b> How can we attack space? How can we defend space?</p> <p><b>Debatable:</b> Can creativity be trained?</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- Develops more advanced skills required for badminton – singles game (clear, drop shot, serve, smash)</li> <li>- Review of the rules and regulations of the Badminton singles and doubles game</li> <li>- Develops the concept and the strategies of the singles and doubles Badminton Game.</li> <li>- Understand how creativity and adaptation supports their game play.</li> <li>- Understands and applies interaction (verbal/nonverbal) skills during game play</li> <li>- Understand how a reaction follows an action.</li> <li>- Understand how creativity and adaptation supports their game play.</li> </ul>
9	<b>Unit 6</b> Movement (World Dances)	Culture, Energy, Interaction Space	Personal and Cultural Expression	A cultural performance is an effective combination of space, energy, and interaction demonstrating rituals and beliefs.	<p><b>Factual</b> What are specific choreographic elements? <b>Factual</b> What are different types of world/cultural dances?</p> <p><b>Conceptual</b> Is dance emotion? <b>Conceptual:</b> How does the combination of space, energy and interaction support a culture?</p> <p><b>Debatable</b> Can a cultural dance be created?</p>	<p>The Student</p> <ul style="list-style-type: none"> <li>- can apply the elements of dance: body, action, space, time and energy effectively (BASTE)</li> <li>- can demonstrate, to a high technical level, the use of flow and flair, fluid transitions when demonstrating a dance.</li> <li>- can perform with technical competence, demonstrating clarity of action, shape, and dynamics and showing an understanding of patterns, beat, rhythm, phrasing, and sensitivity to the accompaniment</li> <li>- will choreograph movement sequences with attention to speed, level, time and flow applying various patterns</li> <li>- can research ideas for dance and improvise freely using different dance styles and techniques</li> <li>- can select appropriate movements and ideas to structure dances which convey the choreographic intention</li> <li>- can demonstrate an understanding of different choreographic principles and use them with increasing competence</li> <li>- can demonstrate various cultural dances: Gumboot (Africa), Sirtaki (Greece), Flying Scotsman (Scotland), Haka (NZ) etc</li> <li>- understands the characteristics of various cultural dances</li> </ul>
<b>Grade</b>	<b>Unit Number and Title</b>	<b>Key and Related Concepts</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>Inquiry Questions</b>	<b>Content (topics / knowledge/ subject specific skills)</b>
10	<b>Unit 1</b> Invasion Games International Games (a.o. Basketball, Football)	Identity Adaptation Perspectives	Identities and Relationships	Knowing one's own identity and understanding another person's perspective allows for adaptation of a game to suit everybody's needs.	<p><b>Factual:</b> What are different perspectives to play a game? <b>Factual:</b> How can a game be adapted?</p> <p><b>Conceptual:</b> How does differentiation affect our performance?</p> <p><b>Debatable:</b> Does everybody refine their skills through differentiation?</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- will revise sport specific throwing, catching, kicking and passing skills</li> <li>- is able to transfer skills, strategies and tactics between sports</li> <li>- applies game play strategic defense and attacking knowledge: zone defense and one to one defense</li> <li>- applies complex basketball skills: dribbling, passing, shooting, lay up in game situations</li> <li>- applies strategic positioning</li> <li>- develops strategic play for football 5v5 or 7v7</li> </ul>
10	<b>Unit 2</b> Athletics (coaching)	Perspective Refinement Relationship	Fairness and development – Human capability and development; social entrepreneurs	By understanding the client's perspective, an effective coach can build a relationship that inspires personal confidence and improves physical performance	<p><b>Factual</b> What are some characteristics of an effective coaching relationship?</p> <p><b>Conceptual</b> How does gaining perspective help people grow and develop effective sporting techniques, tactics and strategies?</p> <p><b>Debatable</b> To what extent is being 'coachable' necessary for excellent athletic performance?</p>	<p>The student</p> <ul style="list-style-type: none"> <li>- develops personal skills/personal best in throwing events: javelin (7 stride), discus, shot put (slide) with flow, fluency, control, power and accuracy</li> <li>- develops personal skills/personal best in jumping events: high jump with a fosbury technique and long jump with a squat technique and running with flow, fluency, control, power and accuracy</li> <li>- develops personal skills/personal best in running events: 100m sprint from a crouch start, 4x100 relay with a downsweep technique, 60m hurdles (12m, 6 hurdles every 7 meters, 13m run out) with with flow, fluency, control, power and accuracy</li> <li>- understands technical aspects, rules of the various events</li> <li>- understands and applies pacing</li> <li>- identifies principles for warming up and preparing safely and effectively</li> <li>- select appropriate exercises to put into their warm-up and cool-down activities to suit the event</li> <li>- understands and applies analytical skills to coach a peer</li> <li>- can deliver verbal feedback to a peer for improvement of skill</li> </ul>
10	<b>Unit 3</b> Personal Exercise Programme	Perspective Adaptation Function	Identities and Relationships	Depending on our interests and motivation we select and modify activities to meet the needs for a healthy and balanced lifestyle.	<p><b>Factual</b> What is a healthy and balanced lifestyle? <b>Factual:</b> How do you set iSMART goals?</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>-Understand what a balanced lifestyle means and can act and reflect on their own well being</li> <li>-Analyses and reflects on personal fitness</li> </ul>

	* under construction - combined unit with Outdoor Education on fitness and mountain biking				<p><b>Factual:</b> What are the training principles (FITT and SPORT) and how to apply these in different settings?</p> <p><b>Conceptual:</b> How do you structure a safe and effective training programme to meet your SMART goals?</p> <p><b>Debatable:</b> Is your programme sustainable?</p>	<p>-Understands and applies Heart Rate Training zones, FITT and SPORT principles</p> <p>-Understand how nutrition, sleep has an effect on our well being</p> <p>-Develops a Physical Improvement Plan aimed at CVE or muscular endurance.</p>
10	<b>Unit 4</b> Volleyball	Communication Interaction Function	Fairness and Development	Appreciation of leadership roles is developed by effective interaction as well as understanding and accepting various roles within an organisation.	<p><b>Factual:</b> What types of communication is used during play? What is the purpose of different styles of communication?</p> <p><b>Conceptual</b> How do we value different individual's role? How do various roles look, see and feel?</p> <p><b>Debatable:</b> Can a sense of community be developed through sport?</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>- Develops more skills required for volleyball games, bump/dig, set, spike, smash</li> <li>- Develops an understanding of the rules and regulations of the games</li> <li>- Develops an understanding for more complex strategies and concepts of the games</li> <li>- Is able to transfer and apply skills, concepts and strategies between games</li> <li>- Develops the main concepts and tactics of the games and can apply them accordingly</li> <li>- Develops leadership skills, communication and team working skills and applies them accordingly</li> <li>- Understands safety on the field and acts accordingly</li> <li>- Understands the "spirit of the game" and acts accordingly</li> <li>- Understands how recreational games differ from competitive games</li> <li>- Can take on leadership roles, such as coach, manager and referee</li> </ul>
10	<b>Unit 5</b> Movement (Ballroom dancing)	Relationship, Energy, Interaction, Movement	Personal and cultural expression, artistry, craft, creation, beauty	A successful performance requires positive interactions and energetic movements between the dance partners demonstrating art, craft, creation and beauty.	<p><b>Factual</b> What are specific choreographic elements?</p> <p><b>Factual</b> How do you create an engaging routine?</p> <p><b>Conceptual</b> How do we adapt ourselves to our partners to reach our maximum group potential?</p> <p><b>Conceptual</b> How does the combination of space, energy and interaction support aesthetics?</p> <p><b>Debatable</b> Are friends more likely to create an engaging routine?</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>- can apply the elements of dance: body, action, space, time and energy effectively (BASTE)</li> <li>- can demonstrate, to a high technical level, the use of flow and flair, fluid transitions when demonstrating a dance.</li> <li>- can perform with technical competence, demonstrating clarity of action, shape, and dynamics and showing an understanding of patterns, beat, rhythm, phrasing, and sensitivity to the accompaniment</li> <li>- will choreograph movement sequences with attention to speed, level, time and flow applying various patterns</li> <li>- can research ideas for dance and improvise freely using different dance styles and techniques</li> <li>- develops the basic skills of ballroom dancing in cha-cha cha, rumba and quick step</li> <li>- incorporates creative movement into personal choreographed routine</li> <li>- appreciates the norms and values of ballroom dancing</li> <li>- is able to choreograph a 2 minute ballroom dance routine</li> </ul>